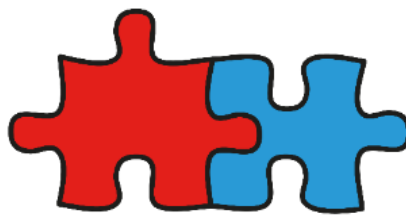


Rothwell Schools

Relationships and Behaviour policy and statement of behaviour principles



Rothwell Schools

Approved by:

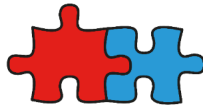
FBG

Date: March 2024

Last reviewed on:

Next review due by:

March 2025



Rothwell Schools

Rothwell Schools

'Believe You Can and You Will'

Our vision is to instil aspirations for every child in the Rothwell Schools to be passionate, inspired, resilient learners with respect for the world in which we live.

This vision statement applies to everyone who is part of our school.

The school values are:

Respect - We believe that the key to this is for us all to have self-respect, respect for others and trust in each other.

Curiosity

Independence

Aspiration

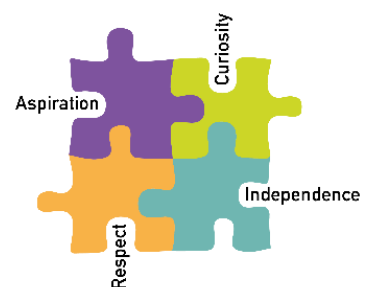
Our aims are that every child and adult to be safe and happy in the Rothwell Schools.

Everyone has the right to:

- Feel safe, cared for and respected
- Be able to learn to the best of their ability and to develop as an individual
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights and views of others
- Share the Rothwell Schools values



1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Context:

Our mission across the Rothwell Schools, is for our learners to have integrity, respect and to be safe. We aim to provide a welcoming, caring and safe environment, where children can develop self-respect, a sense of individual worth and are able to co-operate with and show consideration to others. We want our learners to be independent and motivated by their natural curiosity. Therefore, we have key rules which underpin not only our philosophies, but also our principles of our day to day practice.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

What do we mean by Behaviour?

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Non-compliance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
 - Damage to school property
 - Misuse of smart technologies in school eg. Smart watches/devices, tablets, mobile phones
 - Any form of bullying
 - Sexual violence (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism
 - Theft
 - Fighting
-

- Physical assault
- Swearing of verbal abuse.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

What is bullying?

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

TYPE OF BULLYING	DEFINITION
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. At Rothwell Schools, we also have a pupils 'child on child abuse' policy.

Roles and responsibilities

The governing board

The Local Academy Board (governors) is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Local Academy Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Senior Leaders

The Assistant headteacher for Inclusion is responsible for reviewing this behaviour policy in conjunction with the Headteacher and the Local Academy Board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Assistant headteacher for Inclusion, 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 to all groups of pupils.

Senior leaders will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The Assistant headteacher for Inclusion will ensure that the data from the behaviour log on CPOMS is reviewed in DSL meetings that occur fortnightly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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 on CPOMS.

- › The senior leadership team will support staff in responding to behaviour incidents and also ask them to complete an ABC form where applicable.
- › Following the Behaviour Plans for those children that have one.

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
- › Support, sign and attend review meetings if their child is on a Behaviour Plan.

Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct school uniform
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

Our behavior approach

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- › Praise
- › Stickers
- › Phone calls home to parents
- › Star of the Week certificates
- › Gold star tea parties - when a child is demonstrating behaviour mentioned in the 'I can statements' (Rothwell Learner document see appendix 5)they are awarded a point, these are accrued and then the pupil with the highest points attend the golden tea party for that half term.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Good to be Green behavior model (See appendix 2)
- For serious misbehaviours, (Stage 2) (See appendix 2)
- For bullying incidents refer to the Anti-Bullying Policy

We may use the sensory room/senior leaders office in response to serious or persistent breaches of this policy. Pupils may be sent to the sensory room/senior leaders office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

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

Sanctions for sexual harassment and violence may include:

- The DSL/DDSL's would speak to the children involved
- A risk assessment being written for that individual child
- Class teacher to reinforce the PANTS Rule
- DSL would inform parents/carers of all children involved
- Further protective behaviours work may be put into place for the child who has been harmed

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

Please refer to our child protection and safeguarding policy for more information.

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Use of mobile phones

In accordance with the DfE guidance 'mobile phones in schools' the Rothwell Schools prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Pupils should not have access to mobile phones during the school day. If it is necessary for a pupil to bring a mobile phone to school, eg. If they are in years 5 or 6 and walking to school by themselves, the phone should be handed in at the start of the day and will be collected upon departure at the end of the day. The phone is left at the owner's own risk and the school is not responsible for loss or damage.

