



# Behaviour Policy

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## Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

## Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

### Our Curriculum Drivers



## Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to remember our values.

Respect

Compassion

Courage

Forgiveness

Generosity

Service

### **Safeguarding Statement**

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summaries the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our systems for **rewards and sanctions**

### **Our Core Values are:**

Respect, Courage, Compassion, Forgiveness, Generosity, Service.

In our Academy we teach pupils about our core values as part of our daily routine. All staff model these and help prepare our children for the next stage of their education and place in society. By promoting such high social standards, we will teach children to respect themselves and others.

### **How**

- Co-operation and consideration for others are rewarded through praise as are the efforts of those people who are trying hard to improve.
- When giving sanctions or praise we always focus on the behaviour rather than the individual. Sanctions are given in sorrow rather than in anger, stressing it happens as a consequence of wrong choices and seek a solution and improvement. This is done in a way which is polite, consistent, persistent and insistent.
- When dealing with poor social standards, no adult speaks to or punishes a child in a way that demeans them or undermines their self- esteem.
- We find a way for every child to be successful in some appropriate way and build their self-esteem. We recognise parents are our partners in managing pupils' social standards and we expect them to join us in modelling these high standards.

### **When will we promote Social Resilience?**

- Each day we teach pupils how to successfully interact with each other and where to find support when in difficulty.
- Each day we encourage pupils to consider how their peers are feeling and to support them to succeed in school.
- Each day we teach pupils to be responsible for their actions, that everyone makes poor social decisions at times, but that such decisions must be paid for with a consequence if we are to learn from mistakes and move forwards to succeed.

### **How will we promote Learning Resilience?**

- We teach pupils strategies to allow them to work independently and take responsibility for their own learning.
- We teach pupils that their genuine efforts will be rewarded with success, to rise to learning challenges with confidence and to support their peers in doing the same.
- Each day we teach pupils to appreciate both intrinsic and extrinsic reasons for their learning and aim to raise aspirations regarding future opportunities. At Rosehill Methodist Primary Academy, we will continually strive to ensure that everyone is treated with respect and

dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The academy will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DFE) on:

- [Behaviour and discipline in schools \(Sept 2022\)](#)
- [Searching, Screening and Confiscation, advice for schools \(July 2022\)](#)
- [The Equality Act \(2010\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## **3. Definitions**

### **3.1 Rosehill Methodist Primary Academy defines 'low level unacceptable behaviour' as:**

- Low-level/occasional disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes, such as shouting out/talking when others are speaking
- Non-completion of classwork
- Poor attitude to learning
- Moving unsafely on the school grounds
- Disrespecting others – including staff, pupils and visitors
- Disrespecting property (both in the school environment and within the school grounds) – e.g. graffiti/defacing books
- Disregarding the Habits for Learning

*Low level unacceptable behaviour might be escalated to serious unacceptable behaviour, depending on the incident or frequency of unacceptable behaviour.*

### **3.2 Rosehill Methodist Primary Academy defines 'serious unacceptable behaviour' as, but not limited to:**

- Repeated breaches of the school rules/Habits for Learning
- Harassment
- Any form of bullying (including cyberbullying)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of other prohibited items, such as knives, weapons, stolen items
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of banned items
- Truancy
- Swearing or threatening language
- Persistent refusal to engage in classroom learning
- Refusal to comply with sanctions

- Fighting, aggression, spitting and biting
- Theft
- Failure to switch off and hand in mobile phones at the beginning of each day.

### **3.3 Rosehill Methodist Primary Academy defines 'Bullying' as:**

***'ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber-bullying). It may be one person or a group.'***

Bullying is repeated, often over a period of time. We take every report of bullying seriously and respond to all incidents as set out in our Anti-Bullying Policy.

### **3.4 Child-on-child abuse is defined as:**

Child-on-child abuse includes, but is not limited to:

- Physical and sexual abuse
- Sexual harassment and violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse

It can also include grooming children for sexual and criminal exploitation. Where child-on-child abuse is identified, our Academy safeguarding procedures are followed.

## **4. Roles and responsibilities**

### **4.1 The Local Advisory Board (LAB)**

The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **4.3 Inclusion Lead**

The Inclusion Lead is responsible for reviewing this behaviour policy. The Inclusion Lead will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **4.4 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and consistently using positive public praise with all children, in their own class and beyond.
- Providing a personalised approach to the specific needs of identified pupils with the support of the Inclusion Lead and Pastoral Team
- Recording behaviour incidents in a timely fashion on CPOMS
- Updating behaviour levels at set times throughout the year to ensure that pupils with behavioural needs are identified quickly and support is put in place.
- Consistently following the 'Habits for Learning' documents.

