



# Rossmore School

## Behaviour Policy

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, teaching assistants, and other members of staff, share responsibility with the parents/carers for the children in our care and make every effort to provide the care that any responsible parent would be expected to make. At Rossmore, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We achieve this through visible consistency, which is tightened through three simplified core rules: (See appendix 1)

- ✓ Ready
- ✓ Safe
- ✓ Respectful

Our aim is to provide an inclusive, calm, quiet atmosphere in school where all children feel safe and secure. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them.

Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'. We as a school as far as possible anticipate likely triggers of misbehavior and put in place support to prevent this:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or severe eczema
- Training for staff in understanding conditions such as Autism

### Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place. Achievement is celebrated in every classroom and all efforts are valued.

## **Forms of Rewards:**

1. Verbal comments of specific praise are given regularly by all teachers, teaching assistants and other members of staff. We aim for them to be clear and sincere and refer to ready, safe and respectful as much as possible.
2. Recognition Wall - In each classroom there is a recognition board. There will be a focus of the recognition board – this is always a behaviour that we expect all children to show e.g. good listening, actively taking part in the lesson etc. Once children have demonstrated, they go onto the recognition wall.
3. Dojos - Once children have got onto the recognition wall, we want to encourage them to keep showing these positive learning behaviours. This will be linked to our dojo system. The learning behaviour achieved will be added to the system and each time the child continues to show this, they will receive a dojo point which parents will also receive a notification of.
4. Proud notes - Once children have achieved 100/200/300 dojo points for a particular behaviour, they will receive a proud note as recognition of this. This is for them to take home and share with parents at home.
5. Head teacher's Award - Each week, teachers will choose one pupil from each class to receive a 'Head teacher's Award' certificate and this will be brought to classrooms or in assembly. These pupils will receive a certificate stating what they have done to achieve this award along with a merit badge and the Head teacher will talk about these reasons clearly. These may reflect work completed during that week or behaviours seen. A tea party with the Headteacher will then take place for the children to share with others.
6. Praise Postcard - School staff will choose pupils from their class who have gone above and beyond. These will not be sent in bulk but will relate to a specific reason. A surprise postcard is completed and posted home.
7. Phone Calls Home – Through every half term, teaching staff are encouraged to phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.
8. Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as The Lion's Pride Award, sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

## **Responding to Misbehaviour:**

If a pupil is making poor choices, first a member of staff will quietly comment to the child individually and ask if they are ok. They will then ask the child if they know what they've got to do and if they have all the equipment they need. Pick out and publically celebrate someone who is doing the right thing. If this doesn't work, follow these steps:

**Reminder:** Remind the pupil of our 3 core rules: ready, safe, and respectful. Deliver this privately where possible.

**Caution:** Give a clear verbal caution, delivered privately where possible. This should not be shared so that other children can hear or across a classroom. Make the child aware of the behaviour that they should be following and what the consequence will be.

**Use the script:** Think carefully about your next step. If you continue, we will need to talk about this at playtime or lunchtime.

**Time Out:** If the child continues to make poor choices, use the **30 second script** (see below). The child will need to stay behind at the end of a session, even if they now engage. This cannot be removed or reduced.

**Reception: 5 minutes**

**KS1: 7 minutes**

**KS2: 10 minutes**

**Calming Time:** The child may need a few minutes to calm down, breathe and look at the situation differently. A member of staff from within the room could take them for a walk or they could sit in a quiet area of the classroom. This is only to be used if the child needs it. No child should be sent to another class without someone to take them as the child may be distressed (externally or internally) at this time. If a child is sent to another room please follow the table below. Whilst in another class, the child will be encouraged to complete a 'Think Sheet' (age appropriate) to help them calm and make sense of the situation.

| Class      | Link Class |
|------------|------------|
| Reception  | Year One   |
| Year One   | Year Two   |
| Year Two   | Year Three |
| Year Three | Year Four  |
| Year Four  | Year Five  |
| Year Five  | Year Six   |
| Year Six   | Year Five  |

**Repair:** Use the repair script below. The child will miss the above time during play whilst this script is being shared. If the child continues to make poor choices, they will miss their entire next break/lunch and be taken to a member of SLT to talk through.

**None of the steps above/discussion should take place in front of other children where possible.**

**All scripts below should be completed by the member of staff who started the conversation above.**

**All conversations with parents should be led by the class teacher.**

### **30 seconds script – to be used in the classroom**

Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away. As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour, you pass over control to the child.

For some children, a full-blown confrontation is exactly what they want. Walk away and write down what just happened, so that you can speak to the child about it when they are calm.

Scripted response:

"I have noticed you are..." (having trouble getting started etc.)

"It was our rule about... that you broke."

"You have chosen to..." (catch up with your work at break, come and talk to me at break etc.)

Do you remember last week when you (positive)? That's who I need to see today."

