



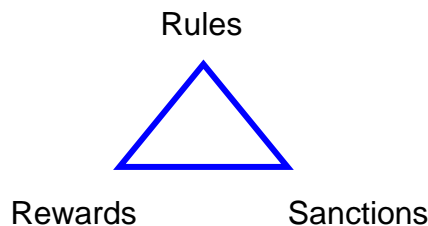
Rosemellin Primary School Behaviour Policy

This policy will be reviewed annually.

SENCO Mr Alston	Signed: <i>H Alston</i>	Dated: 1.12.2022
Headteacher Miss Sargent	Signed: <i>E Sargent</i>	Dated: 1.12.2022
Chair of Governors Jennie Richards	Signed:	Dated: 1.12.2022

Rationale: To promote a positive and purposeful school community where staff and pupils work together in an atmosphere of mutual respect.

To promote positive behaviour at Rosemellin School we use the Assertive Discipline method of rules, rewards and sanctions:



Each classroom will have the Golden Rules displayed:

- Do be gentle
- Do work hard
- Do listen carefully
- Do look after property
- Do take care around school
- Do be honest

General Reward guidelines

Good social behaviour:

caring, sharing, helping others, teamwork, playing well, telling the truth, apologising for accidents, dealing with problems sensibly or calmly, saying please and thank you.

Good class behaviour:

following routines, tidying away well, listening to and following instructions, moving around school appropriately, helping others and making helpful choices.

Good learning behaviour:

listening, enthusiasm, participation, working cooperatively, asking questions, starting a task promptly, on-task behaviour, persevering with problems, and achievement.

Individual Classroom Rewards

- ☺ Sign of approval –thumbs up, or smile.
- ☺ Positive specific verbal or written feedback
- ☺ Lighthouse system – children move up the Lighthouse to gain Golden Time points
- ☺ Rainbow system for Foundation - move up to gain Golden Time
- ☺ All children start each week with 3 Lighthouse Points
- ☺ Shell or Star (Foundation) of the day (one per class)
- ☺ Beam of the week (one per class) – shared in assembly and on weekly newsletter.
- ☺ Year Six can become a 'Super Six' for exemplary behaviour and leadership.
- ☺ Headteacher awards for super effort, work or attitude and Star Fish Award for making a difference.

Individual Classroom Sanctions

There are a range of sanctions that may be involved if the School Rules are broken. These will differ slightly between Foundation and KS1/2. At Foundation and KS1 parents can be spoken to at the end of each day to inform of any behavioural issues. Sanctions help to ensure that children's standard of behaviour is acceptable and does not disrupt the learning of others.

Whole School:

- 1st Warning 1: Verbal/Visual warning (Foundation x 2)
- 2nd Warning 2: Move down Lighthouse (teacher to identify trigger and remind of choices)
- 3rd *Time out* within classroom 5-10 minutes, move down (Time Out questions)
- 4th *Time out* in Phase Lead's classroom 10 minutes, move down (Time Out questions)
Letter home
- 5th Send to Head Teacher or Senior Management (Phone call home)
- 6th Red Card/Head Teacher, letter or call home
(possibly out of sequence depending on incident)
- 7th Parents/carer invited to see class teacher and SENCO/SLT
- 8th Internal exclusion
- 9th Temporary exclusion
- 10th Managed move/fixed exclusion

Our Learning Mentor and SLT will assist at an appropriate time depending on each individual issue. A small percentage of children will have an Individual Behavioural Plan stating personal methods of addressing behavioural issues.

Lunchtime Rewards

- ☺ Terrific Ticket raffle tickets awarded during lunchtime for positive behaviour on the playground, or good manners in the dining hall.
- ☺ Terrific Ticket winners will be chosen during each Year Group assembly. Winners will then select a prize during the assembly.

Lunchtime Sanctions

Staff on the playgrounds will use a Yellow Card system for three warnings, or in extreme cases, children will be issued a Black Card and removed from the playground for that day.

