

The Roseland Academy
Part of The Roseland Multi-Academy Trust



Behaviour Policy
(Statutory)

Next Review: September 2025

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Policy Statement

The Roseland Multi Academy Trust provides outstanding education for our communities Where Everyone Succeeds. We inspire a love of learning within environments that are happy, respectful and challenging where everyone feels valued and able to reach their full potential. Our values are: Kindness - Responsibility - Ambition.

In order to achieve our mission statement above, it's paramount all members of our school community adhere to these values and this is not negotiable.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide a calm, safe and supportive environment which young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all students to succeed personally.¹

The Roseland Academy is committed to creating an predictable environment of disruption free learning, putting exemplary behaviour at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This behaviour policy supports our aspiration of a school culture *where everyone succeeds*.

The aim of this policy is to ensure The Roseland Academy's approach to behaviour meets and exceeds the following national minimum expectation for every child:

- a) the school has high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment;
- b) student behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- c) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully; and
- d) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.²

The Roseland Academy believes that positive behaviour in all aspects of school life is essential to being successful in our community, and we create this inclusive, supportive learning environment by:

- promoting a culture where positive behaviour is expected and taught explicitly
- expecting disruption free learning in every classroom;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promoting positive social norms that ensure equality and fairness of treatment for all;
- encouraging consistency of response to both positive and disruptive behaviour;
- promoting early intervention;

¹ page 5. DFE 'Behaviour in Schools' February 2024

² page 6 DFE 'Behaviour in Schools' February 2024

- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- establishing positive relationships with parents and carers which involves them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

- The Trustees will, in consultation with the Headteacher, review the policy to ensure it's aims are explicit and meets all the statutory requirements as well as support the school in maintaining high standards of positive behaviour of students.
- The Headteacher, with their Leadership Team, will be responsible for the implementation and day-to-day management of the policy and procedures. The application of the policy will be applied consistently, fairly and without discrimination, providing additional support where needed to ensure all students meet the national minimum expectations for behaviour.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviours for learning and implementing the agreed policy and procedures consistently.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school adhering to the Parent Code of Conduct. Parents are required to access Class Charts regularly as a primary means of viewing rewards and sanctions issued by staff.
- Students are expected to take responsibility for their own behaviour both inside and outside of school where our policy applies equally. Students will be made fully aware of the school's expectations, policy and procedures. Every student has a duty to follow the school behaviour policy and uphold the school rules and contribute to the school culture. This includes taking pride and care with their uniform, adhering to The Roseland's Dress Code. In addition to this, students are responsible for their social and learning environment making it both safe and enjoyable by reporting all inappropriate behaviour.

Maintaining a positive culture is the responsibility of everyone in our community. As a school, we will positively reinforce the behaviour which reflects our values and prepares students to engage in their learning. Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for their behaviour. This will involve the use of reasonable and proportionate sanctions.

Responding to Good Behaviour

Good behaviour is recognised and rewarded constantly to promote and acknowledge not just academic success, but personal and social success also. Using positive recognition and rewards provides an opportunity for all staff to reinforce our school's culture and ethos of being ambitious, kind and taking responsibility.

Rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards include:

- verbal praise;
- communicating praise to parents via Class Charts, phone call or written correspondence;
- certificates, prize ceremonies, Headteacher commendations or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a trip.

Collective Responsibility

At The Roseland Academy, we believe that behaviour cannot be modified in the long term by simply telling students to behave. Positive behaviour must be explicitly taught and modelled by all students. In order for students to learn to behave positively there are various levels of support available, be it a student's tutor, teacher, Learning Lead, staff member of BaSE staff, staff member of Wellbeing, a member of the senior leadership team or members of staff from outside agencies who work with our young people. We expect all students to report unsafe or unkind behaviour and join staff in promoting a positive culture.

Responding to Misbehaviour

When a member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The first priority is to ensure the safety of students and staff and to restore a calm environment. It is important that staff across The Roseland Academy respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising and recurring and staff may use adaptations where appropriate, only if these support a student to meet the national minimum behaviour expectations as listed on page 2 on this policy.

Our response to misbehaviour achieves the following purposes:

- a) **deterrence**: sanctions are effective deterrents for either a specific student or a general deterrent for all students at the school.
- b) **protection**: keeping students safe is a legal duty of all staff. An action may be taken as a protective measure in response to inappropriate behaviour, for example, removing a student from circulation, this may be immediate or after assessment of risk.
- c) **improvement**: to support students to understand and meet the behaviour expectations of the school and re-engage in meaningful education.

Young people may test boundaries, find their emotions difficult to manage, or may have misinterpreted the rules. Therefore, all students will be supported to **understand and follow the same rules** at The Roseland Academy.

Types of Misbehaviours

Here at The Roseland Academy we have a zero tolerance of racism, sexism, misogyny, homophobia, transphobia, xenophobia and forms of discrimination in our words, actions or attitudes.

1. Physical Abuse

Physical abuse/fighting is a very serious breach of our code of conduct and expectations of caring for each other. There is never an excuse or reason for using violence as there will always be a member of staff somewhere close for advice and help. An incident that involves a physical assault will lead to a fixed term suspension and at least one day in internal exclusion. A reintegration meeting with the student and parent/carer is essential before the student can return to their normal timetable and it may be appropriate to also provide additional support to ensure the student's reintegration into the community is successful and

sustainable to meet the national minimum expectations. Any further physical conflict/fighting could result in a permanent suspension.