*The senior leadership team will support staff in responding to behaviour incidents.*

#### **4.5 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- See that their child attends school on time, properly equipped and wearing school uniform
- To support the school in line with our healthy eating policy



## 5. The School Rules

Our code of conduct forms the basis of our **3 key school rules**:



These three school rules are the over-arching themes linked to our habits for learning. They enable staff to ask three key questions when re-focusing behaviour:








- Are you ready to learn?
- Are you being respectful?
- Are you being safe?

Habits for learning ensure a consistency of approach and set out clear boundaries and expectations for both children and staff.



## Habits for learning



 <b>Moving Around School</b>	 <b>Showing Respect</b>	 <b>Taking Pride</b>	 <b>Breaktime and Dinner Time</b>	 <b>Positive Interactions</b>	 <b>Learning Time</b>
<p>Walk on the left.</p> <p>Move around quietly.</p> <p>Look in the direction of travel.</p> <p>Line up in single file.</p> <p>Always accompanied by an adult when moving as a class.</p> <p>Pupil at the front of the line holds the door open for the class.</p> <p>Carry snacks to the playground instead of eating on corridors.</p>	<p>Pick items up from the floor.</p> <p>Hold doors open.</p> <p>Demonstrate good manners.</p> <p>Say thank you.</p> <p>Allow others to pass on corridors (give way).</p> <p>Follow the 'Team Stop' signal.</p> <p>Follow the 1-2-3 movement signals.</p>	<p>Wear your uniform with pride.</p> <p>Look after books and belongings.</p> <p>Hang coat and bag on peg.</p> <p>Store lunchboxes neatly on the trolley or shelves.</p> <p>Resources away and chair under table before leaving the room.</p> <p>Be a positive role model.</p> <p>Take ownership of the Habits for Learning.</p>	<p>Line up quietly, in a single file line, facing forward when collecting lunch.</p> <p>Eat quietly having conversations on your table.</p> <p>Stay seated whilst eating until directed by an adult to move.</p> <p>Use reflection areas quietly and sensibly.</p> <p>Tidy up your own plates. No food to be dropped on the floor.</p>	<p>Make eye contact with adults.</p> <p>Say 'good morning' or 'good afternoon.'</p> <p>Say 'please' and 'thank you' when asking for something.</p> <p>Listen when others are speaking.</p> <p>Use kind words.</p>	<p>Sit up straight following correct seating position model.</p> <p>Speak at appropriate volumes.</p> <p>Raise your hand to show you would like to speak.</p> <p>Have the same high expectations with all adults that teach you.</p> 

**The expectation of pupils**



## Habits for learning: Collective Worship



### Set the Expectation

- Notice and articulate positive behaviours.
- **Model expectation** of moving around school and entering and leaving the hall silently.
- Address non-compliance **discretely**.
- **Explicitly teach, model and practise** expected behaviours.



### Positive Interactions

- **Remind the child at the front of the line to hold the door for the other children.**
- Hold doors open, say thank you
- Provide **clear and specific instructions**
- **Thank pupils** for their efforts



### Essential Routines

- Ensure pupils enter the hall **quickly, calmly and promptly, ready for a 9am start.**
- Children walk in **single file**, arms by their sides, facing the direction of travel. Adult leads from the front but **regularly checks the line** to ensure standards are high and expectations met.
- Uniforms are checked prior to leaving the classroom - shirts tucked in.



### Resources

- Y6 benches and chairs are set up **prior to the children entering the hall.**
- Worship leaders are in the hall **promptly** to play music and support setting out chairs for adults.
- The assembly is displayed on the board, worship table set up and music playing **prior to the children entering the hall.**



### Additional Expectations and Routines During Worship

- Monday SLT worship/Tuesday Singing/Thursday SLT - **1 teacher from each age phase to stay in the hall. The other teacher to carry out interventions across the year group.**
- Wednesday - Rev. Rob - **all teachers** to be in the hall
- Thursday Class Assembly - **Parallel class is invited to watch, along with the staff who stay in to support.**
- Friday Celebration Assembly - **All teachers to attend and remain in the hall for the duration of the worship.**
- **All staff in the hall to be pro-active in promoting positive behaviour throughout worship and reminding children of the expectations.** This may require moving to talk to children, rather than a 'look' from the side of the hall, as well as moving to sit with specific children who may need support.
- Staff to model appropriate behaviours during worship, e.g. quiet reflection during prayer time, actions when singing.



