



# BEHAVIOUR POLICY

## Ratification

Date Approved:  
SIGNED:  
SIGNED:

July 2021  
Fiona Pearson, Chair of Governors  
Mrs Pavan Chandhoke, Principal

Review Date: July 2022

## **Context and Purpose**

Rosecliffe Spencer Academy provides a happy, safe and focused school environment that engages children fully in their learning. The Academy is relaxed and comfortable. Pupils know that excellent behaviour is expected of them. They are frequently praised and rewarded for trying their best and for being kind, hard-working and well-behaved. Good manners are valued and Fundamental British Values are promoted.

The Academy has high expectations of all pupils and requires that they conduct themselves in a way which is respectful to others and conducive to learning.

The fundamental purpose of the Behaviour Policy is to:

- Ensure that pupils fulfil their potential by working in a safe, positive, calm and orderly learning environment
- Ensure that staff are able to fulfil their duties in a safe, positive, calm and orderly working environment

## **Whole School Approach**

All pupils are expected to behave in the Rosecliffe Way:

With the love and care of our families and with the help of our teachers, we:

- *care for each other and ourselves*
- *care for our Academy*
- *care for our community*
- *show resilience in our learning*

## **Objectives of the Policy**

The specific objectives of the Policy are:

- To recognise and reward positive behaviour.
- To encourage children to learn how to accept their personal and social responsibilities and be accountable for their own behaviour, conduct and actions.
- To secure a calm and positive climate for learning where all pupils can learn to the best of their abilities.
- To deal positively in managing and improving the behaviour of those children who behave negatively towards themselves, other students and/or adults.
- To provide early intervention and help to address underlying causes of behaviour.
- To deal fairly and robustly with persistently disruptive pupils.
- To regulate the conduct of pupils within and outside the Academy.

## **Roles and Responsibilities**

Parents and carers are expected to take responsibility for the behaviour of their son/daughter both inside and outside of the Academy.

Parents and carers are encouraged to work in partnership with the Academy to ensure the highest standards of behaviour and they will have the opportunity to raise with the Academy any issues arising from the operation of the Policy.

<b>All staff, including teachers, support staff and volunteers</b>	Responsible for ensuring that the policy and procedures are followed and applied consistently and fairly
<b>All staff, parents and carers</b>	Promote positive and appropriate behaviour and discipline in and around the Academy  Promote self-discipline and respect within the Academy  Prevent bullying and keep young people safe
<b>Pupils</b>	Should take ownership of their behaviour through the Rosecliffe Way.
<b>Parents and carers</b>	Are expected to take responsibility for the behaviour of their son/daughter both inside and outside of the Academy.  Are encouraged to work in partnership with the Academy to ensure the highest standards of behaviour and they will have the opportunity to raise with the Academy any issues arising from the operation of the Policy.
<b>Governing Body</b>	To support the implementation of the policy and to give advice and guidance where relevant

### **Key Elements of the Behaviour Policy**

#### **Behaviour Outside the Academy**

Pupils are ambassadors for the Academy. The local community will form an opinion of the Academy based partly on students' behaviour whilst in uniform.

Students must display exemplary conduct whenever they are:

- travelling to and from the Academy
- wearing Academy uniform
- representing the Academy in their own clothes
- otherwise identifiable as a member of the Academy

Our Community Code of Conduct outlines the following expectations of pupils outside of school:

- Wear full academy uniform with pride on the way to and from the Academy
- Be mindful of the volume of voices
- Cross the road safely

- Allow members of the public onto buses first. Give up their seat to the elderly or people who need it.
- Walk in no more than double file. Be careful not to block the pavements.
- Respect the environment. Do not drop litter.
- Ride bicycles and scooters safely and sensibly.
- Show normal respect to teachers when they see them outside of the Academy.
- Follow instructions from authoritative figures in our community, first time and without complaint.

Any pupil displaying poor conduct whilst identifiable as a member of the Academy community will be considered to have brought the Academy into disrepute. In such instances, the Academy will use the full range of disciplinary actions up to and including Permanent Exclusion.

**Lining up:** At break time and lunch time when the bell rings, children stand still. The teacher on duty calls one class at a time to walk to their lines and line up in silence.

**Stairs:** Classes are expected to walk up and down on the left-hand side of the stairs silently, stopping at each level before moving on.

**General movement around the Academy:** At all times, children are expected to walk around the Academy quietly and to open doors for all members of our community. Children are expected to walk in and out of assemblies, Collective Worship and any other events silently.

