



Behaviour Policy

including Rewards, Sanctions and Exclusions

Aims of the Policy:

At Rosemary Works School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of mutual respect and understanding.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults and between peers. Therefore, all members of the school community including staff, volunteers, parents and pupils must adopt this philosophy. Relationships between everyone and at every level are vital. Our expectations are that people treat others the way they would like to be treated themselves.

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. This policy applies to the whole school, including the EYFS and is applied consistently throughout lesson time, break and lunch times, during clubs and wrap around care, at off site visits and activities and during our holiday playscheme.

Rosemary Works Primary School believes in promoting positive behaviour. By adopting a consistent behaviour policy, we aim to:

- ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions, including those with special educational needs/disabilities.
- encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions
- secure a commitment to excellent behaviour
- encourage self-discipline, consideration for each other and our environment
- encourage the development of children's social skills and help them learn what acceptable behaviour is
- develop the confidence and self-esteem of children
- encourage and foster positive attitudes
- develop a co-operative approach between children themselves and children and staff
- develop an effective range of strategies for dealing with problems

This policy relates to all children within our care from Nursery to Year 6.

Rosemary Works School Values

All members of the school community agree to uphold the Rosemary Works School Values:

- **Community** – We are all part of the Rosemary Works family, working together towards a common goal.
- **Happiness** – We enjoy coming to school every day, fostering a love of learning and having fun!
- **Enquiry** – We encourage each other to be curious, work hard and try new things to learn and grow.
- **Creativity** – We encourage each other to express ourselves and our individuality.
- **Kindness** – We are kind and respectful to everyone.

Roles and responsibilities

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and to be aware of their (special) needs.
- To offer a framework for social education (including PSHEE, SMSC, Meditation, Peer Massage, etc.)

Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

Promoting good behaviour

Encouraging outstanding behaviour for learning in school:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.
- We uphold and reinforce the School Values and British Values

Good practice for supporting children's behaviour:

- Know pupils as individuals – know their names, their personalities and interests and who their friends are.
- Plan and organise the classroom and lessons so keep all pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping/seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them e.g. visitor at the door in the middle of a lesson or fire drill.
- Continually observe the behaviour of the class.
- Be aware of, and control one's own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work – report to parents at the earliest convenience this behaviour
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats. Adults will not shout or raise their voice to children in anger.
- Make sparing and consistent use of sanctions, avoiding punishments which humiliate pupils.
- Analyse teacher's own classroom management performance and learn from it.
- Teachers make use of PSHEE materials in assemblies/directed PSHEE lesson times, etc.
- All adults are expected to provide a positive model for the children with regard to friendliness, care, courtesy and consistency in the way they carry out their practice
- Do not write children's names on the board in a punitive way as a means of behaviour management.

- Children should line up and move around the school in an orderly manner escorted by staff, for example after play or lunch time, when moving between classrooms, when leaving for an off-site activity and when leaving school at the end of the day.
- Maintain calm at play times, intervening early to discourage unkindness or rough play.
- The Head Teacher should be highly visible around the building to ensure that all these procedures are operative.

Practical strategies to improve behaviour

- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone. By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't walk on the grass" say "Look how Peter and Martha are walking on the path".
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something for someone else, e.g. instead of telling a child off for wandering around, praise them for going to get something for another child.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child with problems is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

Good practice for dealing with children presenting unacceptable behaviour

If a child demonstrates unacceptable behaviour, their age, stage of development and individual needs will be taken into account. Also, consider external factors which may be influencing their development, for example changes in family circumstances, safeguarding concerns (including abuse), staffing issues, relationships between staff and parent/carers, and the child's individual needs not being met.

The frequency and intensity of the behaviour will be considered before staff take any action.

Where a child is behaving in an unacceptable way staff should take the following steps:

1. Intervene straight away, using the 'three strike*' rule (for Key Stage 1-2) or HighScope Conflict Resolution strategies (for EYFS) as appropriate.
2. Explain to the child why their behaviour is not acceptable, making it clear that it is the behaviour you dislike rather than the child themselves.
3. Try to find out what has caused the disruption and listen to explanation of all those involved.
4. Give the necessary reassurance and support to the child/children involved.
5. Ensure that a member of staff continues to observe the situation.
6. Encourage the child to reflect on better choices they could have made and how they can put the situation right.

*Strike 1 – Staff member tells child that they have two choices: 1) to stop their inappropriate behaviour immediately or 2) to see the class teacher later so that the lesson can continue for others.

Strike 2 – Staff member reminds the child that they need to stop the behaviour and that it is becoming persistent. Warn that they will move to Strike 3 should this continue and explain the consequences of this.

