



Behaviour Policy

Approved by the Governors of Rose Wood Academy

Date	Amendment	Signed
Summer 2016	New updated version	
Summer 2019	Review	
Summer 2020	Updated with Covid 19 Changes	
Autumn 2021	Updated to reflect KCSIE 2021	L.Carney

Aims of the Policy

- To promote good behaviour
- To ensure a safe, orderly working environment in which children can reach their potential
- To provide clear, concise guidelines so that children, teachers and parents are aware of the expectations regarding behaviour in the school
- To work together with parents to promote good behaviour
- To provide fair, consistent treatment for all children, regardless of age, gender or ethnic origin
- To encourage the development of a positive ethos where children are praised for good behaviour
- To encourage children to take responsibility for their own behaviour
- To develop a school free from bullying

Expected behaviour in Rose Wood Academy

Our behaviour expectations are encapsulated in our school motto of 'Be Kind and REAP the Rewards', where REAP represents **R**espect, **E**mpathy, **A**chievement and **P**ride. We have agreed definitions for each aspect of this driver and this motto is shared with all the children and is displayed throughout school. Children are expected to show these traits through their words and deeds.

Promoting a positive ethos and a well behaved school

We aim to create a warm, positive classroom and school ethos by the following:

- Using positive discipline techniques. This includes: giving clear instructions, effective use of praise, the use of rewards such as dojos, effective classroom organisation, effective use of voice and through fostering positive relationships. Teachers will encourage children to evaluate their own behaviour in a non-confrontational way. Instructions and expectations will be clear, and if children do not follow instructions, these will be repeated in a calm, low voice until complied with. Praise will follow compliance. Instructions will always be phrased positively ie "I want you to....."
- Classroom expectations - teachers will work with children to establish their own expectations. This will be done at the start of every academic year and reinforced throughout the year.
- Praise and Reward - teachers will reward and praise appropriate behaviour verbally or by the giving of stickers, dojos, certificates, etc. In our school, we have a variety of methods of reward. These include: dojos, verbal praise, stickers, public praise eg assemblies, awards such as 'Pupil of the Week' and 'Child of Achievement'. Opportunities will be regularly found to praise and reward children who conform to the school rules. Children can also be sent to the Head Teacher for special praise.

Dojos

Dojos can be awarded by adults in school as a reward for children who are making the right choices. Dojos can be chosen from a range of categories and parents receive notification as to the reason behind the awarding of the dojo. Dojos can also be removed from children when their behavior does not meet expectations.

Children receive bronze/silver and gold awards for achieving a set number of dojos. The awards are as follows:

Bronze 100 Dojos
Silver 200 Dojos
Gold 300 Dojos

Sanctions

- Behaviour modifications and Sanctions - occasionally, we find that a child has difficulty in conforming to the school's expectations regarding behaviour. For minor incidents, teachers will remind children of the expected behaviour and may impose sanctions such as missed playtimes, or time out. Teachers should take account of the following:
 - Children must not be reprimanded in such a way as produces humiliation in front of their peers.
 - Teachers should criticise the behaviour, not the child.
 - The behaviour of the child should not be compared to the behaviour of other children, or siblings.
 - The child should not be intimidated by the use of threats.
 - Teachers must never use physical punishment or force against a child.

All staff should follow the consequences ladder as set out in appendix one.

Individual Report Sheets

Children can be placed on report if their behaviour is consistently poor. They will be set targets for improvement, and children should get feedback on their behaviour at the end of every lesson by way of a sticker/tick/stamp on their chart. Children should bring completed reports for the Headteacher to check at the end of every day and at the end of the week, when they will also be sent home to parents.

Parents should be told if a child is to be placed on report (this is the class teacher's responsibility). Any child achieving 100% success for the week ie a sticker or smile for each session, will receive a sticker from the Headteacher. Children should be kept on report for as short a time as possible.

If the inappropriate behaviour continues, the child may need to have some kind of intervention strategy implemented. This could be:

- A programme of behaviour modification (eg target book)
- A daily report (to be completed in conjunction with parents)
- Intervention by the Learning Mentor
- Intervention by an outside agency

In rare cases, where the child's behaviour is excessively problematic, and does not respond to any of the above strategies, the Educational Psychologist may be asked to assess the child.

Bullying

At Rose Wood Academy, we take all cases of bullying seriously. Every alleged case of bullying will be investigated, and, where appropriate, parents of victim and bully will be contacted, as we see parents as vital partners in resolving problems associated with bullying.

Bullying is defined as the repetitive, intentional harming of one person by another person or group, where the relationship involves an imbalance of power.

Our definition of a bully is someone who:

- Wants to control by intimidation
- Wants to make others too afraid to challenge his/her authority
- Asserts their authority through intimidation/abuse/violence
- Tends to pick on those who are perceived to be weaker than themselves
- Wants to make everyone else subordinate to themselves

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

'**Several Times On Purpose**' is used with the children as a reminder of the definition of bullying.

All forms of bullying will be tackled.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always work to support the victim in such cases, sometimes through contact with Miss Jackson, our Learning Mentor. We feel that the victim needs:

- To understand that they have a right not to be bullied;
- To know that there is protection for them from staff;
- To be listened to whenever they feel threatened.