### Environment

- **'The standard you walk past is the standard to accept.'**
- Have an **awareness and pride** in environment.
- **Tidy prayer space** (with correct liturgical colours displayed)
- **Playground equipment stored neatly**
- Stage to be **free of clutter.**

**The expectation of all adults**

## 6. Rewards

Rosehill's individual reward scheme is an app-based program called 'Class Dojo' through which children can be rewarded for academic and non-academic achievements. This program is used to reward positive points (see list below) and individual teachers can set categories for additional positive Dojos that are relevant to their class. **Removal of dojos for negative behaviour is not used.**

Class Dojo points can be awarded for:

- Outstanding work
- Positive learning behaviours
- Completing home learning
- Reading at home each day (or in school if alternative arrangements need to be made)
- Modelling the high expectations of the three school rules
- Going above and beyond in learning, behaviour and values
- Additional targets can be set to engage and meet the specific needs of individual classes

The Dojo system of rewards will be used in all KS1 and KS2 classes. They will have a visible presence in the classroom by being displayed on the classroom interactive screen during various times throughout the day. This is displayed alongside the Class Charter (the three school rules signed by all staff and children in class).

Dojos can be given by all staff. This is done in a fair and considerate way, allowing for success for all pupils.

In each academic year, to recognise and reward good behaviour across the school children will receive:

- 100 Dojos - Bronze Certificate
- 200 Dojos - Silver Certificate
- 300 Dojos - Gold certificate
- 500 Dojos – Headteacher's Award Certificate

When all pupils in a class achieve their Bronze/Silver/Gold Certificate, then the class receive a whole class reward (Bronze/Silver/Gold Party). Children who join the school part way through the year will be able to work towards their certificates and their awards will go towards the whole class celebration, taking into account the amount of time they have been in school.

### 6.1 Early Years: Rewards

The Early Years follow the Positive Behaviour Policy, however they simplify this to suit the needs and age of the younger children.

The children have a ten-space sticker chart (5 space in Nursery), which they receive a prize for when complete. The children then take their completed sticker chart home. Once complete, children start a new sticker chart. In addition, stickers (to be worn) and positive praise are given throughout the day as instant rewards. Children in Reception also receive Dojos, in line with the rest of the school.

## **6.2 Rosehill VIP Assembly**

Although Rosehill staff believe that all children should behave well always and make the correct decisions regardless of an incentive system, rewarding good behaviour and effort is viewed as a valuable way of raising the aspirations and self-esteem of the children. Our VIP Assembly gives the school community a chance to say “well done” to all children, (and staff) whose achievements we are celebrating.

- A ‘Values VIPs’ will be chosen each week by the class teacher. They will have modelled outstanding behaviour in relation to our Core Values. Their names will be written in the ‘Values Book’ and they will be presented with a certificate. Values VIPs will have the opportunity to spend time with Poppy, our Therapy Dog, such as reading to her in the library or taking her for a walk on the playground. Poppy is due to start with us during the Summer Term.
- Top Dojo scorer certificates will be presented to the 3 highest scorers in each class. Dojos are reset at the end of the week after certificates have been presented (totals still run in the background).
- Attendance award – The three classes with the highest attendance each week will receive money in their pot towards their end of class reward. 1<sup>st</sup> Place - £5, 2<sup>nd</sup> Place = £3 and 3<sup>rd</sup> Place - £2. Awards are only given if the attendance is in line with the national expectation. If only one or two classes achieve the national expectation then the remaining prize money will be split between the other classes. If no classes have met the national expectation then the money will be rolled over to the following week.
- Each week three children will be awarded first, second and third prize certificates for most improved accuracy and studio speed on TT Rockstars.
- Each half term the children have the opportunity to win a Reading Hamper. Their name goes into the draw based on the number of times they have read at home (or in school if alternative arrangements have been made for specific children)

## **7. Other ways of promoting and rewarding positive behaviour**

Teachers and staff members may wish to provide other ways of promoting positive behaviour in their classrooms or with their workgroups. This could be in the setting up of table points championships, points awards or stamp awards. These rewards will run alongside whole school systems and must not take the place of those procedures, except under circumstances that have been agreed with the class teacher and Inclusion lead. (e.g. when a behaviour action plan is in place).

### **7.1 Buddies**

We recognise the need to establish a sharing community within our academy. We endeavour to do this by engaging Year 5 pupils in our Buddy Scheme. This takes place at lunchtimes and involves those children supporting younger children in the dinner hall (Table Buddies) and playing with them in the courtyard and playground. Their role is a modelling one, seeking to promote and model good, considerate and tolerant behaviour.