Strike 3 – Staff member removes child from the class into another class for a fixed time to reflect on their behaviour, or to "sit out" or to inside to be supervised if on the playground. At this stage, if the behaviour continues either in the new setting or when they return to class, the Head Teacher will be informed and will intervene.

Sanctions applied in the case of unacceptable behaviour must take account of the age and stage of development of the child, be relevant and proportionate to the action or actions and be fair.

Managing behaviour in the EYFS

In the EYFS, we follow the HighScope Conflict Resolution model. When a child's behaviour is not as we would wish or they have fallen out with a friend, we use the following steps.

1. Approach calmly, stopping any hurtful actions.
 - Place yourself between the children, on their level.

- Use a calm voice and gentle touch.
- Remain neutral rather than take sides.
- 2. Acknowledge children's feelings.
 - Say something simple such as "You look really upset."
 - Let children know you need to hold any object in question.
- 3. Gather information.
 - Ask "What's the problem?" Do not ask "Why" questions.
- 4. Restate the problem.
 - "So the problem is..."
- 5. Ask for ideas for solutions and choose one together.
 - "What can we do to solve this problem?"
 - Encourage children to think of a solution.
- 6. Be prepared to give follow-up support.
 - Acknowledge their accomplishments (e.g., "You solved the problem!")
 - Stay near the children.

Child on Child Abuse

Bullying:

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

- Emotional
- Physical
- Prejudiced based or discriminatory
- Sexual
- Verbal
- Online

Please see our anti-bullying policy for further information regarding how we prevent and respond to incidences of bullying.

Sexual Harassment and/or Violence:

Sexual violence and sexual harassment can occur between two or more children of any age and gender. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face and are never acceptable. The School adopts a zero-tolerance approach to sexual violence and sexual harassment. Staff are trained to identify and report any inappropriate sexual behaviour in children of all ages, and allegations will be handled in accordance with the School's Safeguarding Policy.

All safeguarding concerns are reported immediately to the DSL and recorded on a Cause for Concern form. Where necessary, the police and/or local Safeguarding Board may be involved.

The School provides extensive learning in this area as part of its RSHE programme, details of which can be found in the RSHE Policy. Our approach is one that supports healthy relationships and challenges attitudes that can grow into disrespect and even violence if unchallenged. We promote an understanding of consent in age appropriate ways, such as via our peer massage programme and ensuring consent is sought before a teacher or peer touches a child, e.g. asking if they would like a hug or seeking consent before touching to demonstrate a sports technique.

Online Behaviour and Cyberbullying

We recognise the importance of teaching children how to navigate the online world safely and responsibly. Our expectations for behaviour extend to digital interactions, whether using school devices or engaging with peers outside of school.

Expectations for Online Behaviour

- Children must use school devices and the internet only for educational purposes and under adult supervision.
- Children may use school systems, e.g. Google Classroom, but do not have access to school email.
- Respectful communication is expected at all times—unkind messages, exclusion, or inappropriate language online will be treated as seriously as face-to-face behaviour.
- Online communication should be through reputable platforms and within the terms and conditions for each platform (e.g. adhering to age conditions for social media).
- Children should adhere to the same standards of behaviour online when out of school.

Cyberbullying

Cyberbullying includes any form of bullying that takes place online, such as:

- Sending unkind or threatening messages.
- Spreading rumours or sharing personal information without consent.
- Excluding someone from online groups.

Responding to Online Behaviour Issues

- Any misuse of technology in school will be addressed following the same behaviour expectations outlined in this policy.
- Cyberbullying incidents involving pupils outside school will be taken seriously if they impact wellbeing or relationships within the school community.
- The school uses *Securly* and *Aware* to monitor and filter internet activity on school devices and school accounts used off site. Any concerns flagged through this system will be reviewed by the Head Teacher
- Support will be offered to any pupil affected by cyberbullying, and discussions with parents may be held where appropriate.

By embedding digital responsibility into our behaviour policy, we aim to equip children with the skills to engage positively and safely online.

Rewards

Celebration Certificates:

- Star of the Week Certificates are given each Friday in Celebration Assembly to a child nominated by their teacher for their learning and behaviour during the week. Outstanding work may be shown alongside the certificate as appropriate.
- Star Citizen Awards are also awarded in Celebration Assembly. These are for any pupil who has shown excellent behaviour, manners and citizenship in or out of school. Any member of staff can nominate a child for this award, which is awarded by the Head Teacher. These special awards are given regularly, but may not be every week.
- The Head Teacher's Award is a special certificate reserved for outstanding behaviour, above and beyond what is expected. Examples might be a pupil who has helped someone in need or raised money for charity. These are very special awards reserved for occasional use.
- Certificates are sent home for parents to see. Photographs of excellent work or other achievements is also shared on school social media.
- Nursery class children can be presented with any of the above certificates, although these are presented in class during the Autumn and Spring terms, with the class attending assembly from the Summer term.

