

Roseacre Primary Academy

Behaviour Policy



Statement of intent

Roseacre Primary Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Roseacre acknowledges that behaviours can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Roseacre is committed to:

- fostering a positive, caring, warm environment in which all children can reach their full potential and enhance their self-esteem by accessing appropriate curriculum provision
- developing and maintaining positive relationships between all children and adults based on mutual respect.
- developing positive relationships with pupils to enable early intervention.
- raising awareness of desired standards of behaviour by recognising and highlighting examples of good behaviour
- promoting a culture of praise and encouragement in which all pupils can achieve.
- providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- encouraging positive relationships with parents

Definitions

Roseacre defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of Roseacre within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Repeatedly refusing to comply with consequences
- Swearing at an adult
- Racist remarks or threatening language
- Fighting or aggression

Roseacre defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption in class
- Failure to complete classwork
- Rudeness
- Graffiti
- Leaving the classroom without permission

Policy Approved in November 2025 by Mr R Farley - Headteacher

Review Date: November 2026

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

Effective classroom management

Roseacre understands that well-managed classrooms:

- Establish routines that are understood by all pupils.
- Recognise and acknowledge good behaviour.
- Establish consequences for misbehaviour.
- Adopt clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow instructions given by staff.
- Behave in a polite and respectful manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – Roseacre establishes two core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

Praise

Recognition

Praise

Roseacre recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being recognised.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.

- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Recognition

Roseacre understands that when recognition is used following certain behaviour, pupils are more likely to model the same behaviour again. For recognition to be effective, the school recognises that they need to be:

Immediate – immediately recognised following good behaviour.

Consistent – consistently recognised to maintain the behaviour.

Achievable – keeping recognition achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly recognised.

Positive relationships and approach

Positive teacher-pupil relationships are key to combating challenging behaviour.

Roseacre focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other.

Roseacre aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

Roseacre aims to promote resilience as part of a whole-school approach, using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing is promoted through:

- Teaching in PSICHE- SCARF programme
- Support from Pupil Engagement Officers
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Remaining calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately.

Where de-escalation strategies are not effective, the school adopts the following process for handling incidents.

Teachers will enforce consequences to manage low level unacceptable behaviour. These may include-

- Accessing a ‘self-regulating’ space in the classroom
- Completing work at break, lunch or at home
- Missing part/all of break
- Missing part of lunch

Teachers in conjunction with SLT will enforce consequences to manage challenging behaviour. These may include-

- Accessing the regulation room for one lesson-work provided
- Accessing regulation room- morning or afternoon-work provided
- After school detention-parents/carers informed
- IBP (Individual Behaviour Plan) initiated for repeated incidents of challenging behaviour

Restorative Practice conversations are undertaken to support the process of repair, restore and return to learning. Restorative questions may include-

- Why do you think things went wrong?
- What would make it easier for us to work together?
- What would make the next lesson go well?

All challenging behaviour incidents and the consequences given are recorded on Arbor and, should this lead to safeguarding concerns, CPOMS. Parents/carers are informed.

Detentions

Roseacre will make it clear to parents/carers and pupils that they are able to use detention as a consequence. When issuing detentions, members of staff will ensure that parents/carers are informed and the reason.

Behaviour off school premises

Roseacre Primary Academy will address behaviour that brings the Academy's reputation into disrepute or if the child's behaviour outside school hours impacts on the wellbeing of their peers whilst they are at school.

Monitoring and review

This policy will be reviewed on an annual basis, who will make any necessary changes and communicate these to all members of staff.

The next scheduled review date for this policy is **November 2026**

Behaviour Outcomes

The behaviour outcomes document has been drafted with the whole staff. This supports school staff when deciding what suitable outcome is acceptable for inappropriate behaviour. This will help ensure consistency of practice across school.