## 7.2 House Points

House points are an opportunity for the children to work together towards a shared award, recognising the importance of community and respect. House points will be awarded in VIP Assembly each week to the children who achieve a certificate. A running total of these will be kept in class and the House Captains will gather the scores and share the following week in VIP Assembly. House Points will also be awarded for whole school events such as

- Sports Day
- Winners of Timestables Rockstars Battles
- 100% attendance badges
- Readers – half termly certificates

At the end of each half term the winning House Team chooses a reward to celebrate their achievements. This may be a non-uniform day, wear a football kit day, crazy hair day, or any other ideas they have (to be discussed and agreed with SLT).

## 8. Behaviour Strategies/Sanctions

At Rosehill we recognise that consequences need to be in proportion to the unacceptable behaviour and that **consistency is crucial**.

### Step System

The Step System is explained to all children alongside the Three Rules.

At the start of each session (e.g. after break and after lunch) all children are removed off the step system and given a fresh start.

All teachers will record on CPOMs all incidents that have reached step 4 or above.

When to implement the steps system:

- Low-level/occasional disruption of lessons and learning, whether in the classroom, in corridors between lessons or at break and lunchtimes, such as shouting out/talking when others are speaking
- Non-completion of classwork
- Poor attitude to learning
- Moving unsafely on the school grounds
- Disrespecting others – including staff, pupils and visitors
- Disrespecting property (both in the school environment and within the school grounds) – e.g. graffiti/defacing books
- Disregarding the Habits for Learning



The Step System	
<b>Low Level Behaviour</b> <i>Examples, but not limited to: Talking over others, distracting others, swinging on chair, arguing over equipment, calling out etc.</i>	<b>Step 1</b> <b>Verbal Warning</b> (A reminder to turn behaviour around)
<b>Low Level Behaviour</b> <i>Continuation of the above</i>	<b>Step 2</b> <b>Final Warning</b> <i>If the same persistent low level disruption continues within a 10 minute period.</i>
<b>Continuation of above</b> <i>(following the choices script or refusal to follow instructions)</i>	<b>Step 3</b> <b>Time Out Chair / Space</b> <i>Move place to somewhere less distracting where the pupil should have time out (no longer than 5 minutes for EY/KS1 and 10 minutes for KS2). They will have the opportunity to turn their behaviour around.</i>
<b>Continuation of above</b> <i>(following the choices script or disrupting the learning of others)</i>	<b>Step 4</b> <b>Buddy Class</b> <i>Children should be sent to their phase partner class to complete their work. An appropriate time should be agreed with both teachers. Work should be supplied by the child's own class teacher.</i>  Class Teacher will phone home to update Parent/Carer, or have a face to face discussion at pick up. <b>This will be recorded on CPOMs.</b>
<b>Continuation of above</b> <i>(following the choices script, refusal of step 4, or child displays high level behaviour. Examples, but not limited to: throwing/ damaging equipment, swearing, refusal to come in after play/ lunch, leaving the classroom without permission, threatening behaviours, standing on furniture etc)</i>	<b>Step 5</b> <b>Pastoral intervention / Phone call home</b> If the adults in the room have followed choices script, a range of approaches and the child is not responding then the Pastoral Team will intervene. The Pastoral Team will speak to the child (outside classroom e.g. in Thrive Den/library/walk outside).  The Pastoral Team will remain with the child until they are calm and ready to be spoken to by the initial adult involved. They may mediate restorative practice between the adult and the child. It is important that the sanctions come from the adult who initially dealt with the child. Follow up sanctions include miss the next playtime/ lunchtime. Sanction will be discussed and agreed with SLT/Pastoral prior to adult who initially dealt with the child issuing this.
<b>Continuation of above</b> <i>(following the choices script or child displays significant high level of behaviour. Examples, but not limited to: racist or homophobic language, language or actions viewed as sexual harassment, deliberately hurting others, throwing furniture, putting themselves or others at risk e.g. climbing on fences)</i>	<b>Step 6</b> <b>Headteacher/SLT/ Phone Call Home</b> SLT will intervene and take the child until they are calm and ready to be spoken to by the initial adult involved. If a child won't leave the classroom, staff will remove the rest of the class from the space and SLT/Pastoral will remain in the classroom with the child and pastoral staff will be asked to support. SLT/Pastoral will support the adult and may mediate restorative practice between the adult and the child. <b>It is important that the sanctions come from the adult who initially dealt with the child.</b> Follow up sanctions include Personalised provision and a phone call home. Where pupils are placed in personalised provision they will miss their playtimes and lunchtimes that day. <b>Fresh air breaks will be taken with an adult.</b>

If the pupil has reached Step 4, staff involved to record this on CPOMs.