Other celebration of effort and achievement:

- Children will be given recognition of notable achievements in or out of school (e.g. winning a gymnastics award, swimming gala, etc.) in the Celebration assembly.
- The Achievement Board displays pictures to celebrate children's achievements, ensuring a focus on effort and citizenship as well as talent and ability.
- Photographs of such achievements are shared on school social media.

Positions of responsibility:

Children who are deemed good role models will be given positions of responsibility. These will vary depending on the age of the children and routines of their class. Examples include:

- Eco council representative (elected by their peers)
- Line leader
- Book monitor

Class rewards:

We do not use sticker charts or individual points that are shared publicly and would encourage children to quantify and compare themselves to their peers. However, class teachers may use class or group rewards to motivate children to work towards a common goal, such as a "marble jar" to allow a class treat when full.

Sanctions

Sanctions may be given after an incident of poor behaviour. The sanction given should reflect the seriousness of the behaviour. We will always aim, where possible, to speak to a child privately to explain why a sanction needs to be given and how to respond differently to prevent recurrence. We always aim, where possible, to reprimand and apply sanctions privately to avoid humiliating a pupil. We do not show sanctions publicly, such as use of a behaviour "traffic light" chart on a classroom wall.

In order for staff to gauge the seriousness of the response to inappropriate behaviour that should be made, the following examples indicate the sorts of problems that might be dealt with and some examples of appropriate sanctions. It is important to recognise that the list provides a guide but that every incident must be investigated and sensible judgments made so that sanctions match the severity of the problem. Reasonable adjustments to the suggestions may be made to respond to a child's additional needs.

Level 1 – Containable: *These issues are dealt with by the class teacher or supervising staff*

Issues	Sanctions
<ul style="list-style-type: none"> • Not giving full attention in class • Minor disruption of other pupils (talking when inappropriate) • Calling out • Low level misuse of technology • Using inappropriate language • Isolated occurrence of rudeness or showing lack of consideration to other pupils • Isolated occurrences of rudeness or showing lack of consideration to staff (e.g. answering back to staff) • Failing to share resources and to co-operate effectively in lessons • One-off failure to meet reasonable requests made by a teacher or other staff • Working unsafely unintentionally – with lack of thought • Lack of drive/unacceptable work rate on an isolated occasion • Lack of care to school property on an isolated occasion e.g. rough treatment of ICT equipment through thoughtlessness or over-enthusiasm • Taking equipment or other pupil's property without permission but not intending to keep. • One-off physical violence such as fighting, hitting, hair pulling (up to Year 2) 	<ul style="list-style-type: none"> • Verbal reprimand • Moving to another seat in class • Warnings (using three strike system) • Removal from classroom or playground • Informal contact parents to discuss behaviour e.g. phone call, email or chat after school. • Time out of playtime or an activity • Restorative conversation

Level 2 – Intervention Plan: *Teacher to devise ongoing strategy for finite period*

Issues	Sanctions
<ul style="list-style-type: none"> • Persistent name calling (after being warned by the teacher on at least three occasions in a short space of time) • Persistent use of inappropriate language (after being warned by the teacher on at least three occasions in a short space of time) • Isolated but important breach of safety regulations (e.g. on the stairs) • Failing to meet reasonable requests from teachers frequently or repeatedly • Frequent, repeated lack of cooperation with other pupils in group situations • Persistent lack of drive or failure to meet acceptable levels of performance in relation to their ability/potential • Intentional bullying, repeated unkindness or foul language, including online • Serious disobedience, not following instructions thus disrupting teaching situations for others in class • Minor physical violence such as pushing or pulling with the intent to hurt up to Year 2 	<ul style="list-style-type: none"> • Setting the pupil a target or goal which will be monitored by the class teacher • Formal meeting between parents and teacher. • Personal behaviour chart implemented and monitored for appropriate length of time • Referral to Head Teacher

<ul style="list-style-type: none"> • Sustained fighting, hitting, hair pulling or where teacher intervention has been ignored. • Persistent lack of co-operation, negative behaviour following sanctions by teacher, that has negative impact on the rest of the class ('sulking' type behaviour) • Persistence of other Level 1 behaviour 	
---	--

