



BEHAVIOUR POLICY

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Signed	Date for Review
Oct 2017	Dave Whiting	School Council and Staff		Jan 2019
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Aims and Expectations

At Rosehill Methodist Primary Academy, it is our aim to develop a positive atmosphere and ethos that is so important to the learning and personal development of every pupil in our academy. We aim to do this by promoting an environment that is safe and supportive so that all children can reach their full potential, emotionally, socially and intellectually. All adults in the academy are committed to behaving in a respectful manner both with each other and with all children.

Our Core Values are:

Generosity Compassion Courage Forgiveness Friendship Respect Thankfulness Trust
Perseverance Justice Service Truthfulness

In our academy we promise to teach pupils about our core values. We will model these ourselves and help prepare our children for the next stage of their education and place in society. By promoting such High Social Standards, we will teach children to respect themselves and others.

How?

- Co-operation and consideration for others will be rewarded through praise as will the efforts of those people who are trying hard to improve.
- When giving sanctions or praise we will always focus on the behaviour rather than the individual. Sanctions will be given in sorrow rather than in anger, stress it will happen as a consequence of wrong choices and seek a solution and improvement. This will be done in a way which is polite, consistent, persistent and insistent.
- When dealing with poor social standards, no adult will speak to or punish a child in a way that demeans them or undermines their self-esteem.
- We will find a way for every child to be successful in some appropriate way and build their self-esteem. We recognise parents are our partners in managing pupils' social standards and we expect them to join us in modelling these high standards.

When will we promote Social Resilience?

- Each day we will teach pupils how to successfully interact with each other and where to find support when in difficulty.
- Each day we will encourage pupils to consider how their peers are feeling and to support them to succeed in school.
- Each day we will teach pupils to be responsible for their actions, that everyone makes poor social decisions at times, but that such decisions must be paid for with a consequence if we are to learn from mistakes and move forwards to succeed.

How will we promote Learning Resilience?

- We will teach pupils strategies to allow them to work independently and take responsibility for their own learning.
- We will teach pupils that their genuine efforts will be rewarded with success, to rise to learning challenges with confidence and to support their peers in doing the same.
- Each day we will teach pupils to appreciate both intrinsic and extrinsic reasons for their learning and aim to raise aspirations regarding future opportunities.

At Rosehill Methodist Primary Academy we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The academy will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Rights and Responsibilities in Promoting Positive Behaviour

Rights and Responsibilities	
Staff will:	Staff will need:
be consistent and fair	consistency and fairness from others
be able to justify their actions in the imposing of rules, rewards and sanctions	understanding and support in using the rules, rewards and sanctions
set high levels of expectations of children's academic and social progress so that they may experience satisfaction and a sense of achievement	everyone to work hard in aiming to achieve these high standards both with and for the children and will expect training and support in working towards these targets
promote the Methodist ethos of the school, involving the school chaplain in the everyday lives of the children	support and guidance about how the Methodist ethos impacts on the spiritual development of children
set the right climate in class and around the academy in promoting positive relationships between all members of the school community	training and development for all members of the academy community in encouraging these positive relationships
consult and co-operate with others when and where appropriate	consistency and cooperation from others in promoting good behaviour throughout the academy
take the appropriate action to try to solve issues with speed and sensitivity	the support, understanding and patience of others when that appropriate action is taken
set clear targets to enable future identifiable progress	pupils to work hard towards those targets and parents to understand and help with these targets
provide challenging, exciting and meaningful learning activities for all children, which are matched to their needs and abilities	pupils to engage and interact with these activities behaving in an appropriate way
assess children's achievements so that they can be made aware of their own progress	pupils and their parents to engage in the assessment process so that they are aware of their targets
use praise and encouragement WHENEVER POSSIBLE	consistently applied systems and structures that promote the use of praise and encouragement
provide extra-curricular activities which enable children to develop new interests and skills	pupils to show a good attitude and appropriate behaviour both in and out of school time
ensure, wherever possible, the safety of children in their care	pupils to show good sense and a developing awareness of their own health, wellbeing and safety
consistently enforce rules about care and tidiness of the whole academy and	all members of the academy community to apply the same rules and care so that the academy is looked after and a good example is set by all

surrounding community and to set a good example of such.	
e considerate to the needs of others and be prepared to listen without judgment	be respectful and polite interaction from parents, staff, children and the school community