If a pupil is found with a mobile phone in school, this is a breach of our behaviour policy and could lead to the device being confiscated. If a device is confiscated, it will need to be collected by a parent or carer. If a member of staff has reason to believe a pupil has a mobile phone in their possession, the headteacher, or staff they authorise, have the statutory power to search a pupil's possessions.

There may be exceptional circumstances in which a pupil might need access to a mobile phone or device eg. For serious medical conditions.

Mobile phones are not permitted on school trips or residential.

Managing behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the day positively and start the next day afresh
 - Use 'Good to be Green' for dealing with low levels of misbehaviour (Stage 1)
 - Using positive reinforcement
 - Use Restorative conversations to hear everyone's 'Truth' (See appendix 3)

Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as personalised Behaviour Plans.

Physical Intervention and support

In rare circumstances, staff (that are Team Teach trained) may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 on CPOMS and in the 'Bound Book' and reported to parents

If an incident of restraint has been used, the child should then have a risk assessment written.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. 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 [latest guidance on searching, screening and confiscation](#).

Pupil support

The school 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 cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour (ABC from) and put in place support to try to prevent them.

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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Senior leaders and Year leaders, complete Team Teach training for proper use of restraint. Additional staff may be trained if working 1:1 with a child where this is deemed necessary. (The child poses a risk to themselves or others)

Behaviour management also forms part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Assistant headteacher for Inclusion, headteacher and Local Academy Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Academy Board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

➤ Be Ready

➤ Be Respectful

➤ Be Safe

The Local Academy Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Local Academy Board annually

Appendix 2: Behaviour Stages

Stage 1: for level 1 behaviours for example;

- Not following adult instruction when asked
- Distracting others from learning
- Poor listening shown
- Non compliance
- Unsafe behaviour (eg Swinging on a chair)
- Bad manners towards an adult or other pupils (including through body language)
- Rough play resulting in another child being hurt
- One off incident of name calling

Stage 1 Procedure:

In each class (Year R - 4) you will find a Good to be Green chart.

Each child has a pocket on the Good to be Green chart as shown:



Each day the children start on Green which is shown by placing a green card into each child's pocket.



The behaviour is then recorded in the following ways:

1. If a child's behaviour is not in line with expected behaviour, then the first stage would be to give a gentle reminder about expected behaviour. The child would then be given the opportunity to independently make the decision to move place to help improve their behaviour.



2. If the child's behaviour doesn't improve then a second warning ("Second warning") is given which is recorded by way of a yellow card above the pupil's name.

At this stage, the child is encouraged to make a 'good choice' and turn their behavior around. If they are successful, then they can have their warning card removed and move back to green.






3. If the child continues to behave inappropriately then they are given a red card which results in reflection time at the next break time. ("Third warning, red card")

Once they have engaged in reflection time with an adult, the red card is removed and they move back to green. Children always start back on green following the lunchtime period, before starting their afternoon lessons.

4. If 3 yellow cards are given in one week then pupils are given a red card when the third yellow card is issued.

For children in Year 5 and 6, they will follow the principles of Good to be Green without the visual cards. Instead they will use a 1,2,3 count instead of warning, yellow and red. Sometimes the teacher may say the child's name followed by the number or at other times may say the child's name and show the number on their fingers.

- Counting – 'That's 1' 
- 'That's 2' 
- 'That's 3,  take 5 can point to the timeout'

Time between counts

- Time to consider and change but not endless amount of time
- If the child is not changing their behaviour, a second count will be given and a third leading to time out if necessary.
- Count is continuous from one adult to the next
- Depending on the severity of the behaviour staff can go straight to count 3, i.e. swearing.

Stage 1 is to be completed by classroom staff. Teachers to inform parents if a child gets a 3 straight away due to severe behaviour or regularly getting a 3.

Teachers will record any red or level 3 behaviours on CPOMS.

Children who have exceptional behaviour will move to the 'Gold Star'. The Senior Leaders will invite children with exceptional behaviours to a tea-party once every half-term to celebrate their behaviour.

At the Rothwell Schools, we recognise that children who have experienced Adverse Childhood Experiences (ACES) may need a different response to their behaviour. Senior Leaders have the ability to write a different behaviour response for these children to limit the shame response and further traumatising the child.

