



ROSSLYN SCHOOL

Behaviour Policy (including rewards and sanctions)

Rosslyn School offers a unique and broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where principles of faith are applied to achieve mutual care, respect and encouragement in everything we do.

Aims

- To promote high moral standards through clear and relevant Islamic philosophy
- To provide a wide breadth of experiences and opportunities for all our pupils to discover and develop their individual talents
- To support our pupils in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our pupils to learn and develop
- To ensure that our pupils receive excellent pastoral care

Introduction

This policy has been drawn up after consultation with staff and should be read in conjunction with the Home to School Agreement.

The Headteacher has responsibility for maintaining discipline in the school, which includes making rules and provision for enforcing them. The Headteacher, Senior Leadership Team and staff draw up and review periodically a positive and constructive set of school rules that:

- Promote self-discipline
- Encourage good behaviour and respect for others, and prevent all forms of bullying among pupils
- Ensure pupils' standards of behaviour are acceptable

Aims of the Policy

At Rosslyn School we aim:

- To establish and maintain approaches to behaviour management that are consistent throughout the school
- To ensure that behaviour within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes

- To ensure that every member of the school behaves with consideration and concern for other
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary

Objectives

At Rosslyn School we aim:

- To observe the high standards of behaviour of all adults working in the school
- To understand the need to move around the school safely and quietly
- To be considerate of the needs of other people
- To encourage pupils to develop a sense of responsibility for their own behaviour
- To give pupils ownership of their behaviour by giving them the opportunity to contribute towards the drawing up of rules/codes of conduct for their own classes
- To reward positive behaviour so that pupils appreciate it is valued

This policy has been agreed after taking due regard to advice found in:

- *Behaviour and discipline in schools (DfE 2016)*
- *Preventing and tackling bullying (DfE Oct 2014)*
- *Cyberbullying: Advice for headteachers and school staff (2014)*

Assertive Discipline

The school aims to follow a model for assertive discipline.

Rosslyn Preparatory School believes that no pupil should prevent a member of staff from teaching or keep another pupil from learning because of poor behaviour. Compliance with agreed rules is imperative in creating and maintaining an effective and efficient learning environment. To accomplish this goal, teachers react assertively, as opposed to aggressively or non-assertively.

Assertive teachers react confidently and quickly in situations that require behaviour management. They have a few clearly stated classroom rules and give firm, clear, concise directions to pupils who are in need of outside control. Pupils who comply are reinforced, whereas those who disobey rules and directions receive negative consequences.

As a result of well managed assertive discipline, assertive teachers:

- Build positive, trusting relationships with their pupils
- Teach appropriate classroom behaviour (via direct instruction...describing, modelling, practising, reviewing, encouraging and rewarding) to those who do not show it
- Are demanding, yet warm in interaction, supportive of the pupils, and respectful when addressing misbehaviour
- Listen carefully to what their pupils have to say, speak respectfully to them, and treat everyone fairly

Using Assertive Discipline

In establishing a model for assertive discipline, staff have agreed they will:

- Implement rules for each class/form that are specific and easily understood by the pupils (Normally no more than five)

- Discuss and agree the rules with each class/form
- Determine negative consequences for non-compliance
- Determine rewards for appropriate behaviour for both individuals and groups of pupils (be it by table/group or class)
- Review the rules set for each class/form periodically

More information on implementation, rule setting, positive rewards and negative consequences for Assertive Discipline can be found in the Staff Handbook.

Expectations

Expectations of behaviour of pupils at certain times during the school day have been agreed with staff and are laid out in the Staff Handbook. These are reviewed annually. As a school committed to equality and inclusion we acknowledge the strengths and weaknesses of different pupils and the varying degrees of difficulty they have in compliance with rules and expected behaviour. Adjustment and support is always made where it is seen as fair according to any special educational needs or disabilities certain pupils may have. Understanding and allowances are also given to pupils who are going through difficult circumstances at home or at school such as family deaths, illnesses, separation, divorce etc., or through changes such as transition from another school, knowing they are leaving or a sibling moving on. We recognise that there are many factors that influence a child's behaviour.

Rewards & Consequences

At Rosslyn School, we believe that praise is the most effective way of rewarding effort and appropriate behaviour. Where consequences are necessary, it is important for all staff to be fair and consistent. Pupils themselves will not be criticised, but when needs must, their behaviour will be.

Rewards

Wherever possible, staff use their own reward systems to encourage good behaviour and good attitudes to learning. The rewards used by the school are:

- Verbal praise
- Dojo points
- Stickers
- Smiley faces for playground behaviour (Lower School)
- Certificates
- An email to parent/mention in assembly
- Whole class points
- Star of the Week
- Headteacher's Commendation
- Prizes, awards and cups

There may be other approved rewards used in classes & once positive rewards have been awarded, they are never taken away.

Consequences

Consequences are needed to discourage unacceptable behaviour and to ensure safety of other pupils and staff. Consequences are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff seek to ensure that punishments are proportionate to the offence, that they enable pupils to make reparation and are constructive. These might include:

- 'time-out'
- completion of work at home or extra work (in school or at home) / loss of lunchtime in order to complete a piece of work
- carrying out useful tasks to help the school
- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events, not essential to the curriculum
- a minus dojo point
- a detention for 5 minuses in one week
- 'clouds', 'sad faces' etc
- referral to an appropriate member of the SLT
- report card
- an email/ call or a meeting with parents
- referral to Headteacher
- suspension from school
- fixed or permanent exclusion.