Rights and Responsibilities	
Children will:	Children will need:
show kindness to one another	kindness shown to them
be supportive of each other in times of need	the support of others when they need it
be polite to at all times and treat everyone with respect	to be treated with politeness and respect by all members of our school community
be considerate to the needs of others and be prepared to listen	their needs to be considered and to be listened to when they have something to say
respect academy property and the property of others	to be encouraged to use equipment and resources appropriately
strive to work to the best of their ability	support from staff who plan for excellent and enjoyable learning experiences
behave in a way that ensures their safety and the safety of others	guidance from others who will model, teach and encourage safe practices
dress appropriately and safely for all school activities	support from parents/carers in supplying appropriate dress and resources

Rights and Responsibilities	
Parents will:	Parents will need:
Get to know about their child's life in school	to be informed about all aspects of their child's experiences at school
Support the academy policies and guidelines for behaviour	to be consulted and informed about policies regarding behaviour
See that their child attends school regularly, on time, properly equipped and wearing school uniform	to be made aware of school targets for attendance and follow all guidance about continued absence from school
Let the academy know about any concerns or problems that affect their child's work or behaviour	to know immediately if there is a concern about their child's behaviour
Attend information and open evenings and opportunities for discussion about their child's effort, progress and behaviour	clear information about how their child is doing as well as ample opportunity to discuss the progress of their children
Support their child in homework and other opportunities for home learning	a clear understanding of what is expected of their child when doing home study
treat staff members with respect and politeness, listening and communicating with courtesy	to be listened to and spoken to calmly, politely and respectfully by staff members

Good behaviour is expected and promoted by providing high quality teaching and learning experiences. We will aim to ensure that each child receives their entitlement to excellent and enjoyable lessons that engage them fully.

We understand that good behaviour is promoted through good modelling. Our staff will always lead by example, behaving in a way that we want children to copy. It is our responsibility to ensure that our activities are appropriate, stimulating and challenging for children; aiming to make their experiences as enjoyable and fulfilling as possible.

As a Methodist Academy, we will work with the church community to engender good behaviour within our children. With the church's support, we will work towards the aims as stipulated above with love, compassion, fairmindedness, and restorative justice.

Rewards

The Academy's individual reward scheme is an app-based program called 'Class Dojo' through which children can be rewarded for academic and non-academic achievements. This program allows both positive points to be rewarded and, after a warning, negative points can also be given. Individual teachers can set categories for positive and negative Dojos.

The Dojo system of reward and sanction will be used in all KS1 and KS2 classes. They will have a visible presence in the classroom by being displayed on the classroom interactive screen during lessons.

Dojos can be given and removed at the discretion of the class teacher, teaching assistant and any other adults working within the classroom environment.

The number of Dojos required to receive a prize will be decided within individual classes. This should form part of a class charter.

At the beginning of each half term, the Dojo system will be reset back to zero.

House points will continue to be used for showing our Core Values around school.

Other ways of promoting and rewarding positive behaviour

Teachers and staff members may wish to provide other ways of promoting positive behaviour in their classrooms or with their workgroups. This could be in the setting up of table points championships, points awards or stamp awards. This may or may not work towards rewards that are detailed above but must not take the place of those procedures, except under circumstances that have been agreed with the class teacher, the SENCo and the Head or Deputy, (e.g. when a behaviour action plan is in place).

Rosehill VIP Assembly

Although Rosehill staff believe that all children should behave well always and make the correct decisions regardless of an incentive system, rewarding good behaviour and effort is viewed as a valuable way of raising the aspirations and self-esteem of the children. VIP Assembly gives the school community a chance to say “well done” to all children, (and staff) whose achievements we are celebrating. A ‘Values VIP’ will be chosen each week by the class teacher. Their names will be written in the ‘Values Book’ and then presented with a certificate. Whole school VIP assemblies will take place each week on Fridays.

