

Behaviour Management Policy

This policy includes EYFS and should be read in conjunction with the Child Protection and Safeguarding Policy, the Tackling Extremism and Radicalisation Policy, the Equal Opportunities Policy and the Anti-bullying Policy

This policy takes account of the non-statutory DfE guidance: Behaviour and Discipline in Schools 2016.

We wish our pupils to be happy and confident at Roselyon, and all staff should seek to emphasise and encourage all that is positive. We are a school family and the children must realise that good discipline and manners enable us to live comfortably together. They must also understand that when problems arise these must be resolved properly.

Central to pastoral care is the form teacher who takes on a great variety of roles – guide, arbiter, father/mother, counsellor and mentor to name but a few – to nurture the children, their development and share their concerns.

The children must know that there is always an adult to whom they can turn if there is anything which causes concern. Staff too, must take a proactive line with the children, emphasising the importance of good behaviour, of caring for each other and our possessions, and of how to deal with difficulties. The pupils' guidebooks and school rules help us to follow a common line.

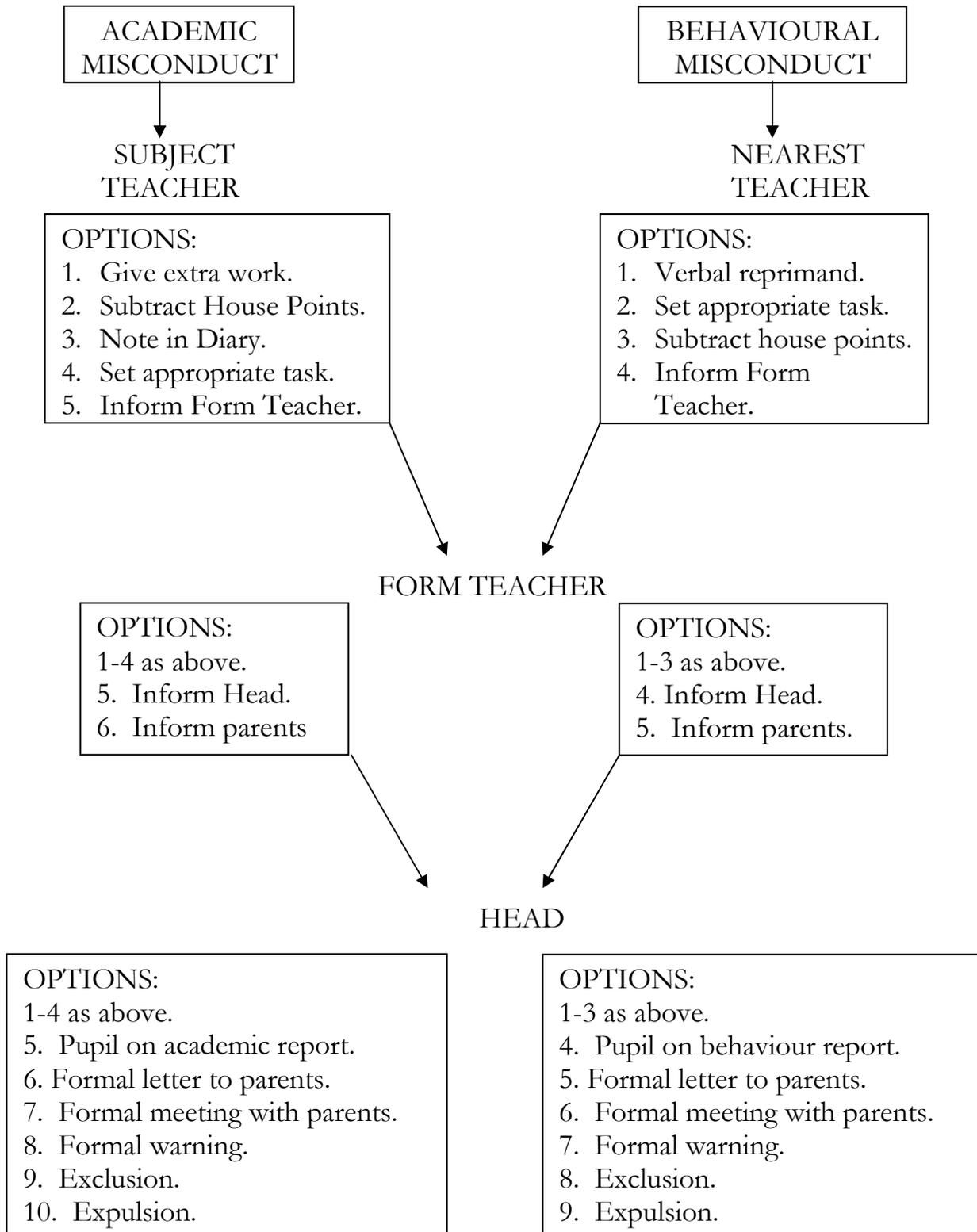
If behavioural or academic misconduct occurs, staff should take what action is appropriate according to the nature of the incident and the age of the child, bearing in mind the disciplinary structure below. The highest standards of behaviour are expected of all our children: excellence always praised and encouraged, and lapses corrected and punished when necessary.