There may be other approved consequences used in classes.

Detailed information on House Points and Dojo Points can be found in the Staff Handbook.

Records of serious misconduct and the sanctions imposed are recorded on CPOMS.

Corporal Punishment

In accordance with the law there is no corporal punishment allowed by the school. However, teaching staff may have to use reasonable force in the circumstances listed below, to prevent a pupil from:

- committing an offence;
- causing personal injury or damage (including to themselves)
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

Malicious Allegations Against Staff

Any allegations made by pupils against staff will be taken seriously and Local Safeguarding Procedures will be strictly followed. If an allegation is found to be unsubstantiated and is deemed malicious in its nature then it will be viewed as serious misbehaviour. Consequences for this will depend on the nature of the accusation and the implications on staff.

Support Systems

When pupils are in need of support to manage their behaviour, effective programmes to help address their problems will be drawn up in liaison with parents/pupils/Class Teacher and when appropriate, the Behaviour Lead and Headteacher.

Parental Involvement

Parents are involved in disciplinary matters as is most appropriate. Individual staff inform the Headteacher when parents are involved. Parents are also encouraged to support good behaviour and positive habits in their pupils through discussions with staff.

Anti-bullying Policy

The anti-bullying policy sets out expectations to prevent and deal with any incidents of bullying in all its forms and should be read in conjunction with this policy.

Equal Opportunities

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasise equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

Monitoring & Review

This Policy is monitored by the SLT and will be reviewed every two years or earlier, if deemed appropriate.

APPENDIX A

Behaviour Management Strategy

Key Stage 1

Rewards

- Pupils earn dojo points for exhibiting compassion, aspiration, respect and endeavour. These points count towards their house total, encouraging a community spirit
- Pupils may also earn stickers, certificates and prizes which are publicly recognised in assemblies

Sanctions

- Pupils are placed on the traffic light system as a warning & have the opportunity to reverse the stage with exemplary behaviour before it gets to red
- Failure to heed the warning after red results in a minus dojo which means that a portion of playtime is missed. Parents are informed at home time or via Class Dojo
- 3 minus dojo's in one week results in the child being spoken to by a senior teacher
- If there is no improvement and dojo's are removed the following week, the form teacher and a senior teacher will meet with parents to discuss a suitable intervention/behaviour plan
- Continued unacceptable behaviour after interventions will lead to exclusion from the school

Lower & Upper Key Stage 2

Rewards

- Pupils earn dojo points for exhibiting compassion, aspiration, respect and endeavour. The most number of dojo's per class results in a prize to the value of £10 per class. These points also count towards their house total, encouraging a community spirit, with the most points allowing the winning house to choose a new board game or piece of equipment for the playground to the value of £25
- Pupils may also earn certificates and privileges which are publicly recognised in assemblies

Sanctions

- A verbal warning is given and name placed on the whiteboard
- Failure to heed the warning results in a minus dojo which means that a portion of playtime is missed. Parents are informed by email or at home time
- 3 minus dojo's in one week results in an automatic 30 minute detention after school. Teachers will notify parents at least 48 hours in advance of the detention. Should a child be absent, the detention will be served on the first day back
- If there is no improvement and dojo's are removed the following week, a senior teacher will impose a one hour detention after school. Teachers will notify parents at least 48

hours in advance of the detention. Should a child be absent, the detention will be served on the first day back

- Continued unacceptable behaviour after interventions will lead to exclusion from the school

Class Dojos are reset every half term, giving pupils the opportunity to start fresh.

Next steps

Where a child fails to correct unacceptable behaviour, the following outlines our strategy to deal with this:

Key Stage 1

- 5 minus dojos in one week results in a detention (in a classroom for up to two breaktimes). Should a child be absent, the detention will be served on the first day back
- 2 detentions in the same term results in a meeting between parents, the form teacher and senior teacher to discuss a specific intervention targeted at the root cause of the problem behaviour
- Following on from the intervention, improvement is expected. If the behaviour continues and the child reaches a further two detentions (within the same school year) parents will be required to meet with the Headteacher
- Continued unacceptable behaviour after interventions will lead to exclusion from the school

Lower & Upper Key Stage 2

- 5 minuses in one week results in a detention (sitting outside the staff room for up to four breaktimes). Should a child be absent, the detention will be served on the first day back
- 2 detentions in the same term results in a meeting between parents, the form teacher and senior teacher to discuss a specific intervention targeted at the root cause of the problem behaviour
- Following on from the intervention, improvement is expected. If the behaviour continues and the child reaches a further two detentions (within the same school year) parents will be required to meet with the Headteacher
- Continued unacceptable behaviour after interventions will lead to exclusion from the school

The Headteacher has discretion to escalate the consequences if there is a serious act of misbehaviour.

Note that any differences between Lower, Middle and Upper School are to ensure that consequences are appropriate to the age of the pupils.

Policy reviewed	November 2022
Reviewed on behalf of Rosslyn School by	Mr S Khan
Date disseminated to staff	November 2022
Date for next review	November 2024