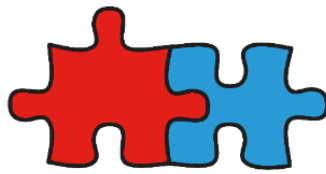




Behaviour Policy



ROTHWELL SCHOOLS

Document Management Information

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| Applicable to: | All pupils in Rothwell Schools |
| Development and Consultation: | The policy has been developed with reference to DfE guidance |
| Dissemination: | The policy will be available on the school website. |
| Implementation: | Staff and pupils in a Pathfinder School will use the policy. |
| Training: | N/A |
| Review Frequency: | The policy will be reviewed annually. The policy will be reviewed earlier if needed in the light of new evidence/legislation/guidance. |
| Policy Author: | Ashley Izzard-Snape, Director of School Improvement |
| Policy Owner: | Headteacher |
| Approval by: | Trust Education Committee |
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| Document version | Description of Revision | Date Approved |
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Behaviour Policy

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1. School Vision

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**

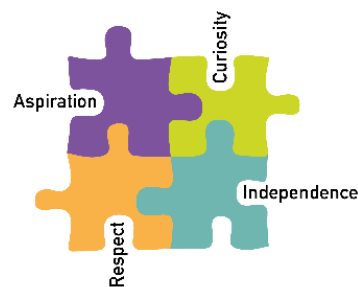
Our aims are that every child and adult to be safe and happy in the Rothwell Schools.

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



2. Our Ethos

The children will gain skills, knowledge, and understanding enabling them to experience success and to realise their potential in a safe and caring environment. The children will be taught those values and attitudes which will strengthen their respect for themselves and others, enabling them to take their place in society with confidence. The way people behave towards one another plays a vital role in achieving this aim.

3. Aims and Purposes

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

4. 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](#)
- > 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

5. Our Behavioural Philosophy and agreed statement of behaviour principles

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**

As a school our expectations of behaviour are high; we expect pupils to behave around school and when we take them out of school. Our policy shows how we reward consistently good standards of behaviour in order to promote the highest standards and how we will deal with incidents when our expectations are not met.

6. Promoting Positive Behaviour

All school staff will encourage positive behaviour by setting a good example and:

- > Making behavioural expectations clear through an assertive style of behaviour management
- > Highlighting good behaviour with verbal praise
- > By modelling the behaviour expected of children as appropriate e.g., listening, talking politely and respectfully, being physically gentle, trusting, truthful, fair and caring.
- > Being consistent and fair
- > Warning of the consequences of making the wrong choices about behaviour
- > Informing parents of good behaviour and celebrating this
- > Encouraging parents to act as role models for their children in terms of their own behaviour

Staff can also use the following strategies to promote positive self-esteem and good behaviour:

- > A relevant, motivating, stimulating curriculum, differentiated to meet the needs of all pupils.
- > Display the Rothwell Learner Model and Learner Prompts.
- > Develop positive relationship with pupils through:
 - Greeting pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communications expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the day positively and start the next day afresh
 - Use positive reinforcement
- > Positive self-esteem and talking and learning about behaviour will be taught regularly through the PHSE programme.
- > Praising/rewarding children with learner points who are exhibiting appropriate behaviour and noting those who then copy that behaviour.
- > Children in each class will be given opportunities to take responsibility in various ways.
- > Class rewards systems as detailed above will be made available in order to reward and promote good behaviour at an age-appropriate level and expectation.
- > Children who behave inappropriately will be encouraged to discuss the value they are not demonstrating and discuss ways in which they could manage the situation next time to avoid this situation recurring.
- > Use Restorative conversations to hear everyone's 'Truth' (See appendix 3)

7. Incentives and Rewards for Demonstrating Good Behaviour

Children will be rewarded for "going above and beyond" in terms of effort in their learning or for demonstrating these values in action in the same way.

Rewards will consist of:

- > Weekly Celebration assemblies where certificates are presented for children showing the school values.
- > Friday Phone Call home to parents, names also go onto the Friday Flyer.
- > Termly best attendance award for class every half term.
- > 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.