We recognise that the child who is bullying may also have needs (for example, may have low self esteem) and so we will also work with the child who is bullying to try and modify the behaviour. We feel that the aggressor/perpetrator needs:

- To know that respect is earned through other means than aggression, intimidation and violence;
- To understand that they need help to change their behaviour;
- To know that there is a difference between being liked and respected, and being feared, and that the former are more important

Our main aim is to keep every child in the school safe, and to teach them strategies to deal with aggressive or intimidating behaviour from others. The main strategy used to achieve this is to encourage children always to share their worries and concerns regarding bullying behaviour with an adult.

Strategies we use to support children feeling threatened:

- Invitation to share concerns with teachers/Headteacher when needed;
- Extra vigilance (checking with pupil at regular intervals);
- Diaries logging events during the day which can be taken home;
- Individual work with the Learning Mentor, including work on self-esteem and building confidence;
- Conflict resolution: groups of children experiencing difficulties brought together for discussion and conflict resolution with the Headteacher.

We aim to achieve a bullying – free school, and will act proactively to achieve this through assemblies, PHSE work, acting as role models in this respect in all our dealings with children and through the positive relationships we foster in school, where children feel safe and secure and comfortable talking to staff.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis as we are aware that incidents may differ in nature

School will listen to all involved and support will be offered. The perpetrator will also be offered support so that they can change their behaviour.

Disciplinary sanctions are intended to:

Impress on the perpetrator that what he/she has done is unacceptable

Deter him/her from repeating that behaviour

Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences should reflect the seriousness of the incident

Parents will be informed of **all** incidents and the police would be involved in any serious cases.

Other sanctions could include a verbal warning, time in at playtime/lunchtime, a letter of apology, time out of class, exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children’s social care

Report to the police

Roles and Responsibilities

The Headteacher

The head teacher is responsible for reviewing and approving this behaviour policy.

The head teacher 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to the school expectations for behaviour
- Inform the school of any changes that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Monitoring

All teaching staff will keep records of any behaviour issues concerning pupils in their group and recorded on CPOMS. These records will be monitored on a regular basis by the teaching staff and ultimately by the Headteacher.

Behaviour Consequences Ladder

The school promotes positive behaviours, through our school motto of 'Be Kind and REAP the Rewards. However, if children display negative and inappropriate behaviours, there is a behaviour ladder that has clear steps and gives children the opportunity to take responsibility to change their behaviours. The consequences ladder is shared with all staff and children. The steps are colour coded in terms of seriousness; the first three steps are low level then become more serious.

	Step of behaviour/ types of behaviour	Dealt with by	Type of consequence
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	<p>Step 1 Talking and being distracted Distracting other children Talking inappropriately to others Not following our school motto of 'Be Kind and REAP the Rewards'</p> <p>Continuing with the above behaviours</p>	Class Teacher	<p>The children are given a look and reminded of what is expected of them.</p> <p>The children are reminded of what is expected of them and are asked "do you think you need to be moved to another place in the class?"</p> <p>If a child has spoken inappropriately, they will be asked to apologise.</p> <p>Remind children of our school motto</p>
Lose Dojo (Disruption)	<p>Step 2 Continuing with the above behaviours</p> <p>Inappropriate behaviour such as pushing, elbowing etc including play fighting and rough play</p>	Class Teacher	<p>The child will be told to move places.</p> <p>The child may have to take work home to catch up, or stay in to complete it during break.</p> <p>The child will be asked to apologise.</p>
Message to parents	<p>Step 3 Repeated incidents of the above behaviours.</p> <p>Swearing/ pushing/shoving/hitting</p> <p>Suggested bullying/ name calling/falling out</p>	Class Teacher/ Phase Leader	<p>The child will be sent to a different class.</p> <p>The child will meet with the phase leader to discuss behaviours and agree ways forward.</p> <p>Parents will be called or messaged and phase leader will share the agreed ways forward.</p>
Phone call to parents	<p>Step 4 Continued previous behaviours despite intervention</p> <p>Disrespectful to staff or not following staff instruction appropriately</p> <p>Fighting (serious full fight), Bullying</p> <p>Theft</p> <p>Using racist, anti-disability or homophobic language without any understanding.</p>	Phase leader/Deputy Head Teacher	<p>Time off the playground</p> <p>Meeting with parents to discuss ways forward.</p> <p>Internal fixed term exclusion if behaviour is impacting the well-being of other children.</p> <p>Possible use of report sheets to address issues.</p>
Meeting arranged with parents	<p>Step 5 Aggressive behaviour towards staff</p> <p>Swearing at staff</p> <p>Complete refusal to follow staff's instructions</p> <p>Racism or discrimination</p> <p>Any issues involving media such as Facebook, mobile phones and Youtube</p> <p>Threats made against staff</p> <p>Using racist, anti-disability or homophobic language with understanding.</p>	Head Teacher	<p>Meeting with parents to agree ways forward</p> <p>Time off the playground</p> <p>Internal fixed term exclusion for a period of time</p> <p>Fixed term exclusion for a period of time</p>

Policy Addition – COVID-19 Changes

Pupils will be expected to:

- follow any altered routines for arrival or departure.
- follow school instructions on hygiene, such as handwashing and sanitising.

- follow instructions on who pupils can socialise with at school.
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing).
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- tell an adult if you are experiencing symptoms of coronavirus.
- follow rules about sharing any equipment or other items including drinking bottles.
- follow amended expectations about breaks or play times, including where children may or may not play.
- follow new procedures around the use of toilets e.g. number of pupils at any one time; use at specific times of the day.
- follow clear rules about NOT coughing or spitting at or towards any other person.
- respond to the sanction system when and where appropriately.