"Thank you for listening."

### **Repair script – to be used during break when children are missing the time detailed above**

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. "Who has been affected?"
4. "How have they been affected?" It is important that the child considers others and the impact of their behaviour.
5. "What do you think about what happened now?"
6. "What should we do to put things right?" This may not always be an apology as a forced apology is worthless.
7. "How can we do things differently in the future?"

IF a child has to complete a 'think sheet', this should be shared with parents at the end of the school day. If children continue to do the same behaviours after a 'think sheet' has been given or after a restorative conversation, this needs to be escalated to a member of SLT. If the frequency of incidents involving the same behaviours continues, this will be reported to parents to ensure the same conversations are being repeated at home. SLT will also discuss with the class teacher whether further support needs to be offered to the child in terms of intervention.

Children will automatically miss their break time or walk round with an adult on the yard for any of the following in the classroom or around school:

- Fighting
- Damaging property
- Endangering others
- Rudeness / bad language to pupils / teacher
- Any racial or hate crime (which will be immediately reported to the Headteacher/Assistant Headteacher/SPIL and recorded)

### **THIS IS NOT NEGOTIABLE**

#### **Exclusions**

**Unfortunately, there will be times when a child's behaviour is serious and warrants further sanctions.**

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct:

- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- misuse of illegal drugs or misuse of other substances
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgement that exclusion is an appropriate sanction.

Our school exclusion policy is available on request.

## Foundation Stage

Within the Foundation Stage, when pupils do not follow behaviour expectations, they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If a child does not respond to the reminder, they may be given 'Thinking Time'. This is carried out in a quiet space within the classroom with an adult nearby and lasts for 5 minutes (the approximate age of the child). A 5-minute sand timer is used to support the child's understanding of the length of their 'Thinking Time'.

**REPAIR** - in our Foundation Stage setting, adults should choose two or three restorative questions from the above script when possible. With younger children, focus on who else has been affected and what they can do to make things right. If a child is repeatedly making poor choices, the school SENDCO and Pastoral Lead will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

## De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement.

On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs.

If additional support is required to de-escalate a situation, staff members may involve a member of the SLT or SENCO, for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child. **However, the person involved in the incident at the time must deliver all repair scripts.**

## **Break & Lunch time**

Staff to report any incidents that need resolving to the class teachers when they are collected after playtime or lunchtime on the day. This includes poor behaviour or children not following school rules. Teachers will regularly discuss any individual children's needs and share strategies and ideas for managing behaviour. **Class teachers are to collect pupils from the playground promptly.**

## **Responding to the behaviour of pupils with SEND and/or Individual Behaviour Systems**

There are some children in the school who require modifications to the whole school behaviour policy. Class teachers will design these modifications in conjunction with a member of the SLT, SENDCO, parents/carers and if appropriate external agencies. This may include the necessity to deliver support outside of the classroom, in small groups or in one-to-one activities.

All members of staff working with the child should be clear on how to manage challenging behaviour and the expectations that are in place for the child.

Children who have an individual plan will be reviewed regularly and identify strategies used and possible triggers. The class teacher shares these, with all adults working in the room and also with parents.

## **Preventing recurrence of misbehaviour**

Headteacher/Assistant Headteacher will be aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Staff will then put in place other interventions to include:

- Frequent and open engagement with parents, including home visits if deemed necessary or meetings at the school
- Providing mentoring and coaching
- Short term behaviour home/school books
- Engaging with local agencies and partnerships to address specific challenges

## **Behaviour outside of school premises.**

When non-criminal poor behaviour and bullying occurs off the school premises or online which is witnessed by staff or reported to the school will lead to sanctions as described above if the behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the school. Conversations with parents and outside agencies may also be required as deemed necessary. Support and coaching will be used to help pupils to clarify and understand inappropriate behaviour individually, as a small group or as a whole school through assemblies.

Suspected criminal behaviour to include child-on-child sexual violence and sexual harassment will lead to an initial assessment made by the Designated Safeguarding Lead and/or Deputy Safeguarding Lead to decide whether the incident should be reported to the police. The assessment will be fully documented preserving any appropriate evidence. If the incident is reported to the police school may still enforce their own sanctions so long as it does not conflict with police action. The incident may also be reported to children's care, through i-Art.

## **Monitoring and Evaluating School Behaviour**

Rossmore has a clear monitoring and evaluation cycle, recorded on CPOMS, with engagement from school leaders in order to assist in reporting on behaviour culture clearly and accurately.

We collect data from the following sources:

- Behaviour incident data, including on removal from classroom
- Attendance, permanent exclusions and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and parents on their perceptions and experiences of the school behaviour culture.

*This Policy should be read in conjunction with our Exclusion Policy, our Anti-Bullying Policy and our SEND/Inclusion Policy.*

**Updated September 2026**

**Review of policy September 2027**