8. Behaviour Definition

8.1. Misbehaviour

Misbehaviour is defined as:

- > Disruption in lessons and at break and lunchtimes
- > Non-completion of class work
- > Poor attitude towards learning
- > Non-compliance with an adult instruction

8.2. Serious Misbehaviour

Serious Misbehaviour is defined as:

- > Persistent non-compliance with an adult instruction
- > Non-compliance with an adult instruction which poses a safety risk for them or others

- > Repeated breaches of the school rules
- > Threatening behaviour with or without an object
- > Damage to school property
- > Misuse of smart technologies in school e.g. mobile phones, smart watches, tables
- > 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 (included on social media), sharing of nude or semi-nude images and/or videos of sharing of unwanted explicit content
- > Vandalism
- > Theft
- > Fighting
- > Physical Assault
- > Swearing or Verbal Abuse
- > Racist, Sexist, Homophobic or discriminatory behaviour
- > Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal Drugs
 - o Stolen items
 - o Tobacco, cigarette papers and vapes
 - o Fireworks
 - o 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)

9. Bullying Definition

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

9.1. Types of Bullying and Definitions

| 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) |

| | |
|---------------------------|---|
| 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 or Online | Bullying that takes place online, such as through social networking sites, messaging apps, games s consoles or gaming sites |

9.2. Preventing and Addressing Bullying

Details about the school's approach to preventing and addressing bullying are detailed in the school's anti-bullying policy which is located here: [add link](#)

10. Roles and responsibilities

10.1. Local Academy Board

- Establish a set of behaviour principles on which the Headteacher can base the school behaviour policy
- Review the behaviour policy in conjunction with the Headteacher
- Monitor the policy's effectiveness
- Hold the Headteacher to account for the implementation of the policy
- Ensure that the policy is in keeping with statutory guidance
- Seek feedback from stakeholders about perceptions and experiences of the school behaviour culture to improve practice
- Regularly analyse the patterns/trends of behaviour in the school through Headteacher reporting to the Local Academy Board.

10.2. Headteacher

- Promote a school culture where pupils and staff flourish in safety and dignity
- Ensure the effective and equitable implementation of the school's behaviour policy so that is consistently and fairly applied
- Ensure that staff are adequately trained to manage behaviour in line with the agreed policy
- Determine the measure and the approach in the school behaviour policy to encourage good behaviour and respect for others; secure an acceptable standard of behaviour for pupils and promote, among pupils, self-discipline and proper regard for authority; prevent all forms of bullying; ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils
- Ensure that staff have asked to appropriate resource to manage behaviour and receive appropriate supervision when required
- Maintain responsibility for the authorisation and use of suspensions and exclusions in line with the trust's suspension and exclusion policy
- Publish the school behaviour policy in writing to parents, staff and pupils at least once a year
- Maintain the strategic oversight of the school's arrangements for removal of pupils from the classroom as defined in this policy

10.3. School Behaviour Lead

- Support the Headteacher in the implementation of the agreed policy
- Act as a role model for other staff and pupils in relation to the agreed approach to managing behaviour
- Monitor the implementation of the policy to ensure that rewards and sanctions are consistently applied to all groups of pupils

- Monitor the quality of behaviour records and ensure regular communication to parents is undertaken
- Undertaken regular analysis of school behaviour patterns and trends to identify changes needed to practice
- Ensure the school environment encourages positive behaviour
- Undertake the training of staff, volunteers and external providers to manage behaviour effectively inline with this policy and in agreement with the Headteacher
- Support class teachers to develop individual behaviour support plans for those pupils who have specific behaviour need to be met outside of the standard behaviour management approach

10.4.School Staff

- Follow and understand the agreed approach to managing pupil behaviour as outlined in this policy
- Ensure that the policy is implemented consistently and fairly to all pupils
- Act as role model consistent with the school values to pupils, other staff, visitors and parents in line with the trust code of conduct
- Work in partnership with the School Behaviour Lead/Headteacher to provide a personalised approach to the management of pupils with specific behaviour needs as required. Class teachers should be responsible for the writing and implementation of an individual behaviour support plan if required
- Ensure an accurate and timely recording of all behaviour incidents on the school CPOMS system
- Ensure regular and timely communication is provided in relation to pupil behaviours as agreed by the Headteacher
- To participate in any training provided by the school to manage behaviour as agreed through this policy

10.5.External Providers

- Follow and understand the agreed approach to managing pupil behaviour as outlined in this policy
- Report to the Headteacher any breaches of the school behaviour policy
- Act as a role model inline with the school values whilst on the school site

10.6.Parents

- Reinforce the agreed expectations for behaviour by the school with their children
- Act as a positive role model for your children in relation to communicate with the school
- Ensure communication with the school is timely and open
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Support, sign and attend review meetings as required if their child is on an individual behaviour support plan

10.7.Pupils

- 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
- Act as role model for other pupils demonstrating our Christian Values
- Remind the importance of forgiveness following a behaviour incident

11. Managing Misbehaviour

The school may use one or more of the following sanctions in response to unacceptable misbehaviour:

1. Clear Reminder about the expected behaviour and to follow the school rules
2. Good to be Green behaviour model (See below)

We may use the sensory room/senior leaders office/hive 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.

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 be awarded learner points to move to the 'Gold Star'. The Senior Leaders will invite children with the most learner points 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. If needed a Behaviour plan is put in place to support a child.

