



Rosemellin Primary School Behaviour Policy

This policy will be reviewed annually.

SENCO Mr L. Alston	Signed:	Dated:
Headteacher Mrs N Finn	Signed:	Dated:
Chair of Governors Ms J Richards	Signed:	Dated:

Philosophy

At Rosemellin School we believe:

- successful learning can only take place when a child feels safe and happy;
- there must be clear expectations of acceptable behaviour and that these are established within the school's behaviour policy;
- an atmosphere conducive to learning develops when everyone feels valued and respected and take personal responsibility for their behaviour and actions;
- a school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach of criticism and punishment.

Aims

To establish a school ethos that:

- promotes self-discipline;
- encourages respect of self and others, regardless of differences;
- ensures children's standard of behaviour is acceptable and does not disrupt the learning of others;
- promotes good behaviour within the school and wider community;
- develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.

Golden Rules

Our Golden rules are promoted consistently throughout our school:

- Do be gentle
- Do work hard
- Do listen carefully

- Do look after property
- Do take care around school
- Do be honest

Rewards:

All children start the week with 9 minutes Golden Time: they can earn up to 30 minutes Golden Time by moving up the lighthouse. Reward is given through positive reinforcement which may include:

Individual Rewards

- ☺ Sign of approval –thumbs up or a smile.
- ☺ Positive, specific verbal or written feedback.
- ☺ A move/moves up the lighthouse to earn Golden Time
- ☺ Award of Shell of the day and celebrated in weekly, Key Stage assembly
- ☺ Award of Beam of the week and celebrated in weekly assembly and published on the weekly newsletter.
- ☺ Individual rewards that may be shared in assembly.
- ☺ 'Super Six' role for exemplary behaviour and leadership.
- ☺ Headteacher awards for effort, work or positive learning behaviours.

Collective rewards

- ☺ Weekly attendance trophies for class attendance.
- ☺ Class reward for positive behaviour e.g assembly- e.g extra breaktime.

Lunchtime Specific Rewards

- ☺ Marvellous manners noted during lunchtime and children rewarded by a move up the lighthouse.
- ☺ A move up the lighthouse for good playground behaviour

Sanctions

The sanctions are hierarchical and are designed to reinforce the school rules and teach the children how to follow them. All members of teaching staff are able to impose a sanction. These are as follows:

- Step 1: Verbal warning
- Step 2: 2nd warning- name on rock and move down the lighthouse
- Step 3: 'Time In' within own classroom but apart from classmates (5 mins for KS1; 10 mins for KS2)
- Step 4: 'Time out' in partner year group class (5 mins for KS1; 10 mins for KS2) and parent/carer informed.

Phase/Key Stage leader to speak with child who is at Step 4.

If a child is sent to a partner year group class 3x then a meeting will be held with parents, class teacher, Headteacher/Deputy Headteacher

Red Cards are issued by Headteacher/Deputy Headteacher, in discussion with member of staff and may be issued for the following:

- bullying.
- physical abuse of a member of staff.
- physical abuse of a child.
- racial/sexual abuse.
- deliberate breaking or damaging of school property.
- bringing dangerous items into school e.g. matches/knife.
- swearing
- stealing.
- doing something that constitutes danger to another child.

This list is not exhaustive and such behaviour is considered extreme. A child will be fast tracked to a Red Card, by passing the normal sanctions.

Headteacher/Deputy Headteacher will speak with parents/carers and will make a log on 'My Concern'.

The child will be given an appropriate sanction and will lose their Golden Time.

Additional sanctions may include:

- Internal inclusion
- Transferred Exclusion
- Fixed Term exclusion (LA team involved, including Educational Psychologist/EWO)
- Managed move/permanent exclusion (Crofty SIP/Director of Education and LA team involved: including Educational Psychologist/EWO/Virtual School Team)

Lunchtime Sanctions

- Verbal warning.
- If behaviour is repeated, child receives 5 minutes Time Out and is moved away from peers. Supervisor to share with class teacher if appropriate.
- Should an extreme behaviour incident occur, a member of the SLT will be called for and a Red Card issued as above.

Exceptional circumstances

We fully understand that some children find certain aspects of school life extremely challenging, including behaving well. We pride ourselves on working closely with these children, their families and other agencies if applicable. We strive to help them deal with their circumstances through nurture, care and guidance to help them adapt and become fully integrated into school life.

We will make reasonable adjustments in the application of the behaviour policy where there are individuals with SEND or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. We will be pro-active, monitor closely and liaise with home and other colleagues to apply the policy.

Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour

At Rosemellin Primary School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable. Sexual violence and sexual harassment will not be tolerated and should never be passed off as "banter", "just having a laugh" or "part of growing up".

Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising

them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Any such behaviour will be sanctioned in line with this policy and under guidance from <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and the school Safeguarding policy.

