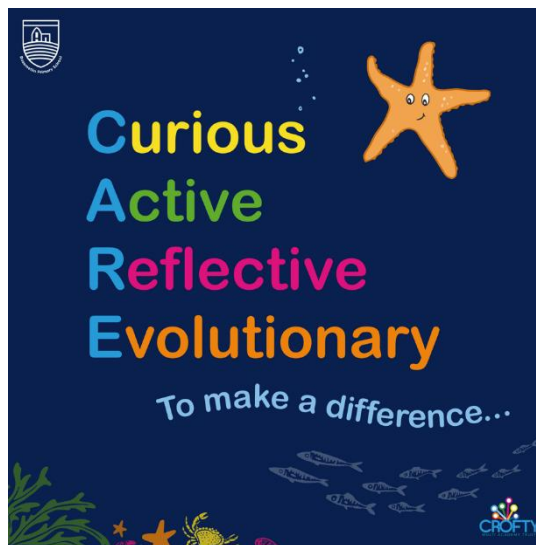




Rosemellin School Behaviour Policy

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 by all members of the school 'positively noticing.' This includes:

- ☺ Verbal praise
- ☺ Stickers (including 'make a difference' and headteacher award)
- ☺ Lighthouse system – children work together to receive class beams with instant rewards
- ☺ 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.
- ☺ Lighthouse beams are collected at lunchtime for the EYFS/KS1 & KS2 lighthouse in the hall.
- ☺ 'Hot chocolate Friday' with the headteacher. One child from each class will be selected each week based on consistent exemplary behaviour.

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 any 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.

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. "At Rosemellin we CARE, I expect to see you..."

2) A second reminder is given. "I noticed you are still... how can we work together to overcome this?"

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

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

At the end of the session a restorative conversation will take place.

After a second reminder 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.

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? What were you thinking at the time?
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?

Use of internal ‘reset’ and positive transferred inclusion:

At Rosemellin, we may require dysregulated pupils to be placed in an areas 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

Crofty Education Trust and all Crofty Schools adopt, in its entirety, the DfE’s ‘*Suspension and permanent exclusion form maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, August 2024.*’

In extreme cases Rosemellin School may use temporary or permanent exclusion. **Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.**

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.



- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

Permanent exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches 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, such as staff or pupils in the school.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events;
- Consider whether the pupil has any relevant special educational needs,
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child),
- consider whether all alternative solutions have been explored

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and need together with any adjustments or adaptations that have been made by the school.

Notifying parents and other parties of a suspension or exclusion:

Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head and the Trust Board will also be informed.

Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions

- Permanent exclusion
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupils total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5 – 15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels



In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an independent review panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter. Or, within 15 school days of the final determination of a claim of discrimination under The Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

Part-time Timetables

All children of compulsory school age are entitled to receive a full-time education that is appropriate to their age, aptitude, and any special educational needs or disabilities they may have.

In very exceptional circumstances, where it is in a pupil's best interests, a temporary part-time timetable may be considered as part of a carefully planned approach to support a child's individual needs. A part-time timetable should not be used to manage a pupil's behaviour.

Mobile Phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

Banned Items and Searches

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances.

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Fireworks or explosives.
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones (unless agreed in advance and handed in on arrival).
- **Any item which the headteacher deems to be inappropriate or unsafe.**

As set out in the DfE guidance (July 2022), the headteacher and authorized staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behaviour policy.

Safe Touch and Positive Handling (Use of reasonable force).



Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (Behaviour in Schools, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

Child-on-child sexual violence and sexual harassment

At Rosemellin School there is a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as 'banter', 'just having a laugh' or 'part of growing up'.

We recognise that addressing sexual violence and sexual harassment (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 sexual violence and sexual harassment will be sanctioned in line with the policy and under guidance from the current version of KSCIE and the school's Safeguarding policy.



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).

Special Educational Needs and Disabilities (SEND)

Rosemellin School consistently promote behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for the children. For parents of children with SEND this is particularly important. Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. Where appropriate, an external professional may be engaged to support the work in school and at home.

Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

Recording, Monitoring and Reporting Behaviour

Rosemellin school has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.