



Rosecliffe Spencer Academy

Behaviour for Learning and Anti-Bullying Policy 2026 - 2027

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1.1 Aims

Developing our children for successful futures.

At Rosecliffe Spencer Academy, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Rosecliffe Spencer Academy. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Core Beliefs

- At Rosecliffe Spencer Academy we know our children, their personal circumstances and foster positive relationships between all staff and pupils: this is the basis for all interactions designed to promote positive behaviour.
- We understand that negative behaviour can often be a manifestation of external or prior circumstances, and we respond to behaviour in a trauma informed manner based on our positive relationships with our pupils
- We acknowledge that an understanding of each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- We know that behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than sanctions.
- Reinforcing good behaviour helps children feel good about themselves.
- We operate an effective reward system designed to celebrate success which helps to further increase children's self-esteem thus enabling them to achieve even more.

Rosecliffe PRIDE

Our culture is built upon our five core values:

Participation

We believe that everyone has a role to play in our learning community.

We participate actively in lessons, discussions, school life and opportunities to learn. We contribute, engage and challenge ourselves to think deeply. Participation is expected from all members of our school community because everyone has something valuable to offer.

Respect

We show consideration for ourselves, others and our environment. We listen carefully, we use kind words and actions and value the differences that make our community unique.

Integrity

We do the right thing, even when nobody is watching. We are honest, trustworthy and take responsibility for our actions and choices.

Determination

We strive to achieve our best. We persevere through challenges, remain focused on our goals and demonstrate resilience when faced with setbacks.

Empathy

We seek to understand the thoughts, feelings and experiences of others. We show kindness, compassion and support, recognising that our actions have an impact on those around us.

These values underpin every aspect of school life and provide a common language for behaviour, relationships and learning.

School Rules

Based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Pupils at Rosecliffe Spencer follow our golden rules:

1. Be Ready
2. Be Respectful
3. Be Safe
4. Be Kind

The PRIDE Standard

At Rosecliffe Spencer Academy, we believe that behaviour is a curriculum that must be explicitly taught, modelled, practised and revisited throughout a child's time in school

Just as we teach children to read, write and calculate, we also teach them how to be successful learners, respectful citizens and positive contributors to our school community. We recognise that children are not born knowing how to behave in every situation. Therefore, we explicitly teach the behaviours, habits and routines that allow all children to thrive academically, socially and emotionally.

The PRIDE Standard- The PRIDE Six

- | | | |
|-----------------|--|--|
| • STAR sitting |  Star sitting |  Partner talk |
| • Lining up |  Lining up |  Stop signal |
| • PRIDE walking | | |
| • Partner Talk | | |
| • STOP signal |  Moving around school |  Do now |
| • Do Now | | |

Trauma Informed Practice

As set out in our Core Beliefs, we acknowledge the importance of knowing our pupils and understanding their influences, both internal and external to school life. As a trauma informed school, we approach all opportunities to promote positive behaviour in a restorative manner and with an open mind to the underlying reasons for negative behaviour. Staff at Rosecliffe Spencer Academy apply their understanding of social and emotional development and learning within all approaches to behaviour.

Staff have a clear understanding of trauma informed practices, including the latest research in neuroscience, attachment theory, emotional coaching and child development, drawing on research into the role of creativity and play in developing emotional resilience. Behaviour is analysed and seen for what it often is - a manifestation of a greater need – and addressed in accordance of each need.

Regular CPD on trauma informed practices, our relationship-based, restorative approach and culture of curiosity – both curious of the roots for behaviour and how each colleague addresses behaviour – result in an atmosphere where children feel safe to be vulnerable, to share their needs and concerns, and a positive learning environment for all.

Behaviour Expectations for pupils with Special Educational Needs or a Disability

At Rosecliffe Spencer Academy, we understand that pupils with an identified Special Educational Need or disability might require a personalised approach to managing their behaviour. We know that by understanding how to take a child-centred approach to the behaviour management of pupils with

SEND, it enhances wellbeing and opportunities for teaching and learning for not only the identified child, but also for the rest of the class. As a school, we recognise the range of internal and environmental factors which might serve as triggers for challenging behaviour for pupils with SEND, and how these might be avoided. Where this is appropriate, a personalised Behaviour Plan (see Appendix 1) is completed for the child with a range of stakeholders and shared with appropriate school staff. This ensures that all staff understand how to prevent the escalation of challenging behaviour and also model self-regulation of emotions where appropriate.

