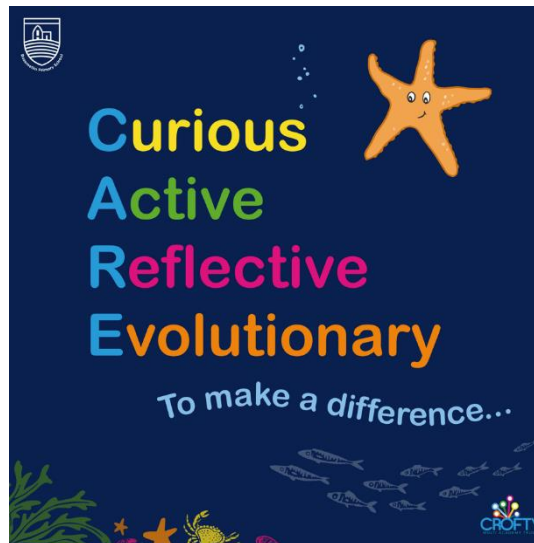




Rosemellin School Behaviour Policy

To promote a positive and purposeful school community where staff and pupils feel secure working together in an atmosphere of mutual respect.

At Rosemellin school, our CARE ethos permeates through all that we do. This includes our approach to behaviour. Our expectations are that every member of the school want to make a positive difference and in doing so we must all demonstrate behaviours aligned to CARE.



Characteristics of expected behaviour

Positive Curious Behaviour:

asking questions, caring, telling the truth, wanting to help, open minded, seeking solutions, solving problems, inquisitive to new and familiar activities, ideas, people and cultures, growing understanding, enjoy being challenged.

Positive Active Behaviour:

following routines, tidying away well, listening to and following instructions, moving around school appropriately, helping others and making helpful choices, using good manners, participation, starting a task promptly, motivated, able to transfer skills, enjoy healthy competition, teamwork, take risks in learning, enthusiasm.

Positive Reflective Behaviour:

Ability to understand, think and talk about yourself as a person and as a learner, listening, telling the truth, apologising for accidents, participation, working cooperatively, asking questions, self-aware, creative thinkers, a better understanding of others.

Positive Evolutionary Behaviour:

persevering with problems, and achievement, build on previous knowledge, work sequentially, look for connections on previous learning, understands the process of improvement and developing, identifies own points of improvement, celebrate their own progress in knowledge, skills and behaviours and attitudes as well as that of others.



Individual Rewards

At Rosemellin we seek to be positive in all we do and celebrate the successes of learning and conduct in a variety of ways including:

- ☺ Verbal praise
- ☺ Stickers (including 'make a difference' and headteacher award)
- ☺ Lighthouse system – children move up the Lighthouse to gain Feel Good Friday time.
- ☺ All children start each week with 9 minutes of Feel Good Friday time.
- ☺ Shell of the day (one per class)
- ☺ Star Fish of the Week. Who has made a difference?
- ☺ Weekly celebration assemblies where achievements both inside and outside school are recognised.
- ☺ Year Six can become a 'Super Six' for exemplary behaviour and leadership.
- ☺ CARE Bear medals (EYFS & KS1) and CARE badges (KS2) are given to children who demonstrate that they are being Curious, Active, Reflective and Evolutionary.
- ☺ Terrific Tickets for positive lunchtime behaviour where the child is entered into a weekly raffle.

The Restorative Approach

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well rounded individuals. The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent and further incidences of the same nature. In an educational setting this means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions understanding what they have done wrong and accepting that their actions can be harmful to others.

By placing the responsibility for conflict resolution back onto the child, they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary.

Supporting Self-Regulation

At Rosemellin, we use the principles of CARE to support the development of self-regulation in our children.

Curious	What's happened?
Active	How can I support this person/myself to de-escalate/regulate?
Reflective	What needs to happen in order to put things right?
Evolutionary	How will I demonstrate that I have learned from this?

Sanctions and Strategies to help children improve their conduct.

There will be times when children make wrong choices and it is part of our role to support them in recognising and reflecting on this to improve in the future. All staff are considered to be responsible for discussing and challenging any behaviours that are not appropriate. Children need to discover these boundaries and make mistakes in the right environment. Children will be reminded of the behaviour expectations through the use of our CARE displays and ethos.



Each case is treated individually. Children are reminded that they are responsible for their own behaviour choices and that not following our expectations has consequences as follows:

Reminder: 1) A verbal reminder about the behaviour expected is given.

2) A second reminder is given and a move down the lighthouse.

Reflection: Reflection time given within the classroom 5-10 minutes.

Relocation: *Time out* in Phase Lead's classroom 10 minutes, move down (Time Out questions)

On return from 'Relocation,' staff will make relevant adaptations (if necessary) to support the child so that there is not a recurrence of the unexpected behaviour. In some situations, it may be deemed necessary that the child misses all or part of their break or lunchtime (supervised by an adult) where they will complete any unfinished work, talk with a member of staff and discuss moving forward.

Repeated behaviour or incidents that are considered severe will fast track through the normal sanctions and will be managed by the senior leadership team.

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.

Use of internal 'reset' and positive transferred inclusion:

At Rosemellin, we may require dysregulated 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 a temporary separate space that prevents the child from leaving a room of their own free will only be considered in exceptional circumstances: for example, only where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour in Schools, advice for headteachers and school staff September 2022'. Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships. We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our trust 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. Children are always supported by a member of staff from Rosemellin.

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 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to Rosemellin.

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 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. The school will ensure that a reintegration meeting is held following a suspension so that both child and staff have an opportunity to repair relationships.

Positive Handling and use of Safe Touch – the best interest principle

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.

Sexual violence, online sexual and sexual harassment

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.

The role of education in prevention

At Rosemellin school we recognise that we play an important role in preventative education. The DfE ‘Keeping Children Safe in Education’ document sets out all that 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
- Learning to make positive choices
- What respectful behaviour looks like
- Stereotyping, equality, discriminatory behaviour
- Body confidence, self-esteem and resilience
- Prejudiced based behaviour (hate crime)

Relationships Education at Rosemellin school covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

E Safety, online abuse and Harassment

Any online 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 Anti-Bullying Policy).

SEND

Our behaviour policy recognises 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.