



ROSEBERRY ACADEMY

BEHAVIOUR POLICY

March 2022

AIMS:

To develop the following personal qualities and attitudes in order to promote high standards of work and behaviour in accordance with the school's general aims.

- self esteem
- respect for others
- self-control and self-discipline
- respect for personal property and the property of others
- respect for the school surroundings and the local community

OUR SCHOOL PRAYER

This is Roseberry Academy.

Let peace be here.
Let the rooms be full of happiness.
Let love grow here,
Love for one another,
Love for our world,
Love of life itself,
And love of God.

Let us remember,
That as many hands make a house,
So many hearts make our school.

The following principles will help to promote our school's expectations:

Attitudes:

All staff (teaching and non teaching) work conscientiously towards the aims of the school, supporting the children and each other to the best of their abilities in a positive climate of mutual respect. In turn, high standards of courtesy and respect for others are to be expected from the children.

Involvement:

All children, parents and staff have a part to play in establishing and promoting school rules and expectations, in order to promote consistency and commitment.

Our Family Mentor plays a pivotal role in assisting children who may struggle with their behaviour from time to time. She is able to provide 1:1 support, friendship groups (including restorative practice approaches), sand therapy, Drawing for Talking and Walking and Talking therapeutic approaches.

Our local Police Community Support Officers also work closely in offering support and guidance regarding behaviour in school, on line and within the community.

Parents, carers and governors are kept informed of developments in our Behaviour Management Policy.

Expectations:

Children and staff have established an agreed framework of rules, rewards and consequences, which is clearly understood and respected by everyone.

SCHOOL RULES AND EXPECTATIONS:

These rules and expectations were devised by the School Council in March 2020.

Everyone in our school family has the right to be safe.

Everyone in our school family has the right to learn.

Everyone in our school family has the right to feel valued and respected.

Everyone in our school family has the right to be happy.

Behaviour that takes away any of these rights for any member of our school family will be addressed.

REWARD SYSTEM

Children will be awarded team points for improvement or consistently high standards in their work, their behaviour and their attitude to others. The team with the most points each week is announced in Friday assembly and a reward is given to the winning team at the end of each half term. This reward is decided upon by the School Council.

Achievements will be recognised during school assembly times and in class in the form of stickers, reward charts, Pupil of the Week certificates, lunch time award, act of kindness trophy, Golden Time, Captain's Choice (where Team Captains recognise peers who demonstrate excellent behaviour), Scores on the Doors (where teachers award scores for whole class behaviour, attitude to learning and manners each week) and Half Term Heroes.

Golden Time

All children start the week with 100% Golden Time and earn the right to keep it with good behaviour. Golden Time consists of children taking part in a range of activities of their choosing as a whole class, with their teacher, (children make suggestions at the start of the school year and these are selected democratically within the class throughout the year).

Each class has a traffic light board to show which children are on track to take part in the Golden Time activity at the end of the week. All children's names will be in the green section of the board each Monday morning. Should a child fail to behave in the expected manner, their name may be moved to amber (or red for repeated poor behaviour). If they choose to improve their behaviour, their name may be moved back into the green section of the board. This demonstrates to children that they may learn from their mistakes and their efforts to improve their behaviour are recognised.

The less formal acknowledgement of good behaviour (verbal and non verbal) will help to foster good relationships and a positive climate. This might include:

- public recognition in the classroom or a word of praise
- being sent to another teacher or the Principal for acknowledgement
- informing parents via conversation, text or phone call

STRATEGIES

The following strategies are used to prevent (or respond to) undesired behaviour:

- use of reward time/golden time

- positive relationships
- good classroom organisation and lesson planning
- mutual respect
- planned ignoring/proximity praise
- non-verbal signs – eg eye contact or frowning
- moving closer to the child
- a quiet word
- reprimand – brief, succinct, referring to the behaviour not the child
- use of humour (not sarcasm)
- raising self esteem
- use of circle time
- avoidance of overdoing sanctions
- matching of sanction to the behaviour
- avoidance of humiliating the child
- restoration of positive relationship at earliest opportunity
- sharing of strategies relating to individual children
- offering 'cooling' off time

Schools are able to use reasonable force to 'remove disruptive children from the classroom where they have refused an instruction to do so' or 'prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others' (Department for Education, July 2011). Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable in the circumstances to prevent a child from committing an offence, causing personal injury or injury to property or prejudicing the maintenance of good order and discipline at the school. The degree of force will be the minimum needed to achieve the desired result. Restrictive Physical Intervention will only be used as a last resort where all other courses of action have failed and, wherever possible, will be previously and carefully planned and involve staff who have been trained via suitable accredited trainers.

All significant incidents in which a member of staff uses restrictive physical intervention or force on a pupil will be recorded on CPOMS under the heading of physical restraint and both parents of the child involved will be informed as soon as is practicable after the incident and within 24 hours.

UNACCEPTABLE BEHAVIOUR is dealt with as follows -

Staff may decide to use missing playtime as a sanction, at their discretion, and children will be informed of the reason why they are to miss a break. Whole group/class sanctions are actively discouraged, as it is believed that only the children exhibiting wrongdoing should receive sanctions for their actions.

Children who miss break time will not be allowed to play but will be supervised in another area of the building.