### **Banned Items**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The Academy has the legal power to confiscate any items that it has banned. Any confiscated items can be destroyed. Banned items will be confiscated, regardless of to whom they belong. High value objects such as mobile phones and electronic devices will be kept in a secure place until the end of the confiscation period. Mobile phones will be confiscated for a fortnight in the first instance. All other confiscated items will be kept until the end of the half term. The rules on confiscation are applied without exception.

### **The following items are banned at the Academy:**

- Mobile phones
- High value items and electronic items (MP3 players and similar)
- All non-uniform items of clothing, including: Hoodies and non-Academy jumpers
- Baseball caps
- Nail varnish
- Tattoos
- Unnaturally dyed hair/hair extensions or extreme hairstyles
- Jewellery – with the exception of a watch. Pupils will be asked to remove any jewellery which in breach of this (includes stud earrings)
- Glass bottles and containers
- Pointed objects/blades
- Chewing gum

- Laser pens and fidget spinners
- Any item/substance that is prohibited by law

### **Strong, Consistent Leadership**

The Academy is committed to recognising and reinforcing good conduct, attitudes and achievement and promoting good behaviour by:

- Recognising the achievements of pupils beyond classroom activities
- Building positive relationships with pupils through respect, empathy and care
- Providing a safe and predictable learning environment, characterised by clear routines
- Using rewards to praise and encourage pupils
- Understanding the emotional aspects of learning and offering timely early help to ensure that pupils build self-esteem

The Rosecliffe Spencer Academy Leadership team will model and promote outstanding behaviour in and around the Academy.

### **Classroom Management**

In all classrooms, pupils are expected to display behaviour of the highest standard characterised by curiosity, independence and resilience. In Early Years Foundation Stage and Key Stage 1 pupil behaviour is managed through a visible 'Weather Chart' that is displayed at a prominent place in the classroom. In Key Stage 2 if a pupil exhibits poor behaviour in class, a staged process of warnings is followed.

### **Excellence Points**

Pupils earn positive points (merits) for demonstrating outstanding learning, achievement and behaviour. Pupils earn negative points (demerits) for displaying behaviour that detracts from learning or runs counter to the Academy's culture. A pupil's Excellence Points balance is the difference between their positive points and negative points and can be viewed on the 'Dojo' online platform. As pupils accrue Excellence Points, they pass through various Reward Levels and have their achievements recognised through letters home, certificates, invitations to the Principal's Breakfast, and trips. If a pupil accrues negative points, they will move through the Behaviour Boundary system. This will trigger increasing levels of sanction, but also bespoke support to try and stop the negative behaviour.

### **Praise and Reward**

All staff actively seek opportunities to praise and reward children for meeting the high expectations that have been set. There is a tiered approach to praising and rewarding pupils, which includes both formal and informal approaches. The formal system involves collecting Excellence Points and leads to tangible rewards.

Pupils are rewarded for displaying the following behaviours across the Academy and within the community:

- Excellent Learning
- Excellent Achievement and progress

- Excellent Home Learning
- 100% Attendance and Punctuality
- Demonstrating Integrity and Good Character
- Hard Work and Effort
- Extra-Curricular participation

**Good behaviour and following the Rosecliffe Way are rewarded:**

- Gold tokens awarded for good lining up at break-time and lunch-time.
- Each class has a glass jar with marbles. Children earn marbles for good behaviour. When the jar is full, the class is rewarded.
- Children are placed in colour teams and they can earn points for their team for good behaviour.
- Classes can earn extra marbles or team points for their class or colour team when their exemplary behaviour/deeds are noted by adults in the Academy.
- Children can meet the Principal or other members of teaching staff to receive special certificates or tokens for exhibiting excellent behaviour and excellent learning.

**Addressing Poor Behaviour**

The Academy does not tolerate disruption to learning. All teachers adopt a policy of ‘every day, every child, no excuses.’ Teachers are responsible for maintaining the Academy’s high standards in their classrooms – pupils are responsible for their own actions. Class teachers consistently apply a tiered approach to classroom behaviour management which provides pupils with the opportunity to self-correct their conduct.

The following actions result in negative points being allocated to a child:

- Answering back
- Poor quality of learning
- Verbal aggression (including language that is deemed as being rude, swearing or offensive)
- Physical Aggression (including play fighting)
- Actions which do not uphold the Rosecliffe Way

Academy staff should be consistent, fair and deliberate in their use of sanctions and a pupil behaviour issue should be referred upwards if:

- The misdemeanour warrants the involvement of a more senior member of staff (see below)
- The pupil has not responded appropriately to the teacher’s instructions
- The pupil is a repeat offender

**The following matters must always be referred to the Principal:**

- Use of obscene/offensive or discriminatory language to any member of the Academy community
- Bullying of any form
- Violence of any kind

- Theft
- Vandalism
- Wilful disobedience
- Suspected possession of a weapon must be reported immediately to the Principal.