Step 1

A **warning** is given making it clear what type of behaviour was unacceptable and referring to the school rule broken if possible. This will be communicated calmly and without irritation. In a non-confrontational manner.

If the behaviour is not repeated:

That is the end of the matter. When appropriate praise the child for amending their behaviour.

Step 2 If the child persists, then reference the Behaviour Outcomes document [Shared Roseacre Behaviour outcomes 2023 \(Appendix 1.\)](#)

The behaviour steps agreement is followed dependent upon the level the behaviour displayed comes under. Level 1 and 2 behaviours are dealt with by the class team. Level 3 may involve SLT. Level 4 and 5 must involve SLT.

The steps should be used in discussion with the child regarding their behaviour. Individual highlighted copies may be used in discussion with parents/carers.

Behaviours are recorded on Arbor where appropriate.

On return to the classroom from any sanction the child is expected to have used the time to calm down and be prepared to get on with their work.

Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start.

However the apology should not be demanded or sought publicly. A quiet, personal apology at an appropriate time is much more meaningful.

Children in each classroom must have access to a designated calm down space with appropriate prompts and resources.

Additional Sanctions to support class teachers manage behaviour

- Loss of playtime - this can be done within the year group or escalated to SLT depending on the incident
- Loss of up to 15 minutes of a pupil's lunch break (Only a whole lunchtime if approved by a member of the Senior Leadership Team)
- After school detention – parents and carers must be given 24 hours notice.
- Phone calls to parents and carers to discuss behaviour.
- Letters to parents and carers regarding a pupil's behaviour.
- Representing the school – if a pupil cannot follow school rules in class and around school serious consideration should be given to the appropriateness of that pupil representing school at another setting. A risk assessment may support such decisions.



Roseacre Primary Academy
Behaviour outcomes



1	2	3	4	5
• Calling out • Wandering around the classroom • Silly noises • Not sharing • Feet on table / chairs • Rocking on Chair • Unsafe behaviour • Bringing toy etc. into school	• Continuation of previous behaviour (x3) • Student in NO GO areas • Refusal to work • Winding other YP up • Disruption of T + L • Name calling • Play fighting • Ignoring instructions/rules • Soft physical contact • Swearing (frustration) • Disrespectful phrases • Damage to classroom property • Refusal to accept consequences • Using ICT incorrectly	• Continuation of previous behaviour. • Inappropriate use of ICT • Throwing objects at somebody • Refusal to return to the classroom • Spitting (e.g. on floor) • Inciting others to misbehave • Manipulating staff • Inappropriate conversations • Graffiti • Stealing • Threatening behaviour • Swearing (inc rude gestures) at YP or Staff • Deliberate physical contact	• Reckless / wilful damage to property • Complete non compliance • Aggressive verbal abuse to staff/YP • Bullying • Walking out of premises • Inappropriate behaviour or comments (inc. ICT) • Fighting or Deliberate harm • Racist or homophobic verbal abuse • Throwing dangerous objects • Spitting at staff/YP • Verbal or high risk behaviour • Repeated incidents over a period of time	• Bringing dangerous object/ potential weapon into school • Serious physical assault to staff or pupil • Bringing / supplying drugs on the premises
• Non Verbal Warning • Verbal Warning • Quiet word • Teacher note • Tactical positioning • Thinking time • Remind them of choices	• 1:1 time with adult in class • Cool down / withdrawal • Walk/talk outside • DT break (part or all) • DT lunch (part or all) • Restorative Practice • Inform parent/carer • Work sent home	• Isolation • Physical intervention • DT all break. • DT all lunch (KS1 flexible) • SLT intervention • Phone call home • Restorative Practice • After school detention	• Meeting with parents • Isolation • Fixed Term suspension • Alternative provision • SLT phone call home • After school detention • Restorative Practice	• PCSO/Police involvement • Permanent exclusion
Warning	Warning or Break detention	Lunch detention or detention with SLT	Graduated Response i.e. behaviour chart	

Appendix 1