Level 3 – Head Teacher: *serious or persistent behaviour that requires escalation*

Issues	Sanctions
<ul style="list-style-type: none"> • Persistent physical violence such as sustained fighting, hair pulling, drawing blood, biting • Swearing or being abusive towards a member of staff • Theft of items from the school or pupils, or assisting in attempts at theft • Refusal to cooperate with staff • Racist, sexist, homophobic or other discriminatory language or abuse, including online • Physical abuse to staff. • Damage to school property or other pupils' property through deliberate lack of care • Using any object as a weapon • Any intentional physical violence whatsoever from Year 3 and above • Physical violence drawing blood or making a mark • Persistent physical violence such as sustained fighting, hair pulling, scratching or where teacher intervention has been ignored for a child of any age • Sexual harassment or violence • Bullying or threatening behaviour • Cyber bullying or sharing inappropriate content online • Persistence of other Level 2 behaviour 	<ul style="list-style-type: none"> • Work or behaviour contract agreed • Parents invited for meeting with Head Teacher and/or other appropriate members of staff, including external staff e.g. The Learning Trust • Internal exclusion - temporary removal from part or all timetabled lessons. This involves being removed from class for either a session, ½ a day or a full day. During this time, the child completes a range of work, set by the teacher, away from the class, e.g. in the Head's office. • Fixed-term exclusion • Permanent exclusion • Only the Head Teacher may exclude a pupil.

The Head Teacher, Amanda Parker, is the nominated practitioner for behaviour management from EYFS to the Upper School. Use the school number (0207 7393950) to contact her.

Restorative Approaches to Behaviour

At Rosemary Works, we believe that when behaviour falls below expectations, children should have the opportunity to reflect, repair, and restore relationships. Wherever possible, we use restorative approaches to help children understand the impact of their actions and find positive ways forward.

Restorative approaches may include:

- Encouraging the child to explain what happened in their own words.

- Helping them consider how their actions affected others.
- Supporting all children involved in finding a fair resolution.
- Agreeing on steps to repair any harm caused (e.g., an apology, an act of kindness, making a commitment to change behaviour).
- A reflective discussion with a teacher or peer.
- Supporting a peer they have upset (e.g., inviting them to play).
- Taking part in a class discussion on kindness, respect, or problem-solving.

Restorative approaches do not replace consequences where needed but work alongside them to support long-term positive behaviour.

Exclusions

Rosemary Works School recognises that exclusion is a serious matter. Decisions in respect of exclusion will not be taken lightly, but only after careful consideration and in circumstances which are fair. Only the Head Teacher may exclude a pupil. In doing so, they will take account of their statutory duties under the Equality Act (2010) and those in relation to special educational needs, including having regard to the SEN Code of Practice.

Fixed term exclusions (suspension):

A decision to exclude a student for a fixed period will be taken only in response to breaches of the school's behaviour policy, where these are not serious enough to warrant permanent exclusion. In most instances, lesser sanctions are considered inappropriate or have so far been ineffective.

A pupil cannot return to school without a reintegration meeting being held, involving the pupil, their parents and the Head Teacher and Class Teacher. Support will be offered to the pupil, as appropriate, to help eliminate the behaviour leading to the fixed-term exclusion.

Permanent exclusions (expulsion):

A decision to exclude a pupil permanently will be taken only in response to serious breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm their education or welfare or those of others. A permanent exclusion is an acknowledgement that the school has tried and exhausted all available strategies for improving the pupil's behaviour and will normally be used as a last resort. However, in exceptional circumstances, the Head Teacher may judge it appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include: serious actual or threatened violence against a pupil, member of staff or member of the public; a safeguarding offence; being in possession of an inappropriate or illegal substance or item.

A pupil will only be excluded after all the relevant factors have been considered and when the Headteacher is convinced that there is no alternative. The Headteacher will ensure that:

- a thorough investigation has been carried out
- support for the pupil has been offered if appropriate
- the evidence has been considered
- where appropriate, statements have been taken from witnesses
- the pupil has had the opportunity to give their version of events.

Parents right of appeal:

The Head Teacher's decision to permanently exclude a pupil, or to impose a fixed-term exclusion of 11 days or more, shall be subject to a review if requested by the parents. A review shall be conducted by a panel of three people (including an independent member if requested). If the parents request a review, the pupil will be suspended from school until the review procedure has been completed. While suspended, the pupil shall remain away from school and will have no right to enter school premises during that time without written permission from the Head Teacher.

Reporting Behaviour and Monitoring Impact

It is the all the staff's responsibility to report incidents that warrant a record on the behaviour incident logs in school. Staff should use their professional judgement as to which incidents warrant recording, but in general any behaviour incident that is communicated to parents, escalated to the Head Teacher or required a sanction should be recorded.