Use of Reasonable Force

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

- All members of staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised trip.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- Force can be used for two main purposes – to prevent pupils harming themselves or others.
- The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.
- We have specialist trained staff in physical restraint (Team Teach) who may assist in a situation where there is a risk to the child themselves, other children or staff.
- Reasonable adjustments should always be made for disabled children or children with special educational needs (SEND).

Further advice is given in the DfE document '**Use of Reasonable Force**'.

Use of seclusion

At Rosemellin Primary School we may require disruptive pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, where a child's behaviour presents *significant* risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools'.

Managed Move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty MAT and can last up to 9 weeks. After this period, parents and the schools involved will decide to make this move permanent or return to Rosemellin.

Exclusion

In extreme cases Rosemellin Primary School may use fixed or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of

the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion.

We do not wish to exclude any child from school, but sometimes this may be necessary. At this time the school follows the legal guidance within "Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion". (DFE 2012)

The headteacher informs the Crofty MAT CEO and Director of Education, the LA and the governing body about any form of exclusion. Pupils found to have made malicious accusations against school staff will receive an exclusion from school – this is likely to be permanent, dependant on the severity of the accusations. The governing body fulfil their role monitoring levels of exclusion, reviewing individual cases where a child has been excluded for a period of more than 15 days in one term and hearing appeals from parents.

Following the decision to permanently exclude a pupil and, where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Challenging Children

Children with significant individual needs will have a behaviour plan and risk assessment that reflects their needs and supports their management and care. These will be also aligned to the school rules and the needs of others in our community. Strategies to cope with aggressive behaviour will include 'Team Teach Positive Handling Techniques' to be used by qualified members of staff only (this aligns with our 'Use of reasonable force' statement above). As a school, we recognise the effect that poor mental health can have an impact on the happiness, self esteem and overall life of a young person. There are several members of staff who are trained in the most recent developments in mental health and emotional support. These members of staff will be deployed effectively to support individual children when a need has been identified.

The role of parents

Rosemellin Primary School will encourage parents to support good behaviour and attendance through regular communication, parent meetings and newsletters.

The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to cooperate with the school, as set out when joining the school.

We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the complaints procedure will be followed.

We hope that all adults conduct themselves appropriately. If Parents/Carers or Visitors are seen to be abusive and/or swearing on the school premises, the Headteacher will seek to ban that person in line with the Cornwall Local Education Authority and Devon and Cornwall Constabulary policy of 'Nuisance and Disturbance on Educational Premises'.

Incidents that come to the school's attention will be formally logged and a verbal warning or warning letter will be given. Additional incidents may result in a Section 547 ban being issued by the Crofty MAT Executive.

E Safety

Any E-safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (see section on 'Cyber-Bullying' in 'Anti-Bullying Policy').

Appendix

1: Sexual Violence, Online Sexual Abuse and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable at Rosemellin Primary School. As set out in Part one of KCSIE, all staff at Rosemellin Primary School who work with children are advised to maintain an attitude of 'it could happen here'.

At Rosemellin Primary School we recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We recognise that children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. As a school we recognise that it is essential that all victims are reassured that they are taken seriously and will be supported and kept safe. We recognise it is essential that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report. As with all safeguarding concerns, appropriate action must be taken in accordance with our child protection policy.

At Rosemellin Primary School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh" or "part of growing up". The school recognises that dismissing or tolerating behaviours, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, risks normalising them. In not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to an unsafe environment with a culture of unacceptable behaviour.

The school recognises that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers (KCSIE). Therefore, any reports of abuse involving children with SEND will be dealt with in close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinator (SENCO).

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

When referring to sexual violence in this policy, we do so in the context of child on child sexual violence. For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/14 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment: 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
 - As set out in UKCIS Sharing nudes and semi-nudes of U18s is a criminal offence; sharing of unwanted explicit content; upskirting (is a criminal offence²⁰); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Harmful sexual behaviour (HSB): children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, the school considers the ages and the stages of development of the children as critical factors and the school uses the Brooks Traffic Light tool to risk assess any such behaviours. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The school considers the addressing of HSB as an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school recognises that children

displaying HSB may have experienced their own abuse and trauma and as such it is vital that they are offered appropriate support.

At Rosemellin Primary School, along with providing support to children who are victims of sexual violence or sexual harassment, the school recognises the need to also provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

The role of education in prevention

At Rosemellin Primary School we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour

Relationships Education at Rosemellin Primary School also covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. This allows children an open forum to talk things through. We recognised that such discussions can lead to increased safeguarding reports. Children are made aware of the processes to raise their concerns or make a report and how any report will be handled.

As part of statutory relationships, sex and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum, based on the PSHE Association's programme of study. Carefully chosen external contributors are occasionally used to supplement the planned PSHE curriculum in these areas, with timetabled lessons providing the context for both preparatory work and reinforcement of the learning.

Staff Training

Staff at Rosemellin Primary school receive regular safeguarding training and as such have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.