Buddies

We recognise the need to establish a sharing community within our academy. We endeavour to do this by engaging year 5 pupils in our buddy scheme. This takes place at lunchtimes and involves those children supporting younger children in the dinner hall (Table Buddies) and playing with them in the courtyard. Their role is a modelling one, seeking to promote and model good, considerate and tolerant behaviour.

Early Years: Rewards

The Early Years follow much of the Whole Academy Behaviour Policy, however they adapt this to suit the needs and age of the younger children in our academy.

The children have a ten space sticker chart, which they receive a prize for when complete.

Behaviour Strategies/sanctions

Children will be sanctioned because of undertaking behaviours that are considered unacceptable within the academy environment and impinge on the rights of others. We are committed to sanctioning children fairly and with consistency. Sanctions within our academy should allow the child to consider the consequences of their actions and to reflect on their behaviour.

Key Stage 1 and 2 Sanctions:

If a child behaves inappropriately within the school day they will be issued with a series of accumulative sanctions as detailed below:

1. ‘The Look’
2. A reminder about inappropriate behaviour
3. Verbal Warning
4. Removal of Dojo
5. Removed from class. Work in another classroom/pastoral room

In the event of more than one Dojo being removed in anyone session then it is at the discretion of the class teacher if they want to keep the child in at break or lunch to discuss the behaviour.

Early Years

The children are given a verbal warning; they are reminded that they are making the 'wrong choice' and then informed that if they continue to do so they will serve a 'Time-Out.'

Time-Out involves the child sitting on a designated spot on the carpet for a period time decided by the class teacher. This should only be 2 or 3 minutes.

Yellow Cards at Lunchtime

Issued for:

Calling someone names

Ignoring an instruction

Hurting another child

Being rude to an adult

Breaking the safety rules

Lunchtime Time-out sessions:

If a child's behaviour is causing concern at lunchtimes and they have been issued with a Yellow card the duty teacher will be informed and the child will spend 10 minutes in Time-Out. This will take place in Mrs Crosby's classroom.

Duty Staff

To ensure that any issues that arise are dealt with quickly there is always a member of the SLT or SMT on duty at lunchtime.

In addition to this, TA staff are on duty to cover First Aid and any personal care incidents.

Exclusions

The Academy will follow government guidance on exclusions.

Exclusions take the form of: Fixed term exclusions, Permanent exclusions and lunchtime exclusions.

De-escalating Strategies. Positive Handling

Staff at Rosehill Methodist Academy have been trained in positive handling strategies and deescalating techniques. These can be used to deal with children behaving in a dangerous/ inappropriate way. Only children with a Positive Handling Plan should be supported this way, unless the child is in immediate danger of harming themselves or others.

All incidents of positive handling intervention will be recorded on an incident form and passed to the Head Teacher or SENDCO

Allegations about a member of Staff

Should an allegation of abuse, which may include inappropriate physical contact, be made against a member of staff it will be fully investigated per Local Authority Safeguarding Procedures. If the allegation is found to be untrue and malicious the Governing Body would support the Head Teacher's decision to take disciplinary action which may include permanent exclusion of the pupil.

Safeguarding Children in Education: Dealing with allegations of Abuse against Teachers and Other Staff

If an allegation is shown to have been deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if he/she was not a pupil." (DFES 2005 p9). This may result in a permanent exclusion.

Bullying is not tolerated in this Academy

We take every report of bullying seriously and respond to all incidents as described in our Anti-Bullying Policy.

All incidents of Bullying is recorded on CPOMs. This in then followed up by appropriate actions and support from the pastoral team.

Homophobic Bullying

The academy promotes a positive and inclusive environment for all, and celebrates difference and diversity in all aspects of the school day. All staff have been trained in identifying and challenging Homophobic Bullying and the academy has attended Training from Stonewall and the Proud Trust.

Homophobic language will be challenged by all staff and any incidents of Homophobic Bullying will be recorded.

Racism

The academy deals with all racist incidents within the guidance of LEA policy.

All incidents of racism are taken seriously. Each is recorded on CPOMs and reported to staff, governors and parents as required by LEA policy.

* "A racist incident is any incident which is perceived to be racist by the victim or any other persons" Stephen Lawrence Inquiry Report.

We respond to racist incidents as governed by LEA policy and guidance