If a child is disrupting the learning of others, or poses a risk of harm to self, others or damage to school property, positive handling may be required and will be carried out by trained members of staff only. Where this takes place, all incidents will be recorded using the positive handling records and parents will be notified in line with the positive handling policy.



<b>The Step System – Lunchtime Staff</b>	
<b>Low Level Behaviour</b> <i>Examples, but not limited to: Not following rules such as going on the mound, running on the astro when not playing football, disrespecting equipment, unkind voice or actions, excluding someone from a game.</i>	<b>Step 1</b> <b>Verbal Warning</b> A reminder to turn behaviour around.
<b>Low Level Behaviour</b> <i>Continuation of the above</i>	<b>Step 2</b> <b>Final Warning</b> If the same persistent low level disruption continues within a 10 minute period.
<b>Continuation of above without making the right choice or child displays medium level behaviour.</b> <i>Examples, but not limited to: inappropriate language, displaying aggression, unintentionally hurting someone emotionally or physically without choosing to apologise.</i>	<b>Step 3</b> <b>Time Out / Space</b> Move to a bench or stand with adult for time out. (Time out is 5 minutes for KS1 and 10 minutes for KS2). Then you will have the opportunity to play and turn the behaviour around.
<b>Continuation of above without making the right choice</b>	<b>Step 4</b> <b>Time Out/Space on the other playground</b> Children should be sent to other playground for time out. An appropriate time should be agreed with both adults on duty. <b>This will be added to CPOMs</b>
<b>Continuation of above without making the right choice or child displays high level behaviour.</b> Examples, but not limited to: throwing/ damaging equipment, swearing, refusal to come in, deliberately hurting others emotionally or physically, threatening behaviours.	<b>Step 5</b> <b>Pastoral Support and phone call home.</b> A member of the Pastoral Team will speak to the child (in a separate space). Pastoral will remain with the child until they are calm and ready to be spoken to by the initial adult involved. The sanction will come from the adult who dealt with the child's behaviour – not Pastoral. Follow up sanctions include miss the next playtime/ lunchtime. <b>Class teacher will phone home or have a face to face conversation at pick up.</b>
<b>Continuation of above without making the right choice or child displays significant high level of behaviour.</b> Examples, but not limited to: racist, disablist or homophobic language, derogatory language or actions, deliberately hurting others after being given choices during Step 5, putting their self or others at risk e.g. climbing on fences.	<b>Step 6</b> <b>SLT Support and phone call home.</b> SLT will speak to the child (in a separate space). They will remain with the child until they are calm and ready to be spoken to by the initial adult involved. The sanction will come from the adult who dealt with the child's behaviour – not SLT Follow up sanctions include Personalised Provision and a phone call home. Where pupils are placed in personalised provision they will miss their playtimes and lunchtimes that day. <b>Fresh air breaks will be taken with an adult.</b> SLT will phone home and/or arrange a meeting with both parents.

- Between each of these steps, staff use de-escalation techniques to support individual children.
- The warning system is reset after each registration and does not carry over.
- The steps are followed consistently throughout the school day (lunchtime follows a different procedure).
- If a child refuses to follow a direction, staff may choose to use a deferred consequence, allowing them to retain control, dignity and give the child time to take up the guidance.

Some behaviour may warrant an immediate Exit or Staff Help call, such as violent behaviour or running away from the classroom.

If persistent inappropriate behaviour continues the Senior Leadership Team will be informed and further bespoke action will be taken. This will always involve a conversation with parents/carers and may lead to a behaviour support plan being introduced for a fixed period of time.

All serious incidents will be reported immediately to the Senior Leadership Team, where appropriate action will be taken.



