



Policy Document

Rosherville C of E Academy

Behaviour Management and Anti-Bullying Policy

September 2025

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The named persons for dealing with Behaviour Issues are Alice Martin (Headteacher), Sarb Burrha (Deputy Head) and Tracy Macfarlane (Inclusion Manager).

Shared Values and Beliefs of Behaviour

We believe the management of behaviour should reflect the values of the school:, compassion, courage, wisdom. These ensure that everyone can work together and flourish through fellowship to Aspire Believe and Achieve

Our expectations of all members of our school community are that they will be **respectful**, take **responsibility** for their actions, and contribute to a **safe** environment where everyone is **ready** to learn.

We aim:

- To provide a **safe** and stimulating environment
- To be consistent in our expectations and **respectful** in attitudes and responses
- To create routines that ensure that everyone is **ready** to learn
- To ensure that there is a culture where everyone is **responsible** for themselves and others





Teaching and Learning – Ready to Learn

We believe that children learn from and with each other. Co-operative learning strategies enable children to be independent in their learning and seek help and support from their peers when necessary. There is a joint **responsibility** for learning when children share ideas and **respect** the viewpoints of others. Children feel **safe** in their learning when they know that mistakes and misconceptions are part of the learning process.

Dealing with behaviour positively

Each class has a set of rules which have been designed and written collaboratively by all members of the class community. They draw from the four principles that underpin this policy – **responsibility, respect, safety** and **readiness** and provide a link to our school motto of 'Flourishing through Fellowship to Aspire, Believe and Achieve'.

We recognise that there are times when children need to be reminded about the expectations within school either visually or verbally. We always aim in the first instance to issue a positive reminder e.g. good sitting, well done for being ready to learn. We use the Zones of Regulation to help children be **responsible** for managing their own emotional equilibrium.

Where this positive reinforcement does not reset the behaviour the teacher will follow a process of redirection, reminder, warning and then consequence. Children are praised publicly and reprimanded in private.





Visible adult consistencies

Respectful relationships with pupils are nurtured through the visible and consistent behaviours exhibited by staff:

- Children are actively greeted in the classroom every day by the adults in the class - this enables everyone to start the day positively and with a smile. A member of the Leadership Team and/or Family Liaison Officer will also greet parents and children as they enter the school gate.
- All staff will be calm, consistent and fair in their treatment of children, parents and colleagues.
- Adults in school will avoid shouting or becoming emotionally charged. They will model self-control through their calm approach.
- Staff will try to catch children 'doing the right thing' in order to praise and recognise desired behaviours.

Recognition for positive behaviour

This may include:

- Verbal praise which is authentic and precise.
- Green tokens for the class reward jar
- House points - the winning house for the week will be announced in the celebration assembly and the weekly newsletter. Rewards and a trophy will be given to the winning house team each term.
- Golden awards for special achievements.
- Reading awards
- Recognition on our newsletter





- Recognition in celebration assembly – for exceptional behaviour, good work, sporting achievements, outside school activities, and Christian values.

Our behaviour pathway

When children need help to maintain the desired behaviour staff follow the stepped sanctions route, all delivered privately wherever possible:

1. Reminder and reinforcement of our 4 rules – Respect, Responsibility, Safety, Readiness to learn
2. Verbal caution and reminder to think carefully about their next step and reminder of consequences of their actions
3. Thinking time – child will be asked to go to an appropriate place in the classroom and spend two minutes alone reflecting on their choices (or stand next to an adult if playtime). Adult will engage after two minutes and again ask the child to think carefully about their next step and give a reminder of consequences of their actions
4. Time out – child will be escorted to an area outside of the classroom for five minutes to enable them to calm down and see the situation from a different perspective (or on the bench if at playtime) – follow up, repair and restore to take place at next break time or at the end of the day. This will be recorded in the Behaviour Log.
5. Designated space with a Senior Leader – child will be escorted to a member of the Senior Leadership team for the remainder of the lesson to complete their learning - follow up, repair and restore to take place at next break time or at the end of the day. This will be recorded in the Behaviour Log.
6. Follow up, repair and restore – the Teacher will use restorative questions to follow up the incident and help the child understand what to do differently next time. Teacher will ask a Senior Leader to join this meeting if they feel it necessary.





Senior Leaders will monitor the behaviour log on a weekly basis and address any persistent issues that arise.

For serious incidents a Senior Leader will become involved from step 1 and make the decision on the next step which may include:

Parents being called to the school

Short Internal Exclusion (1/2 to 1 day)

Short Suspension (1-2 days)

Longer Suspension (3-5 days)

Permanent Exclusion

Serious incidents include:

Physical violence with intent to harm

Stealing

Spitting

Swearing

Racial, homophobic and sexual incidents

Bullying









Bullying

Bullying is not acceptable behaviour in our school and will not be tolerated. All the members of the school community, adults and children, have rights and responsibilities towards each other. Bullying is deliberately hurtful behaviour, usually repeated over time, where it is difficult for those being bullied to defend themselves.

It can take many forms, but the main types of bullying are:

-  Physical – hitting, kicking, taking or damaging belongings
-  Verbal – name calling, insulting, making offensive remarks
-  Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email.
-  Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Teachers prioritise class time to create a climate within the school where the children are willing to talk and discuss any issues. We work in partnership with parents of the children involved with any incidents of bullying, tackling the problems together.

Equal Opportunities

We believe in equality of opportunity for all pupils and we make every effort to ensure this is reflected throughout practice at all times. (See Single Equality Information and Objectives).

Parental Involvement

The school endeavours to make good relationships with parents and carers and sees them as essential partners in managing behaviour and attempts to positively involve them in all aspects of their child's learning and behaviour including upholding the Home/School agreement.





Physical contact

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 holding, moving and restraint will:

- Always be used as a last resort
- Only be undertaken by trained staff
- 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

All actions will be taken with the best interests of the child as the paramount consideration.

Recording and Monitoring

Behaviour incidents are recorded by all staff on Arbor. The log is regularly reviewed. Any incidents of sexual misconduct are recorded within a separate log which is also carefully monitored by DSLs. Behaviour incidents are reported to the Governing Body through the Headteacher's Report.





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