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<th>Approved by:</th>
<th>Mrs G Slimings</th>
<th>Date:</th>
<th>19th November 2018</th>
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<tr>
<td>Role:</td>
<td>Chair of Governors</td>
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<td>Autumn 2019</td>
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1. Rationale
Children at Rossmere Primary School are expected to behave in a manner that:
- Allows them to follow instructions and stay safe in school
- Allows them to work and make academic progress
- Allows other pupils to stay safe, work and enjoy school
- Allows adults to be in control of them and other children
- Shows respect for themselves, other children, staff and members of the wider school community

Children who do not behave in the expected manner will be given:
- Support to improve their behaviour
- Support to address any mental health difficulty that may be causing the issues
- Consequences if their poor behaviour continues
- Meeting with parents

2. Consequences
At Rossmere we refer to any punishment as a ‘consequence’.

In the use of consequences, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of consequences to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:
- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child i.e ‘That was a silly thing to do because….’ and not ‘You are a silly boy’.

3. Support Offered
Children who do not behave in the expected manner will be given:
- Reminders of the school rules
- Reminders about why it is important to listen to adults
- Time to comply with instructions (with a timer if appropriate)
- Two choices so that they have an element of control (e.g. you have a choice to complete your work now or complete it at playtime)
- Time out to think about their behaviour (with a timer if appropriate)
### 4. Support for more complex difficulties
Children who staff feel may have an underlying issue as a reason for not behaving well will be given:

- Extended time in a quiet space to calm down
- An alternative activity away from the rest of the class
- Time out with a member of SLT
- Play therapy or counselling referral
- Support for parents which maybe through an Early Help Assessment

### 5. Consequences for continued poor behaviour
Children who continue to display poor behaviour choices, despite the support being given, will have one of the following consequences:

- Missing part of or all of playtime or lunchtime (staying with classroom staff)
- Detention after school (parents must be informed)
- Isolation in the office with SLT or another class
- Exclusion from school trip or other privileges
- Parents informed and an Early Help Assessment maybe completed

### 6. Consequences for serious misbehaviour
The following behaviours must not be tolerated, and all behaviour of this kind must be reported to a member of SLT straight away:

- Swearing directly at staff
- Violence or aggression towards staff
- Violence towards other children (unprovoked)
- Destruction of property (ripping displays down, throwing furniture, damaging equipment etc)

For any of these behaviours one of the following consequences will be given (at the discretion of the Headteacher):

- Fixed term exclusion from school (between 1 and 5 days)
- Isolation immediately in the office with a member of SLT
- Parents informed

### 7. Visual Behaviour Chart
In every classroom here should be a traffic light on the wall. A child’s name should be moved to amber when a warning is given and red when a consequence is given

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**Important**

Staff should remember that they are responsible for the behaviour of children in their care – if behaviour is poor, they must first look for a possible reason before punishing the child:

- Is the work planned at the right level for the child (not too hard or too easy)?
- Are classroom routines easy to understand and consistent?
- Have the children been sitting in one place for too long?
- Does the child have a problem and has the staff member tried to understand and solve it?
- Do the children know what to do and what is expected of them?
- Is general classroom behaviour calm and focused (a chaotic classroom can encourage poor behaviour in some children)?
## 6 Steps Policy

### Step 1 (All staff)  
**Verbal Warning**
- Remind children of the school rules
- Praise other children who are following the rules
- Staff should not tolerate – shouting out, talking over staff, answering back, arguing, refusing to work, not following instructions

FROM NOW ON A FORMAL WARNING MUST BE GIVEN IF THEY CONTINUE

### Step 2 (All staff)  
**Give a final warning**
- Use the agreed phrase, ‘This is your final warning. Do you understand?’
- Explain which rule has been broken
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.
- The child’s name should be moved to ‘AMBER’ on the traffic light.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

If the child changes their behaviour by the end of the lesson, move their name back to green. Every child should begin day on green.