<b>Choices Script to support the step system.</b> <b>(This should be completed as discreetly as possible)</b>		
1.	<ul style="list-style-type: none"> <li>• (Name) you are (insert behaviour displayed).</li> <li>• I need you to (insert desired behaviour).</li> <li>• Make the right choice.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow thinking time.</li> <li>• Praise others who are making the right choices.</li> <li>• Give verbal warning if necessary.</li> <li>• Move child to Step 1.</li> </ul>
2.	<ul style="list-style-type: none"> <li>• (Name) you are continuing to (insert behaviour displayed).</li> <li>• If you choose to continue, you are choosing a verbal warning.</li> <li>• If you choose to (insert desired behaviour) you're choosing a final warning.</li> <li>• Make the right choice.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow thinking time.</li> <li>• Give final warning if necessary.</li> <li>• Move child to Step 2.</li> <li>• Praise others for making the right choices</li> </ul>
3.	<ul style="list-style-type: none"> <li>• (Name) you are continuing to (insert behaviour displayed) therefore you have chosen a final warning.</li> <li>• If you choose to (insert desired behaviour) you're choosing remain where you are.</li> <li>• If you choose to continue you are choosing to move places (time out chair/ table)</li> <li>• Make the right choice.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow thinking time.</li> <li>• Move child if necessary.</li> <li>• Move child to Step 3.</li> <li>• Praise others for making the right choices</li> </ul>
4.	<ul style="list-style-type: none"> <li>• (Name) you are continuing to (insert behaviour displayed).</li> <li>• If you choose to (insert desired behaviour) you're choosing to remain in class.</li> <li>• If you choose to continue you are choosing to move to a buddy class.</li> <li>• Make the right choice.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow thinking time.</li> <li>• Take child to buddy class if necessary.</li> <li>• Move child to Step 4.</li> <li>• Praise others for making the right choices.</li> </ul>
5.	<ul style="list-style-type: none"> <li>• (Name) you are continuing to (insert behaviour displayed).</li> <li>• If you choose to (insert desired behaviour) you're choosing to complete your work in your buddy class then return to your own classroom.</li> <li>• If you choose to continue you are choosing to go to Pastoral.</li> <li>• Make the right choice.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow thinking time.</li> <li>• Pastoral callout if necessary.</li> <li>• Move child to Step 5.</li> <li>• Strategies for calming will be used followed by restorative practice and sanction of next playtime/ lunchtime.</li> </ul>
6.	<ul style="list-style-type: none"> <li>• (Name) you are continuing to (insert behaviour displayed).</li> <li>• If you choose to (insert desired behaviour) you're choosing to complete your work in your buddy class then return to your own classroom.</li> <li>• If you choose to continue you are choosing to go to Pastoral.</li> <li>• Make the right choice.</li> <li>• Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow thinking time.</li> <li>• Take child to SLT if necessary.</li> <li>• Strategies for calming will be used followed by restorative practice and sanction of personalised provision and a phone call home.</li> <li>• At the start of the next session the child moves back to Step 1 to ensure a fresh start.</li> </ul>

If a child reaches step 4 this should be recorded on CPOMs.

### **9.1 Zones of Regulation/The Colour Monster**

Children in KS2 will participate in an 'Emotional Check-in' first thing in the morning and after lunch. This is displayed in class. Children are taught methods of regulation as part of the Academy's PSHCE curriculum. Children can check-in throughout the day as they need to and Teachers and Teaching assistants will respond to this, in line with our Emotional Friendly Schools approach.

Children in EYFS/KS1 also participate in emotional check-in through the use of the Colour Monster, again linked to the Academy's PSHCE curriculum.

### **9.2 The Restorative Approach**

At Rosehill, we recognise that the Restorative Approach enables everyone involved in an incident to discuss what happened using a no blame approach. This places the emphasis on repairing the harm done and rebuilding positive relationships. This is achieved through asking those involved a series of questions:

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What should we do to put things right?
7. How can we do things differently in the future?

### **9.3 The Thrive Approach**

We have two qualified Thrive Practitioners in school. They support staff with assessing the children linked to the Thrive Approach, identifying those that require bespoke support and intervention from our Thrive Practitioners. The Thrive Approach is based on neuroscience, child development and attachment research, teaching children about their emotions and how to regulate their behaviour.

## **10. Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to and from school.

If there are complaint about inappropriate behaviour is made by a member of the public, this will be dealt with in line with the Complaints Policy.

## **11. Positive Handling**

A number of staff at Rosehill Methodist Academy have been trained in positive handling strategies and deescalating techniques (Safe Teach). These strategies can be used to deal with children behaving in a dangerous/ inappropriate way. Only children with a Positive Handling Plan should be supported this way, unless the child is in immediate danger of harming themselves or others.

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All incidents of positive handling intervention will be recorded on an incident form and passed to the SLT. The academy will follow government guidance on the use of reasonable force incorporated in the Education & Inspections Act 2006 and the Education Act 1996. See the Positive Handling Policy for additional information.