Energy Accountancy and Regulation

At Rosecliffe Spencer Academy, we recognise that successful behaviour is closely linked to a child's ability to understand, regulate and manage their emotions, thoughts and energy levels.

We believe that self-regulation is a skill that can be taught, practised and developed over time. As part of our commitment to developing independent, reflective and resilient learners, we use an Energy Accountancy approach to support children in understanding themselves and making positive choices.

Energy accounting is a framework that recognises individuals have differing levels of energy, which can be increased ("deposits") or reduced ("withdrawals") by daily activities, environments and interactions. All members of the community are expected to be aware of their own energy needs, to make reasonable choices that help maintain a positive balance, and to respect the needs of others by supporting adjustments where necessary. Adults promote a balanced approach to activities, ensuring opportunities for recovery and regulation, so that individuals can remain engaged, avoid overwhelm, and sustain positive behaviour.

Promoting Positive Behaviour

Positive behaviour is recognised throughout the school day by all members of staff.

A non-verbal communication signal from an adult (thumbs up, smile etc)
The most common reward used to recognise a child is making the right choices
Verbal praise
Public recognition for positive behaviour, usually linked to the school rules/PRIDE values
Stickers/Dojo Points
Used to recognise when the Rosecliffe PRIDE Standard is being demonstrated
Written comments in books
Comments made on super work
Public acknowledgment in class
Sharing an exceptional piece of work and displaying it on the wall
Communication with home
A phone call or email sent home to share particular success a child has had in school

Other rewards for behaviour which goes above and beyond

PRIDE Assemblies Weekly assembly where every teacher shares how an individual child has demonstrated our PRIDE values. There is also a “Mystery PRIDE Award” given by a member of the wider school community for a child who demonstrates our values beyond the classroom. Photos will be shared on Weduc class pages.
Class Rewards Each class will identify and work towards achieving a class reward through following our PRIDE Standard.
PRIDE postcard home Postcards can be sent home by any member of our school community to recognise a child who has demonstrated positive behaviour in school.
PRIDE breakfast Every half term a child from each class will be invited to have breakfast with the SLT Team to celebrate their behaviour in school.
Principal Award stickers Golden stickers awarded to children who have demonstrated exceptional PRIDE in their work or behaviour around school.
Attendance Reward A half termly reward for the class with the highest attendance. This changes depending on the time of year and the children’s interests.

Sanctions

If a child is not following the school rules we use the language of Choice and Consequence.

Pupils choose their behaviour and choices always bring consequences.

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

The following table shows the sanctions used at our school, starting with the most minor and growing in severity.

Strategies to be used as reminders: ‘The Look’ 1. Minimal eye contact and a surprised look given for routine misbehaviour. Praise others for making the appropriate choice 2. A reminder of expectations by identifying and praising a child doing the right thing – e.g. “Thank you... for putting your hand up”. Highlight choices 3. Verbal caution- remind the child of the ‘right thing’ to do. Adult support 4. Teacher / TA to support the pupil in their work if necessary.
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Reminder 1- Remind the child of the school rules, explain how you would like them to change their behaviour and what you are expecting from them moving forward. Make a private note in the behaviour log that the child has received a warning and the reason why.
Reminder 2- Explain that you have already spoken about behaviour and this has not been resolved, so five minutes time back at the next break/lunch to discuss, as a consequence. The child is also informed of further consequences if this is not resolved when returning to the classroom. Make a private note that the child has received a warning and the reason why.
Reminder 3- The child must attend reflection with a member of SLT at the next possible breaktime for 15minutes to reflect on behaviour and consider improvements that need to be made. Children in Year 2 and above will complete a Restorative Reflection Record. Parents informed Behaviour logged on Arbor
If behaviour persists or is having an impact on the learning of others; 1. Time out in partner class; Sitting in another class (a member of SLT where possible), away from the other pupils but still with a focus on the teacher. Parents informed Behaviour logged on Arbor
Informal contact with parent/carers To make them aware of a slip in behaviour through face to face or phone conversation with the class teacher at the end of the day. *Parents/Carers will always be informed if their child has been asked to leave the classroom due to poor behaviour at the end of that day.
Each day starts a fresh.