2. Verbal Abuse

Verbal abuse is also a serious breach of our code of conduct and expectations of caring for each other. There is never an excuse or reason for using verbal insults or abuse towards any member of our community, even if it is claimed there was no malice intended. Any incident that involves verbal abuse may lead to a fixed term suspension or time in internal exclusion. A reintegration meeting with the student and parent/carer may be needed if the student has been suspended and it may be appropriate to also provide additional support to ensure the student's reintegration into the community is successful and sustainable to meet the national minimum expectations.

3. Bullying, including Child on Child Abuse, Cyberbullying and all forms of harassment

Please refer to our **Kindness and Respect Policy**

4. Behaviour towards Staff

Dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.³ . At The Roseland Academy it is imperative our staff feel safe and supported. Any behaviour or action that negatively affects the wellbeing of our staff will be managed as a serious breach of the behaviour policy. This includes verbal, physical abuse, malicious allegations and/or any online activity involving staff names and/or images/videos.

5. Defiance

A student's refusal to follow any member of staff's instruction will be considered a breach of the school's behaviour policy and will be sanctioned accordingly.

6. Truancy

Keeping students safe is a primary responsibility and so, if a student is not where they should be, it will be deemed as truancy, therefore resulting in a sanction (depending on context). Sanctions may include internal exclusion or fixed term suspension.

Unless explicitly directed otherwise by a member of the leadership team, timetabled lessons and defined social areas at break/lunchtimes are to be adhered to at all times.

Any temporary adaptations made to timetabled lessons must be adhered to or these adaptations will be removed and a sanction applied as this will be treated as truancy also.

³ page 5 DFE 'Behaviour in Schools' February 2024

7. Prohibited Items at The Roseland Academy*

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- cigarette papers;
- vapes**
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- This list is not exhaustive.

*a minimum sanction for possessing any of the above items will be a fixed term suspension

**if a group of students are found to have a vape on them, the group will receive the same sanction regardless of who owns the vape or used the vape.

Searching and Confiscation

The Headteacher, and the staff they authorise, have the statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item⁴

In the event of a search or confiscation, The Roseland Academy will adhere to all guidance in the DFE's 'Searching, Screening and Confiscation' July 2022

8. Mobiles

Never used, seen or heard - Here at The Roseland Academy we adopt a policy where students keep possession of their mobile phones only on the strict condition that they are never used, seen or heard – with the consequence of immediate confiscation for breaching this to act as an effective deterrent. A student's mobile phone needs to be kept in their bag and not on their person.

All staff at The Roseland Academy have the authority to confiscate a mobile phone if used, seen or heard by a student as using a mobile phone is prohibited throughout the school day until 3.05pm.

9. Deliberate damage to property

Any deliberate damage to any property belonging to an individual or the school will be considered a breach of the school's behaviour policy and will be sanctioned accordingly.

The list of misbehaviours above is not exhaustive and applies to behaviour both inside and school of school. Any behaviours in the community which bring the school into disrepute will be considered a serious breach of the policy.

⁴ page 7 DFE 'Searching, Screening and Confiscation' July 2022

Forms of Sanction

The Roseland Academy has a range sanctions, examples of sanctions include:

- a verbal reprimand and reminder of the expectations of behaviour;
- B- points - an accumulation will lead to an elevated sanction
- loss of privileges – for instance, the loss of role within a sports team
- detention
- school based community service, such as tidying a classroom;
- report card
- internal exclusion*
- suspension; and
- in the most serious of circumstances, permanent exclusion

*internal exclusion is for five periods including supervised break and lunch. Parents/carers will be informed by phone call on the day of removal from lesson and the reason why. Students will have meaningful work to complete during their time in internal exclusion.

Managed Moves

A managed move can be an effective intervention provided by schools. Managed moves are voluntary and agreed with all parties involved, including the parents. A permanent or temporary move may occur in order to support an improvement in a student's behaviour.⁵ The Roseland Academy will only consider a managed move if it is in the student's best interest and will follow all DFE and Cornwall County Council guidance and advice.

Special Educational Needs and/or Disability

Schools need to manage student behaviour effectively whether or not the student has underlying needs. When a student is identified as having a Special Educational Need or Disability and behaviour is identified as a concern,, the graduated approach will be used, in collaboration with the SENCO to assess, plan, devert and review the impact of the support being provided.⁶ If this is implemented, the aim of this support will be to bring the student's behaviour to the national minimum expectation:

- a) the school has the same high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment;
- b) student behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- c) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully; and

⁵ page 2 Cornwall County Council 'Managed Move Protocol' September 2024

⁶ Chapter 6 DFE 'SEND Code of Practice: 0-25 Years' September 2015

d) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.⁷

The Roseland Academy will consistently and fairly promote high standards of behaviour for all students and provide additional support where needed to ensure students can achieve and learn as well as possible.

*A school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.*⁸

For a student on The Record of Need, behaviour will be considered in relation to their educational need, although it does not follow that every incident of misbehaviour will be connected to this. The Roseland Academy will also consider whether any reasonable adjustments need to be made to a sanction in response to any specific disability the student may have.

This policy was written using the most up to date DFE guidance: 'Behaviour in Schools' February 2024 alongside 'Searching, Screening and Confiscation' July 2022 and will continue to inform The Roseland Academy's best practice.

⁷ page 6 DFE 'Behaviour in Schools' February 2024

⁸ page 18 DFE 'Behaviour in Schools' February 2024