Following discussion with the Head Teacher, it may be appropriate to inform parents/carers of children involved about the incident. Some behaviour may also represent a safeguarding concern, in which case this should be recorded using the school's "Cause for Concern" form and followed up by the DSL (see Safeguarding and Child Protection policy for more information.)

It is the role of the Head Teacher to collect and report all serious incidents and give the Board of Directors both of actions taken and subsequent impact. All behaviour should be logged and reported to the Head Teacher using the appropriate behaviour records. Behaviour incidents are recorded on a digital behaviour log, held on the Team Drive. This includes a summary of the incident, any sanctions, whether parents have been informed and whether the behaviour was physical, sexual or prejudice based. Serious matters are discussed during Director Review Meetings.

If the child persists with the unacceptable behaviour:

1. Explain what the outcomes will be if they continue e.g., they will need to be sitting separately from the rest of the class and /or may need to go to the Head Teacher's Office.
2. If the behaviour continues to disrupt the class or is dangerous, remove the child from the situation to enable them to calm down in a quieter, more private setting. This will

give staff the opportunity to talk to the child and to comfort them as appropriate. If the child is removed from the class they should be accompanied by a member of staff at all times. When the child returns and starts to behave in more desirable way, reward them for the behaviour.

3. Record behaviour incidents, discuss with senior member of staff and implement monitoring procedure if appropriate
4. Take the assessment to the staff team meeting for discussion. If appropriate consider external factors surrounding the behaviour, for example; is play provision adequate; are the child's individual needs not being attended to; does the child have communication difficulties; is the child trying to express certain feelings; are there issues relating to staffing; could there be changes, or difficulties in the child's family?
5. If problems continue the parents will be informed and an action plan determined with parents and staff.
6. All incidents of serious misbehaviour and bullying are recorded on the behaviour log (held digitally on the Team Drive). Any paper notes are kept in the Head Teacher's office.

Partnership with Parents

1. Discuss with parents what has been observed and explain the monitoring procedure. Enquiries can be made about child's behaviour at home. A way forward should be jointly agreed and preferably a plan made for a consistent approach at home and in the School. Agree a date with the parents to review the situation.
2. Discuss with parents that we may request additional advice and support from other professionals such as educational psychologist or area SENDCO.
3. Keep the parents/carers continually informed of developments, particularly any positive changes.
4. Assess any changes at the review meeting.

It is the responsibility of the Head Teacher to ensure the guidelines governing the conduct and the behaviour of the children are discussed and explained to all staff, parents and children.

Dealing with Allegations of Abuse Against Teachers and other Staff

See Child Protection and Safeguarding policy: Appendix 3

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is covered in the DfE guidance document Behaviour and Discipline in Schools (January 2016) and is compliant with Keeping Children Safe in Education 2024.

It is not necessary to have received formal training in order to use reasonable force to keep children or others safe. However, teaching staff have been trained in Safer Handling techniques which should be used if necessary. Force should never be used as a punishment and we reject the use of corporal punishment.

In the event of physical restraint, it is important that only the minimum amount of force is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention, the Head Teacher should be informed and a Use of Reasonable Force form should be filled in and kept on the pupil's safeguarding record.

Equality

The School acknowledges its duties under the Equality Act 2010. There are pupils at Rosemary Works School who have Special Educational Needs (SEND), EHC Plans and others with physical disabilities. There will, therefore, be pupils whose circumstances present them with particular challenges. Appropriate concessions and reasonable adjustments should be made for these challenges when coming to decisions about the most suitable way to support a child with their behaviour or to deal with instances of inappropriate behaviour

Behaviour and Mental Health

Rosemary Works School recognises that a child's behaviour can be influenced by their emotional well-being and mental health. We are committed to creating a supportive and nurturing environment where children feel safe to express their feelings and seek help when needed.

We will endeavour to understand the underlying causes of concerning behaviour, which may include unmet mental health needs. Staff will be trained to recognise potential indicators of mental health difficulties and respond with empathy and understanding. We will work in partnership with parents and external agencies, where appropriate, to provide tailored support for children experiencing emotional or mental health challenges. Reasonable adjustments will be considered to our behaviour expectations and responses to ensure they are appropriate for children with identified mental health needs.

The school's PSHE curriculum will promote positive mental health and well-being, equipping children with strategies to manage their emotions and build resilience.

Links to other policies

- Anti-bullying policy
- E-safety policy
- Safeguarding and Child Protection Policy