- ❖ Our policy is to always encourage positive behaviour.
- ❖ There is an abundance of praise and encouragement for work and behaviour. Verbal praise should be reinforced through the award of stickers, House Points or a mention in "The Golden Book."
- ❖ Children are expected to be obedient. Disobedience is unacceptable.
- ❖ Children are expected to be well-mannered and courteous. Rudeness is unacceptable.
- ❖ Children are expected to learn how to share, how to show compassion, and how to play and learn in harmony.
- ❖ If a child displays unacceptable behaviour, it will be dealt with firmly and fairly. Parents will be involved if necessary.
- ❖ We help the children to develop strategies to combat bullying.
- ❖ We support children to learn to resolve conflicts with other children.
- ❖ Smacking, threats and humiliation are not part of our policy: they are unacceptable to us.
- ❖ Corporal punishment in any form is not part of our policy: it is unacceptable to us.
- ❖ EYFS children are expected to learn positive behaviour and any unacceptable behaviour will be dealt with firmly and fairly. Sanctions appropriate to the age of the child and level of behaviour exhibited will be imposed, from a quiet discussion of correct behaviour to time sitting away from the group to a temporary reduction of privilege. Parents will be

informed if the behaviour is beyond the norm for the age of the child, or regular. The following disciplinary structure refers to children from P.I upwards.

- ❖ Roselyon School will not accept negative language or behaviour which targets a particular gender, group, race or sexual orientation, or which undermines an individual's sense of self worth. Such language or behaviour will be managed under this policy.

Disciplinary Structure, P.I – VI



If a child has reached the stage of a formal warning, parents will already be aware of the nature of the problem and staff will have worked with the family to try to improve the situations. If the problem does not improve, the Head may decide to move to exclusion. Before this happens she will inform the appropriate Governor (usually the Chair) and will write to the parents giving the reasons for this decision. Exclusion will be time-limited and will usually last no longer than 5 days. A written record of expected behaviour changes will be given to the parents and the school will offer to work with the parents or refer them to appropriate agencies for further help.

Education will be provided (for a short exclusion, this may take the form of 'homework'-type tasks but for longer periods a tutor may be provided).

If it is decided that the exclusion will become permanent, the Head will convene a meeting of 2 or more governors to ratify the decision. A formal notice of the governors' decision will be sent to the parents giving reasons for the child's expulsion. The parent will be given the right of appeal and may appear before a panel of 2 governors who were not involved in the original decision. The decision of the appeal panel is final.

Once the process has been completed, if the decision is that the child should be expelled, the child's name will be removed from the school's register.

A pupil who is found to have made a malicious accusation against a staff member will be interviewed by the Head. In all cases parents will be informed. Depending on the nature of the accusation, an appropriate sanction within this policy will be used, varying from writing a letter of apology during a break time to exclusion from school. A record of the incident may be placed on the child's file for one year.

Where pupils have caused behaviour concerns over a sustained period of time, these children will be supported in transition to the next class or phase and especially when transitioning to a new school. We would act to reduce anxiety over transition and be proactive in guarding against poor behaviour where necessary. This may include informal or formal meetings with new teachers or schools, the parents or the child. In addition, whenever necessary we organise or 'moving-up days', transfer of records and dedicated meetings between current and future teacher.

Rewarding Good Behaviour

Children at Roselyon display an excellent standard of behaviour, as a general rule. This is achieved because of very good relationships between staff and pupils, with each showing respect for, and valuing the other. Much verbal praise is given to reward good behaviour or positive role modelling. Children, however, also value tangible rewards.

At Roselyon children's behaviour can be written in the Golden Book by a staff member. Each entry is read out in assembly on Friday mornings and displayed on the main staircase for a week. Children also receive House Points – Groucho Marks are awarded for good behaviour or kindness; house results are announced each month and an appropriate flag raised to celebrate the winning house.

Teachers often seek out or telephone parents at the end of the day to report on a particular instance of good behaviour.

Sometimes children are sent to the Head to receive additional praise for good behaviour. Younger children are rewarded with stickers. Form teachers are allowed to reward class behaviour with an extra 5 minutes' breaktime on a Friday, earned over the week.

General

It is the responsibility of each one of us to safeguard and promote the welfare of each of the children in our care. We do this through:

- Protecting the children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Appreciating that safeguarding is not just about child protection. It embraces issues such as pupil health, health and safety, bullying, the management of medical needs and conditions, providing first-aid, school security, and drug and substance misuse.

Staff members, including the Head, have received training in understanding behaviour that challenges. Cascade training takes place during staff meetings an INSET as necessary. All staff members are introduced to this policy at induction training and its contents are reviewed with staff after each review.

The school has a quiet room where, with permission, children can withdraw to consider their behaviour and reflect on the choices they are making.

Where challenging behaviour may be related to a pupil's individual or special needs, we make reasonable adjustments to support them, modifying our approach and implementing additional strategies where appropriate to support the child in line with the Equality Act 2010. The school may talk with parents about referring the issue to the Early Help Hub or an Educational Psychologist. This process is co-ordinated by the SENCo.