### Step 3 (All staff)  
**Consequence**
- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on a ‘Consequence Sheet’ at isolation table or Think Spot.
- The child’s name should be moved to RED

*If behaviour improves return to lesson. Their name should be moved back to Amber, and if behaviour improves moved back to green.*

*If not or if child refuses, move to Step 4*

**For any child who is on ‘red’:**
- Miss part of playtime (suggestion – 5 minutes)
- No snack or treat if the rest of the class get a treat
- Should not be chosen for extra privilege
- A limit to ‘choosing time’
### Step 4 (Teacher colleague)  Isolation

This should only be used if a child continues to behave badly after receiving a consequence:

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Teachers must have a tray of appropriate work, pencil etc so that the child does not get any extra attention
- Detention during playtime
- Class teacher records the isolation on CPOMS.
- Parents informed by letter that behaviour is a cause for concern

*If behaviour improves return to class. If not or if child refuses, move to Step 5*

**For a regular offender:**

- Discussion with Team Leader and/or SENDCO
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular activities only allowed if there is an improvement

### Step 5 (Headteacher / Deputy Headteacher)  Internal Exclusion

- Child escorted to Headteacher / Deputy Headteacher
- 1 session to half a day working alone without causing disturbance.
- Complete a Consequence Booklet
- Tray of work that needs no explanation so that they can’t demand extra attention
- Parents informed of ‘Internal Exclusion’ by letter.
- No extra-curricular activities for 1 week

*If behaviour improves return to class. If not or if child refuses, move to Step 6*

**For a regular offender:**

- Discussion with Team Leader / Head / SENCO : consider the need for investigation
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
Step 6 (Headteacher / Deputy Headteacher)  Exclusion

Fixed Term Exclusion of between 1 and 5 days is never taken lightly, and will only be used in extreme circumstances once all other consequences have been tried.

A child may be given a Fixed Term Exclusion when:

- They refuse Internal Exclusion and will not stay where asked by senior staff. The staff cannot therefore keep them (or other pupils) safe.
- They show violence or aggression towards staff
- The show violence towards other children (unprovoked)

For children who do not pose an immediate risk to others in school, but whose behaviour at Step 5 continues for a sustained period, a length of time in the school onsite provision of The Meadow or The Treehouse may be used to avoid exclusion.

At Step 6 parents will be involved in discussion with the Headteacher / Deputy Headteacher. Governing Body will be informed of Exclusion.
Rewards

Our Core Values

- Resilient
- *Excellence (in any of the core values)*
- Aspirational
- Co-operative
- Honest
- Hardworking
- Independent
- *Gracious (at accepting praise)*
- Helpful

All rewards at Rossmere are based on a child demonstrating excellence in one of our core values. For children to learn the Rossmere Values, staff need to refer to them regularly.

Rationale

- The best way to get a child to behave is to show them that behaving well results in a reward.
- It is very hard to force a child to behave – we need to encourage them to want to behave.
- An outstanding (ofsted) judgement can only be reached if children take increasing responsibility and manage their own behaviour as they get older.
- All children who behave well and follow the school rules will be rewarded for this.

Praise

- All children have a Rossmere Passport. This is used to collect stickers for demonstrating our core values.
- Praise should be used for specific reasons e.g. for neat handwriting or for putting their hand up in class rather than for general reasons such as good work or behaving well.
- Verbal praise that is specific should be given as often as possible.
- Children who don’t always make the right choices should be ‘caught being good’ and given praise.

Public Praise

- There is a weekly Celebration Assembly at which child will be rewarded with a certificate for particularly good work or behaviour.
- Children who have completed one section of the Rossmere Passport with receive a certificate in Celebration Assembly.
- Children can receive a special sticker from the headteacher / deputy headteacher for particularly good work.
- Good work is often celebrated by being displayed on the wall in the classroom or corridor.