3. Managing Serious Misbehaviour

The school may use one or more of the following sanctions in response to unacceptable serious misbehaviour:

1. Loss of social time (break or lunch time) including a reflection and conversation with an adult about what has gone wrong and needs to be put right. A reference to the

- value not being demonstrated will be made.
- 2. Discussion with the Headteacher and Parents
- 3. Internal isolation working with the Headteacher/Senior Leader/Year Lead buddy for part of the school day
- 4. Establishment of an individual behaviour support plan

The Headteacher may use one or more of the following sanctions in response to serious breaches of the school behaviour policy in line with the trust's suspension and exclusion policy:

- Suspension from the school for lunchtimes
- Suspension from the school for a short-limited period where if allowing them to remain in school would seriously harm the education or welfare of the pupil or others in the school. On return to school the child and parents will take part in a reintegration meeting to address the cause of the sanction and set out expectations for future behaviour.
- Permanent Exclusion

Stage 2: for level 2 behaviours for example;

- Repeated clear defiance of an adult instruction, including refusal to engage for a substantial period of time (more than 20 mins).
- 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 Assistant 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 and SLT 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 behaviour.
- Where the Headteacher is unavailable, the Deputy Headteacher can make the decision to suspend.

5. Reasonable Adjustment for Pupils with Special Educational Needs and Disabilities

- 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.

6. Misbehaviour Off-Site

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

7. 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.

8. Removal from classrooms (internal isolation)

Removal is used where a pupil demonstrates a serious breach of the behaviour policy and is required to spend time out of the classroom at the instruction of a member of staff. The intention of this removal is to allow for the continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The reasons for removal from the classroom will be communicated transparently to pupils and staff.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

Removal from the classroom will be used for a maximum period of one day. The Headteacher will ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. The Headteacher will ensure a clear process of reintegration of any pupil in removal into the classroom where appropriate and safe to do so.

9. Physical Intervention and Support

The use of reasonable force in school is covered by the DfE guidance [Use of reasonable force in schools](#)

The guidance states that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In rare circumstances staff who are physical handling trained may use reasonable force to restrain a pupil for the reasons outlined above.

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
- Applied using trained techniques from the physical handling training
- Must not be used as a punishment-it is always unlawful to use force as a punishment
- Be recorded immediately following the restraint on the school CPOMS system and within the school's bound and numbered book. The incident must be reported on the same day to parents

- Supported by an individual pupil risk assessment following the first use of a physical restraint which is regularly reviewed
- Do not require parental consent to use force on a student

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco,
- fireworks,
- pornographic images or
- articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

10. Searching, Screening and Confiscation

Any searching and screening of pupils is conducted in line with the DfE's guidance on [Searching, screening and confiscation at school](#)

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in section 17 of this policy (paragraph 3 of the above DfE guidance). These items will be confiscated and not return to pupils. The Designated Safeguarding Lead (or Deputy) should be informed of any searching where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe the search has revealed a safeguarding risk.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

Any search undertaken by an authorised member of staff must be recorded using the school's CPOMS system. The record of search should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

11. Support for pupils

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.

12. Behaviour as indicator of harm

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.

13. Child-on-child sexual violence and sexual harassment

Incidents of child-on child sexual violence and sexual harassment will be dealt with in line with part 5 of the safeguarding principles set out in [Keeping children safe in education](#). The Designated Safeguarding Lead is the most appropriate person to advise on the school's initial response.

When dealing with incidents of this nature the school will ensure:

- a clear zero tolerance approach to sexual violence and sexual harassment, that is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned
- Incidents 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
- Victims are reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward
- Abuse that occurs online or outside of the school will be treated equally seriously
- Ensure the response and if appropriate resulting sanction is proportionate, considered, supported and each incident is considered on a case-by-case basis

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

14. Staff induction, development and support

All staff on employment to the school will receive a copy of the school behaviour policy and training from the school behaviour lead as part of their new starter induction.

All Staff will receive annual training around the school behaviour policy and management of behaviour processes. Periodic additional training will be undertaken with staff individually or as a whole in response to identify trends or patterns.

Nominated staff by the Headteacher will undertake physical handling training which will be reviewed according to the providers reaccreditation timetable.

15. 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.

16. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Academy Board at least annually or more frequently if needed in response to identified patterns, trends or stakeholder feedback.

The written statement of behaviour principles will be reviewed and approved by the Local Academy Board on an annual basis.

17. 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.

