



Rosemellin Primary School Behaviour Policy

Accepted by Governing Body	March 2021
Review Date	September 2021

This policy will be reviewed annually.

We aim to promote a positive and purposeful school community where staff and pupils work together in an atmosphere of mutual respect.

Aims and objectives:

It is the aim of our school that every member feels valued and respected, and that each person is treated fairly and well. We are a caring community, holding the values of mutual trust and respect for all. We promote positive behaviour for learning and encourage children to adopt open mind-sets and be active learners.

The school's behaviour policy supports all members of the school to work together in a supportive environment.

We aim to

- promote a positive behaviours for learning.
- promote respect regardless of race, culture or religion and we uphold British values.
- establish a safe and secure environment for everyone.
- promote team work.
- encourage every member of the school community to be considerate to each other.
- treat all children fairly.
- encourage pupils to be positive, responsible and independent.
- establish an ethos of kindness and cooperation.

At Rosemellin School we use rules, rewards and sanctions to promote good behaviour.

Rewards may be given for:

Good social behaviour:

Being respectful towards others e.g: caring; sharing; helping others; playing together; being honest; apologising; dealing with problems sensibly or calmly and being polite.

Good class behaviour:

Following routines; tidying away; listening to and following instructions; moving around school appropriately; helping others and making good choices.

Good learning behaviour:

Active listening; enthusiasm; participation; cooperation; asking questions; being on-task; perseverance; and achievement/trying their very best.

Golden Rules

Our Golden rules are promoted from YR to Year 6. They are displayed in playgrounds, classrooms and shared areas. Our Golden Rules link to encouraging good behaviour; promoting self-discipline and respect. They are:

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

Individual Rewards

Pupils will be rewarded for good behaviour in the following ways:

- ☺ Sign of approval –thumbs up or a smile.
- ☺ Positive, specific verbal or written feedback.
- ☺ Y1-Y6 Lighthouse system -moves up to gain Golden Time
- ☺ Rainbow system for YR - move up to gain Golden Time and Smiley awards on personal chart
- ☺ Sea shell or star (YR) of the day (one per class) - shared in –weekly, Key Stage assemblies .
- ☺ Light beam of the week (one per class) – shared in assembly and on weekly newsletter.
- ☺ Individual rewards — shared in assembly.
- ☺ ‘Super Six’ role for exemplary behaviour and leadership.
- ☺ Headteacher awards for effort, work or positive learning behaviours.

Collective rewards

- ☺ Weekly attendance trophies for class attendance.
- ☺ Class reward for positive behaviour in assembly- e.g extra breaktime.
- ☺ Moves up the lighthouse or rainbow for positive group work.

Lunchtime Specific Rewards

- ☺ Marvellous manners tokens given out in the hall, during lunch. Given to the teacher after lunch – one move up the lighthouse or rainbow.
- ☺ Good behaviour in playground at lunchtime-move up.

Individual Sanctions

If the Golden Rules are broken, there are a range of sanctions.

YR and KS1

- Verbal warning

- 2nd warning- name on rock and move down the lighthouse
- 3rd warning – cross by name on rock and move down the lighthouse
- *Time out* within classroom up to 10 minutes
- *Time out* in a Buddy classroom (up to 10 minutes, parent/carer informed).
- Send to Head Teacher or Senior Management
- Red Card/Head Teacher, letter or call home - detention (internal) sanction to follow (possibly out of sequence depending on incident). Loss of 15 mins Golden Time.
- 3 x 'Time Out in a Buddy Class' contacts home in a term = Red Card and parents/carers invited to see Head Teacher.
- Internal exclusion
- Transferred Exclusion
- Fixed Term exclusion (LA team involved, including Educational Psychologist/EWO)
- Managed move/permanent exclusion (Croftly SIP/Director of Education and LA team involved: including Educational Psychologist/EWO/Virtual School Team)

KS2

- Verbal warning
- 2nd warning - name on rock and move down the lighthouse
- 3rd warning – cross by name on rock and move down the lighthouse
- *Time out* within classroom 5 minutes
- *Time out* in a Buddy classroom 10 minutes (parent/carer contacted, Super 6 to lose badge or tie temporarily)
- Send to Head Teacher or Senior Leader
- Red Card/Head Teacher, letter or call home - detention (internal) sanction to follow (possibly out of sequence depending on incident). Loss of 15 mins Golden Time.
- 3 x 'Time Out in a Buddy Class' contacts home in a term = Red Card and parents/carers invited to see Head Teacher.
- Internal exclusion
- Transferred Exclusion
- Fixed Term exclusion ((LA team involved, including Educational Psychologist/EWO)
- Managed move/permanent exclusion (Croftly SIP/Director of Education and LA team involved: including Educational Psychologist/EWO/Virtual School Team)

Lunchtime Sanctions

A verbal warning may be given, followed by a yellow card (name of child written on the back of a yellow card and passed between lunchtime supervisors) and then a black if same child needs to be spoken to again.

A child may be sent immediately to the Link Room for:

- Physical aggression
- Swearing/use of offensive terminology e.g. homophobic language

The Learning Mentor and Pastoral/SEN Team will assist and intervene at an appropriate time depending on each individual issue.

Some children will have an Individual Educational Plan or Behaviour Support Plan stating individual methods of dealing with behavioural issues.

The Link Room will be used for pupils with sanctions. If a child is sent to the link room for break or lunch (or both), they will receive a sanction proportionate to the incident. If appropriate children will be asked to write an age appropriate apology.

If a child is sent to the Link Room they will lose at least 3 minutes golden time or more depending on the incident.

Class teachers will be informed of the incident via e-mail from the SEN Manager/Learning Mentor/Pastoral Manager and moves down the lighthouse will be issued.

A red card could be issued by the SEN team/Learning Mentor which would result in 15 minutes loss of golden time.

Additional sanctions:

May include:

Completion of an unfinished task during part of a break time. Teacher to supervise child in classroom.

The Link Room is only to be used for a child refusing to finish work and needs time to finish when they are ready.

School sanctions can also be used to address poor behaviour on the journey to and from school in regards to the DFE guidance on behaviour. Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Incidents of bad behaviour and bullying which occur anywhere off the school premises which are witnessed by a staff member or reported to the school will be dealt with in line with the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school.

School staff are able to search a child if it is considered that an offensive or dangerous item is being carried or an item has gone missing. If this is the case, then the item will be confiscated or retrieved and parents/carers will be contacted.

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 as a record.

Exceptional circumstances

We fully understand that some children find certain aspects of school life extremely challenging, including behaving well. We pride ourselves on working closely with these children, their families

and other agencies if applicable. We strive to help them deal with their circumstances through nurture, care and guidance to help them adapt and merge into school life.

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

Use of Reasonable Force

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

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

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

Use of seclusion

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

Fixed-term and permanent exclusions

In extreme cases Rosemellin Primary School may use fixed or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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

We do not wish to exclude any child from school, but sometimes this may be necessary. At this time the school follows the legal guidance within "Exclusion from maintained schools, academies

and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion". (DFE 2012)

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

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

The role of parents

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

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

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

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

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

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

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

Monitoring and review

This policy will be reviewed annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It will also be monitored by parent and pupil questionnaires, learning walks, lesson observations, staff meetings and discussions.

The school keeps records concerning incidents of misbehaviour – time outs and detentions.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any grounds including racial and those pupils with SEN (Equality Act 2010).

Further details regarding behaviour and sanctions can be found on the DFE 'Behaviour and Discipline in Schools Guidance' Feb 2014.