



**Rossmere  
Academy**  
ENRICHING EDUCATION

# Behaviour Policy

**Approved by:** Local Governing Board

**Date:** September 2025

**Last reviewed on:** September 2025

**Next review due  
by:** September 2026

## Contents

1. Rationale / Ethos.....	3
2. Rossmere Values .....	4
3. Rules .....	4
4. Rewards and Praise.....	5
5. Consequences .....	6
6. Serious Incidents.....	7
7. Roles and Responsibilities.....	8
8. Appendix 1 - Physical Intervention.....	9
9. Appendix 2 - Strategies for staff.....	10
10. Appendix 3: Statement of Behaviour Principals.....	11
11. Appendix 4.....	12

## Rationale

Children at Rossmere Academy are expected to behave in a manner that:

- Allows them to follow instructions and stay safe in school
- Allows them to work hard and make academic progress
- Allows other pupils to stay safe, work and enjoy school
- Allows adults to be in charge 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

## Our Ethos

At Rossmere Academy we aim to develop children's skills and positive attitudes through:

- Celebrating diversity and promoting equity
- Preparing children for life beyond Rossmere
- Enriching children's education

We hope that all Rossmere children will grow to become responsible, respectful and accepting citizens who make a positive contribution to their community and the wider world.

Our behaviour policy is written with this in mind. Children are shown respect and their differences are acknowledged. Although all children are expected to follow the school rules, these may need to be rephrased for children who do not understand them.

Good behaviour choices are encouraged positively, with adults thinking carefully about the language they use (e.g. praising fantastic walking rather than saying don't run)

Where consequences are necessary, these are applied consistently by all staff.

## Important to Remember

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 Core Values

Our core values are celebrated throughout every day:

- Be Proud
- Be Committed
- Be Passionate
- Be Community
- Be Rossmere

### Our School Rules

We have only 3 school rules that underpin everything we expect of children:

- Be ready (listen to your teacher, follow instructions, start work straight away)
- Be respectful (to everyone – listening to adults, not saying unkind things)
- Be safe (walk around school, no climbing or running, kind hands and feet)

Children who follow these rules every day are also following the expectation:

- Be Rossmere

# Rewards and Praise

## Rationale

- The best way to get a child to behave well is to show them that behaving well results in a reward.
- It is very hard to force a child to behave well – we need to encourage them to want to behave.
- We need to expect children to 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.
- Children should learn to behave well because they want to, not just for a reward. Where rewards are used this must be for exceptional behaviour or effort.

## Praise

- 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.
- Praise is to be used as often as possible with all children as it is the best way of changing habits and teaching how we should behave.
- Praise is verbal encouragement and does not need to be accompanied by a physical reward.

## Rewards

We do not provide costly rewards as children need to learn to use 'intrinsic reward' for making the right choices, meaning that they do it just for praise and the feeling this gives them.

- Dojo points are our main reward system. When points are given, parents are also able to see this. Dojo points should be given for specific behaviours linked to our school rules or core values, so that these become embedded and automatic.
- Teachers offer rewards based on the number of dojo points a child receives. These could be individual rewards (e.g. sitting on a special chair, some choosing time to play etc) or a whole class reward given for the whole class sharing their points (e.g. extra playtime).
- In some classes, stickers are additional quick rewards that give children instant feedback.

## Public Praise

- There is a weekly Praise Assembly at which one child from each class will be rewarded with a certificate for particularly good work or behaviour. They also get to wear a 'Star of the Week' lanyard which gets them special privileges for the next week.
- Children can receive a special sticker from a member of SLT for particularly good work.
- Good work is often celebrated by being displayed on the wall in the classroom or corridor.
- Children who consistently follow our school rules and demonstrate our core Rossmere Values are presented with a badge at the end of every term for being Outstanding Rossmere Citizens.
- We send postcards home if a child has done something particularly good.
- We celebrate achievements on Class Dojo and Facebook for the whole world to see.

# Consequences

## 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 fixed term suspension, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially during 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, senior staff, SENDCO 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'.

## 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)

## 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

## 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

**Where a behaviour incident is more serious:**

- Persistently disruptive in class
- Name calling
- Using bad language
- Hurting another child
- Deliberate destruction of property
- Leaving the classroom / area without permission
- Refusal to follow an instruction (whether saying no or just silent refusal)

**There must be a more serious consequence:**

- Isolation over a full playtime to reflect and discuss what went wrong
- Reporting to a member of SLT
- After school detention (if appropriate)
- Banned from an extra-curricular activity
- Removed to another classroom for part of the day

**Staff must remember in these circumstances:**

- Parents must always be informed (phone, Dojo, in person)
- Incident must be recorded on CPOMS
- The purpose of the consequence is to teach the child that this behaviour must not be repeated, so they must understand exactly what they did that was wrong, and strategies for the future.

**Consequences for serious misbehavior**

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 suspension from school (between 1 and 5 days)
- Isolation immediately in the office with a member of SLT

## Roles and

### Local Governing Board

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

The Local Governing Board 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 Local Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 3). 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.

### 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

## Appendix 1 : 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 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 2 : Strategies for staff

Our policy follows the 'Pivotal Approach' – it focuses on positive behaviour and does not draw attention to negative behaviour. Behaviour displays in classrooms focus on children who go 'Above and Beyond'.

We Praise in Public and Reprimand in Private.

Area to address	Dialogue / Strategy
Walking around school	We have a system of 'Fantastic Walking' – all staff will praise children for 'Fantastic Walking', and any child who is not walking safely will be reminded with: ' _____ remember fantastic walking, thank you'
Sitting in assembly or in class listening or working	We have a system of 'Fantastic Sitting' and 'Fantastic Working', and any child who is fidgeting or not focused will be reminded with: 'well done everyone for such fantastic sitting, thank you' This prompts all children to join in.
Refusal to follow instructions	We have a policy of giving 'thinking or reflection time' to give children the opportunity to think about what went wrong and decide to follow the teacher instructions. This works to avoid conflict. Some children may need an adult to help them to reflect. An adult may need to walk away to give a child time to calm down.

### **Appendix 3 : Statement of behaviour principals**

- 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 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.

## Appendix 4 : Fixed Term Suspension and Exclusion

Only the headteacher, or acting headteacher, can suspend a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school.

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

### **Informing parents**

If a pupil is at risk of suspension the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend a pupil, the parents will be informed of the period of the suspension and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension
- The length of the suspension
- Information about parents' right to make representations about the suspension to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this