All behaviour incidents are recorded and parents or carers are informed of any incidents by telephone or letter.

### **Dealing With Serious Incidents**

In the case of a serious incident an Investigating Teacher will be assigned to investigate the incident and record evidence. The Investigating Teacher is responsible for collating evidence and providing it to the Principal. It is usually appropriate whilst the investigation takes place to segregate the accused child by internally excluding them until the investigation is complete. The Investigating Teacher will follow the Academy Investigation procedures.

### **Bullying**

Acts of bullying behaviour or threats of bullying will be investigated by the Principal. An attempt will be made to help the bully/bullies change their behaviour. Parents or carers will be informed of bullying incidents involving their child. Parents or carers may be required to attend a meeting with the Principal. Victims of bullying will be supported and where possible the pupils involved will be reconciled. Pupils involved will be monitored by staff. A fixed exclusion will follow if bullying persists.

### **Sanctions**

When unacceptable behaviour occurs, a progressive set of sanctions will be used. The severity and frequency of incidents will determine which of the following is used:

- Internal Exclusion - Children will be removed from their class and learn elsewhere in the Academy. A record of the incident will be made and a letter sent to inform parents or carers.
- Fixed Term Exclusion - Following discussion with parents or carers and in line with the policy, fixed term exclusion may be used.
- Permanent Exclusion- Permanent exclusion will always be a measure of last resort and is only within the discretion of the Principal or other Senior members of the Spencer Academy Trust. Any permanent exclusion will accord with the statutory provisions, the statutory guidance, and case law.
- Re-integration Meetings - These meetings are to allow the child to reflect on their actions prior to returning to class. The meeting is attended by the Principal, parent or carer and the child. A child may not attend their class until the Re-integration meeting has taken place.

The sanctions contained herein are indicative only. The Principal has the absolute discretion to impose a sanction outside of the sanctions listed.

### **Exclusions**

Guidance from the Department for Education is followed on all issues relating to exclusion,

including permanent exclusions. The Principal will decide whether to exclude a pupil for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.

In line with Department for Education guidance, permanent exclusion is an appropriate response to a serious breach, or persistent breaches of the Academy Behaviour Policy (including conduct outside the Academy) and where allowing the pupil to remain in the Academy would seriously harm the education or wellbeing of others.

Examples of serious breaches for which permanent exclusion may be a reasonable response to a first offence include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying legal highs/ alcohol/illegal drugs
- Carrying/supplying an offensive weapon
- arson
- Behaviour which poses a significant risk to the child's own safety
- Malicious or unfounded allegation against a member of staff
- Behaviour that brings the Academy into disrepute/or is harmful to the public
- Bullying/ hate crime behaviour

The list above is not intended to be exhaustive nor to limit the Principal's authority to make reasonable decisions regarding permanent exclusions.

### **Physical Intervention**

In very rare cases physical intervention may be required to ensure the safety of a child, the safety of other children and the safety of staff. Under Section 93 of the Education and Inspection Act 2006 and restated in the DfE Behaviour and Discipline in Schools guidance (January 2016) staff have the authority to use reasonable force to prevent or stop a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person themselves) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

### **Pupil Support**

Staff at Rosecliffe Spencer Academy make time to listen to children and allow them to talk about any problems they may be experiencing. If a pupil feels unhappy or has any concerns, there are various people they can speak to:

- A friend
- Class Teacher
- Class Teaching Assistant
- Any member of staff
- SENCo
- Principal

In addition, there are various outside agencies offering support:

- Pupil Referral Unit (PRU) – referrals via Special Educational Needs Co-ordinator (SENCo) for children with Emotional Behavioural Difficulties
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Educational Welfare Officers

### **Review & Monitoring**

<b><u>This policy will be reviewed:</u></b>	<u>Annually</u>
<b><u>By:</u></b>	<u>Pavan Chandhoke</u>
<b><u>Last Reviewed:</u></b>	<u>July 2021</u>
<b><u>Next Review date:</u></b>	<u>July 2022</u>
<b><u>Changes made:</u></b>	

### **Supporting Documentation**

[Reward Levels and Behaviour Boundaries](#)  
[Classroom Behaviour Staged Warning Process](#)  
[Exclusions](#)  
[Investigating Procedure](#)  
[Mobile Phones](#)  
[Accessing and Downloading Images](#)  
[Graduated Responses](#)  
[Anti-Bullying Policy](#)  
[School Uniform at Rosecliffe](#)