18. Links to other policies

This behaviour policy is linked to the other following policies:

- Child Protection and Safeguarding Policy
- Suspension and Exclusion 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: Restorative Justice

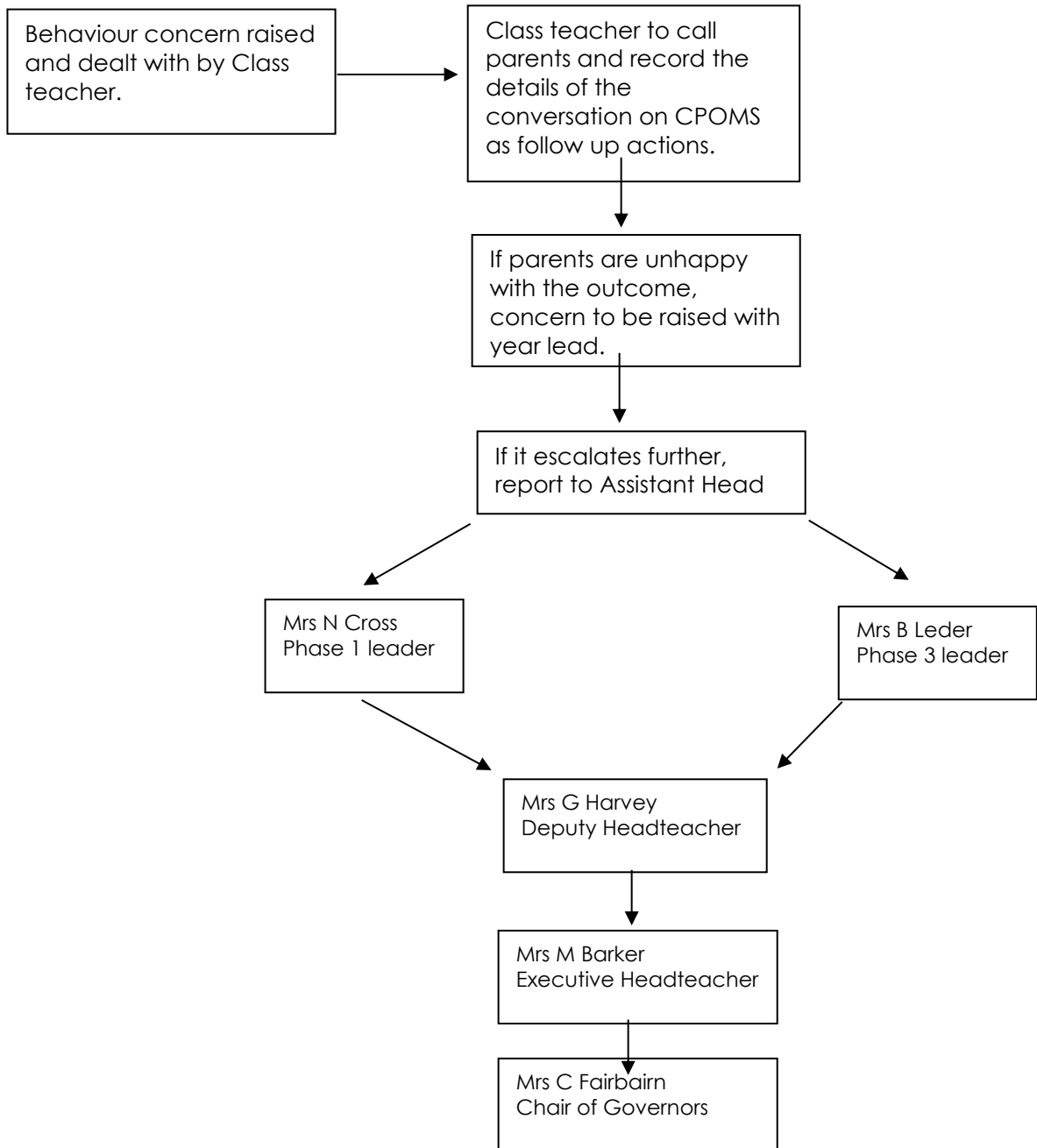
At the Rothwell Schools, we aim to approach incidents in a safe and fair manner. We do this using the Restorative Justice process.

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 3 - Flowchart of behavior reporting





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 –

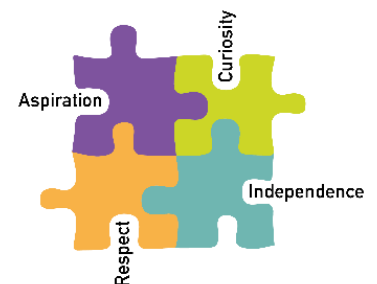
- I can settle quickly
- I am not distracted easily
- I can use my own initiative
- I can listen well
- I can act on advice and feedback
- I practice things I find difficult
- I know my strengths and weaknesses and when to ask for help
- I can think about how I learn and set personal goals for further 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)