Stage 2: for level 2 behaviours for example;

- Repeated clear defiance of an adult instruction
- Deliberately arguing with an adult
- Walking away from a conversation with an adult (remember the conversation should not be intimidating, use side to side stance rather than insisting on eye to eye contact)
- Intentional hitting, kicking, slapping, biting and spitting

- Deliberately damaging school or other people's property
- Threatening or intimidating another child or adult.

Stage 2 Procedure:

- If it is the decision of the teacher that a child has persistent and / or significant behaviour management issues they can take the child to the Year Group Leader who will record this on CPOMS. If the child is in the Year Group Leaders class s/he should be taken to an alternative year group leader. The class teacher will inform parents/carers of the incident.
- For two red cards in a half term, the child will be put on report for a minimum of two weeks. This will include behaviour targets and will be seen by a year lead at the end of the day. This will also be shared with parents/carers.
- For 2 x incidents of physical harm with intent/ child on child abuse/ abuse of protected characteristics **or** one severe incident (leaving a mark etc.) in a half term= internal exclusion and behaviour plan written or reviewed if already in place. Parents will be asked to contribute to and sign the Behaviour and Positive Handling Plan
- If there is still no improvement in the child's behaviour or the behaviour is not keeping other children safe an internal exclusion will occur. The child will be placed under the direct supervision of the Deputy Head Teacher or Head Teacher and the child will be removed from the situation. He /she will be referred to a member of the leadership team who will monitor the behaviour with the class teacher and SENDco. A risk assessment will be written.

Formal Discipline Procedure

- The Head Teacher may exclude a child from the playground or from the school over lunchtime where appropriate.
- The Head Teacher may suspend a child for a short-limited period as a result of him / her in a serious breach of the Behaviour Policy, if allowing them to remain in school would seriously harm the education or welfare of the pupil or others in the school. This may occur at any time and will not necessarily be after all the guidelines of stage 2 have been followed.
- The Head Teacher may suspend a child for a greater period of time (up to 45 days a year) and this may result in a permanent exclusion. (See exclusion policy)
- On return to school the child and parents will take part in a reintegration meeting where they both sign an agreement around behavior.
- Where the Headteacher is unavailable, the Deputy Headteacher can make the decision to suspend.

Appendix 3 - Restorative Justice:

At the Rothwell Schools, we aim to approach incidents in a safe and fair manner. We do this using the Restorative Justice process.

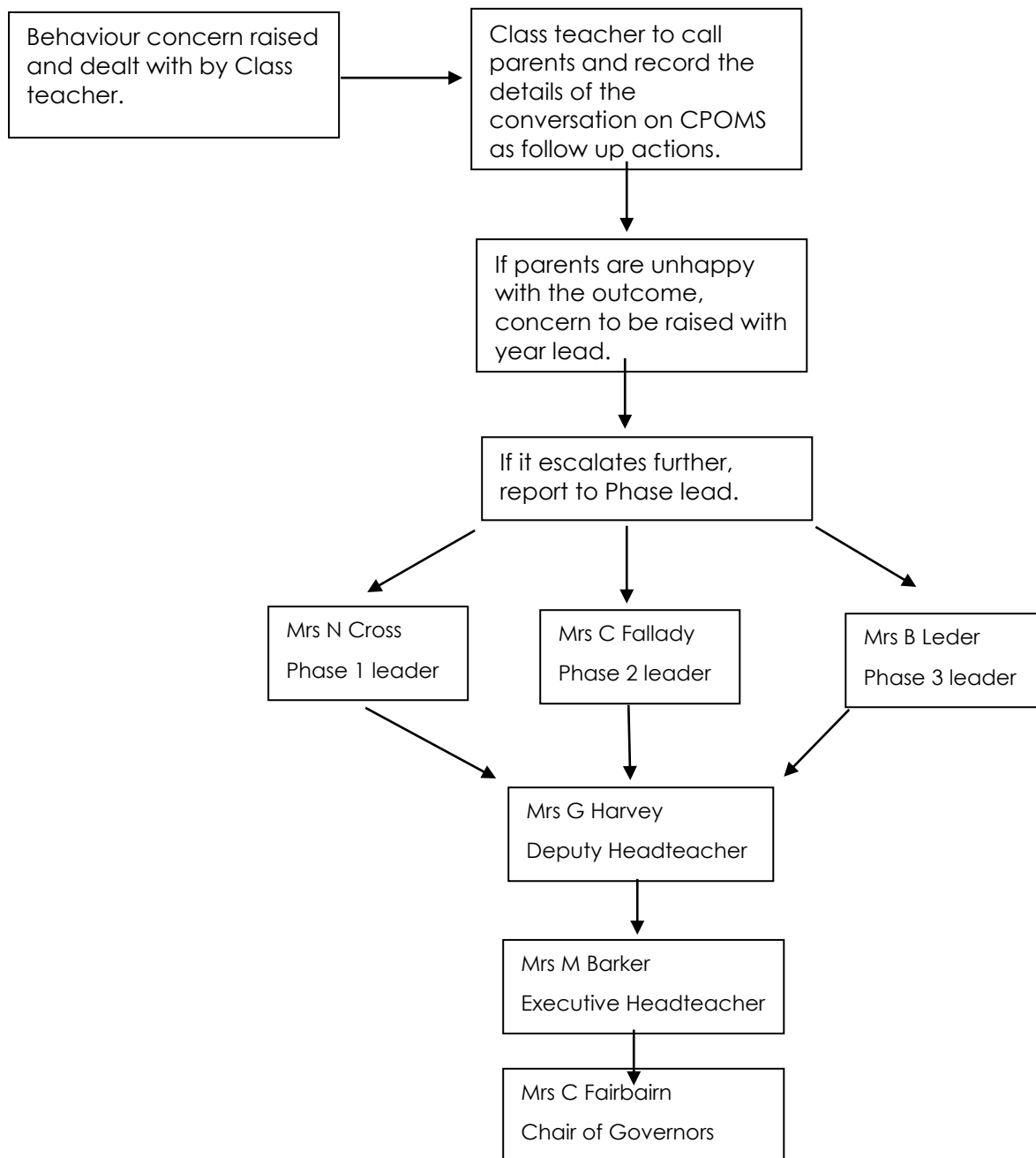
Parents can also use this at home to help the children to understand what happened, how it made them feel, the effects on others and encourage them to work as part of a team to resolve the situation, in a fair manner.