## **12. Confiscation**

Any prohibited items (see examples in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and parents will be contacted. The incident will be logged on CPOMs, along with the sanction.

Any items that are harmful or detrimental to teaching, learning and behaviour will also be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DFE's "Searching, Screening and Confiscation – Advice for schools" (July 2022).

## **13. Behaviour Levels**

Behaviour levels are used to monitor behaviour across school and to identify pupils/classes with behavioural needs. These are updated termly. See Appendix 1 for guidance.

## **14. Pupil Support**

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to meet the needs of identified pupils.

The Academy's SENDCO will work closely with staff in order to review pupils who exhibit challenging behaviour, to determine whether they have any underlying needs that are not currently being met. Where necessary, support will be sought from the Inclusion Team, specialist teachers and outside agencies, such as Educational Psychologists, in order to identify and support specific needs. We will work with parents to create a behaviour plan and review this on a regular basis.

### **14.1 Tiered & Targeted Support for Mental Health & Well-Being**

At Rosehill, we recognise that a child's Mental Health and Well-Being affects their ability to cope with the normal stresses of everyday life and that this can sometimes manifest itself in negative behaviour. We support children's emotional well-being through creating a culture where children

feel their voice can be heard and through our RSE and PSHE curriculum. We are currently working towards accreditation as an Emotional Friendly School and are committed to improving the support for all pupils' Mental Health and Well-Being.

If a class teacher is concerned about a child's mental health, they may make an internal referral to our pastoral team, this will also be discussed at the fortnightly Inclusion Team meetings, so that there is a clear approach to support. They may also discuss the child's Social, Emotional & Mental Health Needs (SEMH) with SENDCo and as a result, the child may be offered targeted individual or group support. This will always be done through discussion and involvement of the child's parents/carers.

*Support for SEMH can be categorised into 4 main types:*

- 1) Communication**
- 2) Self-Regulation**
- 3) Emotional Well-Being**
- 4) Social Interaction**

For more information on specific interventions, please refer to the SEND policy and report, these can be found on our academy website.

#### **14.2 Measures to keep SEMH pupils, other pupils & staff safe**

Understanding their needs is also key to managing the effect of disruptive behaviour on other pupils. To ensure minimum disruption & the safety of all, the following measures may also be taken: (examples of these can be found in the appendices at the end of this document)

- 1) Pupil Risk Assessment**
- 2) Agreed Handling Plan**
- 3) 1 Page Profiles**
- 4) Summary Flow Chart of Response** (to ensure a timely & consistent approach)

#### **15. Rosehill Resource Base**

*(and High Needs SEND children or those identified with significant SEMH Needs)*

The whole school Class Dojos & Values VIP are used in the Resource Base to promote and celebrate achievement, effort and behaviour. In addition to this, children are given stickers and small rewards or motivators in the form of favourite activities. This supports children in their engagement in learning and provides an immediate reward.

Staff in the Resource Base are fully aware of the needs and possible triggers of unwanted behaviour for all the children and work closely with the children and parents to try and overcome or avoid these as appropriate. All children in the Resource Base have 1 Page Profiles and we value the input from parents in ensuring they fully reflect on how to best support the emotional regulation of their child. Staff are diligent when looking for warning signs that a child may be deregulated and respond with distraction techniques and a range of sensory breaks.

For some children with SEMH needs; a risk assessment, agreed handling plan and behaviour flow chart may also be in place to ensure consistency in approach. This will be shared with parents and

advice will be sought from professionals when formulating a specialised approach to manage SEMH needs.

In accordance with government guidance, the Academy may issue Fixed Term Suspensions and will seek the advice and support of professionals for any child in the Resource Base who has been issued with a fixed term exclusion. We adhere to government guidance and as far as possible, will avoid permanent exclusion of children in the Resource Base. We work with the Local Authority through an EHCP review to explore alternative provision and consider additional support in order to meet the needs of the child within school.

## **16. Exclusions and Suspensions**

A decision to exclude a pupil is made based on the following criteria:

- Persistent or serious incidents
- The education and welfare of the identified pupil or the school community would be significantly affected if the pupil were to stay in school

The Academy complies with the DFE Exclusion Guidance (Sept 2022).

### **16.1 Fixed Term Suspensions**

- The Headteacher will contact the parent/carer to explain the incident and consequence
- A letter is sent home outlining the reasons for the suspension
- Work is provided for the duration of the exclusion. This must be returned to school to be marked, so that feedback can be given to the pupil
- A reintegration meeting with the Headteacher, pupil and parents takes place on the morning of the first day back in school.