Supporting Information

Rosemellin Behaviour Policy

It is a primary aim of Rosemellin Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We want our children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community

The school expects every member of the school community to behave in a considerate and respectful way towards others and our school rules help to support everyone in achieving this. We treat all children fairly and apply this behaviour policy in a consistent way.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Red cards

Red cards can be issued to pupils for inappropriate physical or verbal actions such as kicking, punching, biting, swearing and bullying. They can also be issued for refusal to follow instructions following earlier warnings and for repeated poor behaviour over a period of time: 3 Time outs in a buddy class will incur a Red Card. A sanction will follow which would normally be an internal exclusion in the Link Room during break and/or lunchtime. A red card amounts to the loss of 15 minutes golden time. Parents will be informed by telephone that day if possible. Red cards will be kept in files as a record.

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

- 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.
- bullying

Use of Suspension and Exclusion

The section of the Behaviour Policy which relates to exclusions is standard across all our schools – based on the principles within the DfE Guidance of 2017.

Exclusion: In extreme cases Rosemellin School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools 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 followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

Key principles:

- The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' 2017 will be followed.
- Only the headteacher can make the decision to exclude, this must be on disciplinary grounds.
- Due regard will be given to the Equalities Act and SEND code of practice.
- Informal exclusions (inc going home to 'cool off') will never be used and all exclusions will be recorded formally.
- 'Transferred inclusion' will be considered before the decision to exclude is made (see transferred inclusion guidance).
- Arrangements for parents to be notified immediately will be made by the headteacher.
- The headteacher will contact the CEO on the same day to notify him of the decision made.
- The flow chart attached will be used by the headteacher, in conjunction with the Scheme of delegation, to ensure that the correct governors/ trustees are notified and timescales for review/ appeal are met.
- A report of any suspension or permanent exclusion is made to the LGC through the termly HT report.
- The headteacher should ensure that any suspension is followed by a reintegration meeting which will include completion of a risk assessment with the parents (and child where appropriate) and future planning to reduce the risk of further exclusions.
- Where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education.

Transferred Inclusion

- All the schools within Crofty Trust are committed to reducing exclusions from school where ever possible. In order to facilitate this the schools work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.
- Where a pupil's behaviour and conduct has been such that a suspension is considered by the headteacher, the alternative of a transferred inclusion will always be considered in the first instance.
- When a school is considering use of a transferred inclusion a risk assessment (along with other paperwork) will be completed in advance and shared with the receiving school to ensure that this is the most appropriate action and that appropriate care can be offered by the receiving school.

OFF Rolling

Ofsted's definition of 'off-rolling'

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides (without coercion from the school) to home educate their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling."

The school's within Crofty Multi Academy Trust follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

Positive Handling

Crofty Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that:

- Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.
- It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.
- If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely.

In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child.
- Contain an angry child.
- Affirm or encourage an anxious child or a child with low self-esteem.

This common approach is reflected in the standard statement below which is included in the Behaviour policy of all Crofty Schools.

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.

Team Teach techniques seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that pupils remain safe.

Use of separate spaces

In this school we may require a dysregulated pupil 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. In addition to this, we may request dysregulated pupils to attend a school in the MAT for 1-2 days for a transferred inclusion, they will be supported by a member of staff from Rosemellin School. Any situation that prevents a child from leaving a room of their own free will only be considered in the short term and very 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' at all times.

Safeguarding, sexual violence

Child on Child Abuse – including Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour is addressed within Crofty's Child on Child Abuse Policy. All schools follow this policy and will have the statement below within their school behaviour policies. Each school will also create their own

At Rosemellin School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It 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. As such, 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.

Anti-Bullying Policy in consultation with the school community.

E Safety, online abuse and Harassment

See Online Safety Policy

SEND

School behaviour policies recognise that some pupils will need a different approach and schools will make provision for this including behaviour support plans and risk assessments. Where appropriate these provision for these pupils will be planned as part of the SEND provision, including referrals to outside agencies where appropriate.

Communication and Role of Parents

The Behaviour Policy for each school will be available to parents on the school website and will be discussed as part of the child's induction to the school. In addition parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed.

Schools recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes.

Training

All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training.

At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

Monitoring/ Data Collection

All Crofty School have well established systems in place for recording behaviour incidents. Schools analyse these to identify trends and reflect on the effectiveness of the policy. Analysis also identifies individuals where early intervention is required.

Schools report on the effectiveness of their Behaviour Policies to LGC's.

Behaviour, suspension, transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of significant issues reported to the School Improvement committee of Trustees.