The process involves sitting down with all of those involved in the incident and gathering their 'truth' of what happened. The following steps are followed:

1. What is your truth?
2. What were you thinking?
3. How were/ are you feeling?
4. Who has been affected by this?
5. What needs to happen now? How can we resolve this situation?

Appendix 4

Flowchart of behavior reporting



Appendix 5



ROTHWELL LEARNERS

'Believe You Can and You Will'

To be a successful learner pupils need to develop key attitudes that will enable them to access all their learning to the fullest extent. (This is linked to the Relationship and Behaviour Policy). The statements below will also support pupils in the challenges they will meet throughout their lives. We are helping to build successful futures for all our pupils by showing them how to be motivated learners.

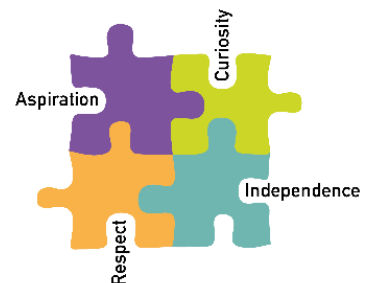
I can Behaviour Learning Statements also contribute to a positive and effective learning environment and foster academic and personal growth.

Everyone has the right to:

- Feel safe, cared for and respected
- Be able to learn to the best of their ability and to develop as an individual
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights and views of others
- Share the Rothwell Schools values



As a Rothwell Learner,

Independence –

- I can settle quickly
- I am not distracted easily
- I can use my own initiative
- I can listen well
- I can act on advice and feedback
- I practice things I find difficult
- I know my strengths and weaknesses and when to ask for help
- I can think about how I learn and set personal goals for further development.
- I can tolerate feelings without getting upset.
- I can ask for support when needed
- I can find joy and satisfaction in learning for its own sake

Curiosity –

- I try and find out 'why'.
- I can ask questions
- I am excited to try new things
- I seek understanding beyond the surface level of information.
- I have a 'what next attitude'
- I can approach problems from different angles.

Respect –

- I follow the school and class rules showing responsibility for my actions.
- I can listen well to others and fully engaged in what others are saying, maintaining eye contact, and processing information to respond thoughtfully.
- I value ideas from others
- I treat others how I would like to be treated. Being respectful of others' feelings, perspectives, and experiences, and demonstrating kindness and compassion.
- I can work effectively with peers, sharing ideas, and contributing to group discussions and projects.

When a child is demonstrating behaviour mentioned in the I can statements they are awarded a point, these are accrued and then the pupil with the highest points attend the golden tea parties?

Certificates in Celebration Assemblies

EYFS follow characteristics of effective learning

Years 1 – 6 follow the Rothwell Learner Model

Equality duty: Within the policy we will consider our legal duties under the equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND)

Headteacher: _____ **Signed** _____ **Date** _____