The Chair of the Local Advisory Board and the Director of Education of The Epworth Trust are informed of any suspension and suspension information is reported to the Local Advisory Board each term.

### **16.2 Permanent Exclusions**

The decision to permanently exclude a pupil is made by the Headteacher in liaison with the CEO of the Epworth Trust. Permanent exclusions may be used in a response to numerous fixed term exclusions, or a serious incident whereby remaining in school would severely impact upon the education and welfare of the school community. The CEO will inform the Trust Board and Local Advisory Board of any permanent exclusions. The Local Advisory Board also has a duty to consider parents' and carers' viewpoints concerning a permanent exclusion.

## **17. Training**

The behaviour policy is reviewed with staff annually and forms part of the induction process for new staff. Behaviour management also forms part of the Academy's Continuing Professional Development.

## **18. Monitoring Arrangements**

This policy will be reviewed by the Headteacher and Local Advisory Board annually. Any necessary changes will be clearly communicated to all staff.

## **19. Links with other policies and related documents**

- Exclusion Policy
  - Child Protection and Safeguarding Policy
  - Anti-bullying Policy
  - SEND Policy
  - Mental Health and Well-Being Policy
- 
- Pupil Risk Assessment
  - Agreed Handling Plan
  - One Page Profile
  - Graduated Response

## **Appendix 1 – Behaviour Levelling Criteria**

Level	Observed Behaviours	Interventions/Actions
1	<ul style="list-style-type: none"> <li>○ Off-task</li> <li>○ Disrupting another child/chatting in class</li> <li>○ Distraction</li> <li>○ Interruption</li> <li>○ Answering back</li> <li>○ Not following instructions</li> <li>○ Telling lies or getting others into trouble</li> <li>○ Verbal abuse, minor bad language</li> <li>○ Unsafe movement around classroom/school</li> <li>○ Unsafe behaviour</li> <li>○ Careless damage</li> <li>○ Minor vandalism</li> <li>○ Playtime incident</li> <li>○ Repeated entry into thinking book (3 or more times in a half term)</li> <li>○ 1 exit in class in a half term</li> <li>○ Occasional lunchtime incidents</li> </ul>	<p>Children who are identified as a Level 1 will have a concern form completed, highlighting the key difficulties and interventions that will be implemented to address these issues. This is signed by parents/carers</p>
2	<ul style="list-style-type: none"> <li>○ Deliberate incomplete tasks</li> <li>○ Refusal to work</li> <li>○ Leaving lessons without consent</li> <li>○ Defiance</li> <li>○ Deliberate destruction of others' work</li> <li>○ Destruction of property</li> <li>○ Stealing/Intent to steal</li> <li>○ Direct verbal/racial abuse</li> <li>○ Threatening behaviour</li> <li>○ Isolated acts of violence</li> <li>○ Bullying/persistent name calling</li> <li>○ Repeated lunchtime incidents</li> <li>○ Repeated exits from class (2 or more in a half term)</li> </ul>	<p>Teachers need to speak to parents if a child exhibits these behaviours as parents will want to be made aware.</p> <p>Children who are highlighted as Level 2 will have a Behaviour Plan completed outlining specific targets and support mechanisms. This will be signed by parents.</p> <p>Children moving to Level 2 will be discussed by the Inclusion Team, identifying alternative provision/strategies.</p>
3	<ul style="list-style-type: none"> <li>○ Major disruption of class activity</li> <li>○ Vandalism of school and/or buildings</li> <li>○ Persistent stealing or intent to steal</li> <li>○ Repeated incidents of bullying</li> <li>○ Persistent bad language and verbal/racial abuse</li> <li>○ Violent hitting, kicking and fighting</li> <li>○ Aggressive violent behaviour causing deliberate injury</li> <li>○ Abuse/threatening behaviour towards staff/parents</li> <li>○ Dangerous refusal to follow instruction</li> <li>○ Leaving school premises without consent</li> <li>○ Repeated exits from class</li> </ul>	<p>Level 3 behaviours may be isolated and children may not have previously been identified as a level 1 or 2.</p> <p>These children will have a Behaviour Plan and will require an Agreed Handling Plan. Children will have been assessed using the Boxall Profile.</p> <p>Parents will be heavily involved and there will have been a referral to external agencies for support, where required.</p> <p>At this level, the Academy may be looking at alternatives, such as part-time timetables and alternative curriculums, to permanent exclusion and fixed term exclusions may be necessary.</p>