Rewards

- The Rossmere Passport is used to recognise those children who demonstrate our core values on a regular basis. Rewards of trips, special events, prizes etc will be given to children who complete their passport during the year.
- Rewards are only given to children who have worked / behaved particularly well – not to children who just do what is expected of everyone.
Rossmere School Rules

1. Be ready to learn at the start of the lesson
   (listen to your teacher, follow instructions, start work straight away)

2. Be polite and show respect for everyone
   (Follow instructions first time, do not argue or answer back, listen when an adult is talking, do not say hurtful things to others)

3. Keep yourself and other people safe
   (Walk inside school with no running, no climbing on furniture, follow adult instructions, use kind hands and feet)

Rules that parents / carers can help you to follow

1. Arrive at school on time and ready to learn
   (Be in school by the time the bell goes at 8.55am)

2. Bring the correct equipment to school
   (PE kit should be in school, homework and reading books should be returned on time)

3. Correct uniform should be worn every day
   (This includes black shoes and full uniform of red sweatshirt/cardigan, white polo shirt and grey trousers/skirt)

A consequence will be given for breaking any of these rules. We are trying to prepare the children for life by teaching them the importance of rules.
# Roles and Responsibilities

## Governing Body
The Governing Body is responsible for reviewing this policy on an annual basis and approving the statement of behaviour principles.

The Governing Body will monitor the effectiveness of this policy by reviewing behaviour logs, and will hold the headteacher to account for its implementation.

## Headteacher
The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school’s statement of behaviour principles (appendix 2). The headteacher will also approve this policy.

The headteacher 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.

The headteacher will inform parents of 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 using CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

## Parents
Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
Physical Intervention

In some circumstances, staff 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 and reported to parents using a Team Teach form

Key staff at Rossmere Primary School are trained regularly in Team Teach. They will usually be involved in any Physical Intervention. However, in an emergency any member of staff will use physical intervention to prevent a child from hurting themselves or others.
### Appendix 1: Strategies for staff

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<th>Behaviour / Consequence</th>
<th>Dialogue / Strategy</th>
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<tbody>
<tr>
<td><strong>General behaviour</strong></td>
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<tr>
<td>• Shouting out</td>
<td>’Paul, please do not shout out. If you do that again I will give you a warning.’</td>
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<tr>
<td>• Refusing to follow an instruction</td>
<td>’Sarah please remember to walk in the corridor. If you run you will be given a warning’</td>
</tr>
<tr>
<td>• Running in the corridor</td>
<td>’Andrew, I have already given you your instructions. Please start work now otherwise I will give you a warning’</td>
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<tr>
<td>• Climbing on furniture</td>
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<td>• Talking over an adult</td>
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<td>• Unkind behaviour</td>
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<td>• Distracting other children</td>
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<td>• Failing to complete work</td>
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<td><strong>Step 2</strong></td>
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<td>The child’s name must be moved to AMBER at this point. If this happens outside the classroom, the class teacher must be told straight away that the child is now on AMBER.</td>
<td>’Paul as you have continued to shout out, I am giving you a final warning’</td>
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<td></td>
<td>’I warned you earlier not to run in the corridor Sarah and you have done it again. This is now your final warning’.</td>
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<td></td>
<td>Diffuse the situation by directing your attention to praise children who are behaving well. For some children being moving to AMBER may cause them to escalate their behaviour. Moving away from them, gives them the opportunity to calm down.</td>
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<tr>
<td><strong>Step 3</strong></td>
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<td>For any child who is already on AMBER, and negative behaviour could result in them moving to RED.</td>
<td>’Paul you are continuing to argue with me despite being given the chance to think. I am now moving you to RED’</td>
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<td>It is important that the rest of the class see and hear that you have given a consequence. After moving the child’s name and giving them some time out to calm down, have a private chat with them about how it could be put right. Keep very calm and do not make further negative comments.</td>
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<tr>
<td><strong>Step 4</strong></td>
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<tr>
<td>Once a child is on RED, any further breaking of the rules must result in them moving to Step 3. Some will try to plead that they are sorry or promise that they won’t do it again, but consistency is key.</td>
<td>’Paul you are making some really bad choices and I will have to ask you to leave the classroom, so that everyone else can get their work done’</td>
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<td>Give the child a consequence sheet from your file (be prepared with sheets and pencils) and send them to the designated teacher to complete the work. Do not have a conversation with them or get into an argument. If they refuse, send a red triangle to the designated teacher who will collect the child.</td>
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<tr>
<td><strong>Step 5</strong></td>
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<td>If a child refuses Step 3 or behaves in a dangerous manner, a red triangle should be sent to a member of SLT who will remove the child. At this point the child will move straight to Step 5</td>
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Appendix 2: 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, staff and parents
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.