



## **Behaviour Policy - Summary**

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)?

### **Our School Rules**

We only have 3 rules throughout school. Staff in all areas should use these rules when explaining to children what they have done wrong. Children who all follow our school rules are ‘Being Rossmere’.

***Be Ready***

***Be Respectful***

***Be Safe***

***Be Rossmere***

### **Praise in Public**

Adults should focus their attention and praise on the children making good choices -

- Praise fantastic walking, fantastic sitting, fantastic listening – praise it all the time, in a cheerful manner
- Celebrate children who’s learning or behaviour is ‘over and above’ their peers – always showing what Being Rossmere is – there is a display of their names in every classroom
- Shout Outs on Facebook page or group (if using photos) for children who have done something amazing – this is public so parents love this
- Praise Assembly every Friday to present certificates
- Stickers or stamps in a child’s book for excellent work
- Awarding points on Class Dojo on a daily basis so that children and parents can see that good work and behaviour is noticed and rewarded.
- Over and Above Awards at the end of every half term for all children who are consistently ‘over and above’

### **Reprimand in Private**

Children should not be publicly reprimanded – where possible, adults must take the child to one side or speak to them after the lesson if they have not followed the rules.

If a child is disrupting the lesson / playtime, the closest adult must –

- Speak calmly to the child to explain what they are doing wrong
- If they continue, they should be asked to leave the room or playground to wait in a designated area so that you can speak to them when they calm down (identify a space for your class, such as a comfy chair in the corridor)
- If they refuse to leave then the adult should ask for assistance from a colleague – sometimes a change of face can work very well.

- Time can be taken off playtime or lunchtime as a consequence for not following the school rules (the adult who took the time off should supervise this and use the time to speak to the child about better choices in future). All incidents that result in a consequence must be recorded on CPOMS so that a record is kept.
- For a serious incident or repeated incidents, the children should be spoken to by the Team Leader or Assistant Headteacher. If this happens, parents must be informed. The response must be recorded on CPOMS.

### **Isolation**

For children whose behaviour is dangerous, violent or seriously disrupting the learning of other children, they can have a period of time working in isolation. They should be encouraged to reflect on their behaviour so that they don't repeat it.

Isolation will take place in the Zen Room, Leadership Office or Headteacher's Office – it must be supervised by someone from the team.

### **Fixed Term Exclusion**

Fixed Term Exclusion is used only as a final resort when we cannot keep a child (or others) safe – they run away from staff, hurt children or staff repeatedly or put themselves at risk.

### **Positive Handling (Team Teach)**

Please note that all adults in school are legally able to use reasonable force to prevent a child from hurting themselves or others. You do not need to be trained in Team Teach to do this.

Key staff at school have updated Team Teach training. They will use their skills to restrain a child when all other strategies have been exhausted. If staff need support when dealing with a child who is being violent or is known to be violent towards staff, they should always get help from the Team Teach trained staff.

### **Understanding Vulnerable Children**

Vulnerable children are those with:

- difficult family circumstances (bereavement, loss of primary carer, separation etc)
- social care involvement
- looked after child or placed away from parents
- special educational needs

These children need care and compassion from adults who should be aware that they may sometimes struggle to follow the school rules. Staff must continue to have high expectations of all children, but should learn strategies for reprimanding children who are vulnerable (as they may not react in an appropriate way).