The Academy reserves the right to withdraw privileges such as a child attending extra curricular or enrichment opportunities if it is felt the child's behaviour will impact upon the safety, learning or enjoyment of others. Parents and carers will be informed of the decision to remove such privileges and the reasons for this. In the respect of a school visit or enrichment event being missed, arrangements for the child to work within another classroom for the duration of the visit or event will be made. The child's right to access a broad and balanced curriculum will not be forfeited by the removal of such privileges.

Wilful damage

- Parents / carers informed and child will miss Golden Time

Order of action:

- Child will receive a warning
- Golden Time missed
- Parents / carers informed

Low level disruption within the classroom

- Discussion and warning
- Move place within the classroom
- Miss Golden Time

Persistent disruptive behaviour (unresponsive to the above)

- Move to another classroom for a set period of time (with appropriate work)
- Behaviour reported to team leader
- Behaviour reported to the Principal – Principal to speak to child
- Principal to organise for the child to be away from their peers – the child being seated on their own in an area of the classroom where they may still access learning and spending break time away from their peers, supervised by an adult
- Parents / carers informed
- Report issued by Principal
- Exclusion

Use of inappropriate language

- Warning
- Miss Golden Time
- Inform parents / carers if this continues

Verbal abuse (including threats)

- Child sent to Principal
- Miss Golden Time

- Parents / carers informed

Racial abuse

- Child sent to Principal
- Parents / carers of both children informed
- If persistent, then excluded
- Racist incident return sent to Local Authority
- Racist incident in Principal's Report to Governors (Academy Profile)
- Possible police involvement

Discrimination against protected characteristics

- Child sent to Principal
- Parents / carers informed
- Incident report completed and sent to the LA
- Incident in Principal's Report to Governors (Academy Profile)
- Possible police involvement

Peer on Peer abuse

- Principal informed
- Parents / carers informed
- Possible involvement of police / Social Care

Physical abuse (including fighting)

- Victim's teacher to investigate incident
- Discuss incident with the other class teacher to decide appropriate sanction
- Miss Golden Time
- Child sent to Principal

If serious (serious is determined by):

- With intent
 - Possibly without provocation
 - Actual bodily harm e.g. bruise, scratch, bite mark etc
- All the above
 - Parents / carers of both children informed
 - Report
 - Exclusion could take place

In the case of biting:

- Child sent to Principal
- Parents / carers of both children informed
- If the bite is severe enough to leave a lasting mark or break the skin, it may be an instant exclusion

Spitting

- Miss Golden Time
- Child sent to Principal
- Parents / carers informed

Stealing

- Child sent to Principal
- Parents / carers informed

Bullying (including cyber bullying and up-skirting)

- See Anti-bullying policy

Physical or severe verbal abuse against a member of staff

- Reported to the Principal
- Exclusion

Please note that the Principal may bypass these stages and exclude, should the behaviour warrant an immediate exclusion. Permanent exclusion may take place for repeated breaches of the behaviour policy in order to maintain discipline and a safe environment within which children and adults may work and learn.

In some cases, children are referred to specialist support services, such as the Enhanced Mainstream Support Service or Educational Psychologist, with the permission of parents, for assessment. The Family Mentor is also utilised to assist children with recognising and adapting their behaviour.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This Special Needs Policy may be of relevance to a child with behavioural difficulties, in which case it will be necessary for staff to consult with the SENCO/ Principal.

The SEND Code of Practice, Equality Act 2010 and most recent DfE Exclusions Guidance will be adhered to in the event of exclusion, be it fixed term or permanent.

In response to the COVID-19 Pandemic and in order to ensure the health and safety of the school community, rules implemented for safety **MUST** be adhered to (rules may change according to the local infection rate and these will be made very clear to children). ***Wilful and deliberate*** failure to comply

with these rules, ***with the understanding that this will put members of the school community at risk***, may result in exclusion:

- Children MUST follow any altered routines for arrival or departure
- Children MUST follow school instructions on hygiene, such as handwashing and sanitising
- Children MUST follow instructions regarding which pupils they may socialise with at school
- Children MUST move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing for toilets, access to school)
- Children MUST adhere to our expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands
- Children MUST tell an adult if they are experiencing symptoms of coronavirus
- If directed, children MUST NOT share equipment or other items including drinking bottles, as directed by the teacher or teaching assistant in charge of them
- Children MUST obey rules regarding where they may or may not play during play times and lunch times
- Children MUST follow the rules re use of toilets
- Children MUST NEVER cough or spit at or towards any other person
- Children accessing remote learning should undertake their learning demonstrating the same behaviour expected in the 'real' classroom. No offensive comments must be posted, or inappropriate material uploaded. Should rules for appropriate remote learning be broken on more than one occasion, following a warning, parents / carers will be contacted and paper based learning will be provided instead of online. Remote learning and the child's access to online learning will be disabled.

Reasonable adjustments will be made for children who have been identified as having challenging behaviour in order that greater social distancing measures are in place, thus reducing risks to health and safety. These measures will be written into an individual behaviour plan.

This Policy was adopted by the Governing Body on 1st March 2012

It was reviewed in April 2014, January 2015, September 2016, September 2017, January 2019, March 2020 and again in May 2020 in light of the COVID-19 Pandemic. It was reviewed in September 2021 in light of changes to the Golden Time reward system. Reviewed March 2022.