*As noted above under the heading Behaviour Expectations for pupils with Special Educational Needs or a Disability, at times, individual children might need to have a personalised Behaviour Plan. This would supersede the above sanctions and is listed under the section Support after an incident, on the plan.

Addressing persistently poor behaviour or serious incidents

Sent to SLT – For serious incidents / persistent behaviour, child to be seen by a member of SLT who will decide on the appropriate next steps.
Use of behaviour contract. The child is placed on report. Parents are involved in this process.
Exclusion – internal. If the daily report card shows that behaviour has not improved, then the pupil will be excluded in school for a period of time. This will be in the school reflection room. This will be at the discretion of the Principal.
Fixed Term Suspension – external

A fixed-term suspension means a child will be asked to stay at home for a set number of days due to a serious behaviour incident. During this time, they will be expected to complete work and will be supported to return to school through our reintegration process.

External agency support

Parents/carers will meet with the Principal to discuss alternative educational settings, so that permanent exclusions can be avoided.

Permanent Exclusion – external

Only the Principal can exclude a child permanently.

This is always a last resort

Formal disciplinary procedure involving Trustees, CEO and LA

*Alternative arrangements for sanctions can be considered on a case-by-case basis for any child where the school believes an alternative arrangement would be more effective for that particular child, based on their knowledge of that child's personal circumstances. When doing so, the school carefully considers the need for consistency and perceived fairness for all.

Reflection

Lunchtime reflections will take place in the Principal's office with a member of SLT. Children will have their name and reason for attending recorded on Arbor. Every child sent for reflection will need to explain to the member of staff on duty why they are there and what they are going to do differently to improve their behaviour in future. Class teachers will send the children with work to complete during this time. Staff will engage in minimum conversation with the child or other staff members to ensure reflection is a time for thinking for the children.

During lunchtime, children can be sent to reflection. However, a member of staff must accompany the child to report the issues arising outside to the member of staff in reflection, who will deal with matter accordingly. At the end of each day, class teachers will add behaviour incidents to Arbor. The SLT will then collate and analyse the number of reminders and seclusions happening on a weekly basis and act on this accordingly.

Being Fair

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away the child should have chance to record what happened either through pictures or writing it down. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Most

conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on Arbor at the staff member's discretion.

As previously stated consistency across the school is of the upmost importance. Every member of staff must ensure that they have high expectations of the pupils and take a collective responsibility both in class and around the school.

We expect an apology from the pupil that is sincere and shows that the child has reflected on their behaviour whenever the school rules are broken.

Recording Behaviour Incidents

The majority of the time behaviour is managed through the use of positive praise.

Where a sanction is applied this should be logged on Arbor if the child has:

- had time in a partner class
- had reflection time with a member of SLT
- assaulted another child
- damaged school property
- been sent to speak to a member of SLT

It is the responsibility of the staff member who has experienced or initially dealt with the behaviour to log this to then be followed up and actioned by SLT.

This should also be communicated with parents.

Managing behaviour incidents outside of school/online

There may be incidents that happen outside of the school/online, that could impact on the behaviour of the child/children involved within the school. Such incidents will always be thoroughly investigated by school staff before any sanctions are set. Parents/Carers will also be informed at the earliest opportunity of any incidents that have occurred and how the school will be responding to it.

The sanctions listed above will be imposed in the following circumstances:

Off-site misbehaviour

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

Online misbehaviour

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Procedures for Persistent Offenders and Isolated Incidents

Children who have regular seclusions or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail.

In the first stages staff should follow the Behaviour Policy. After monitoring for a week, discussions should take place with the parents to identify any reasons for the behaviour. If unacceptable behaviour continues following discussions with parents the teacher should speak to a member of SLT to decide if the child should be put on report or, if the issue is related to another matter; appropriate action needs to be taken.

In most cases the child will be put on a Behaviour Plan, whereby targets are chosen specific to the child and monitored. If necessary a Risk Assessment is completed using the template in the appendices below. These are completed with the parent and child where appropriate and shared with relevant to ensure that a consistent approach is followed.

For serious incidents support and advice should be sought from a member of SLT. If in extreme cases exclusion becomes necessary, the school will follow the process laid down by the Department for Education.

Suspension & Exclusion

At Rosecliffe Spencer Academy, we are committed to using suspension and permanent exclusion only when necessary, as part of a fair and proportionate response to serious or persistent breaches of our behaviour policy. We aim to ensure that all decisions are lawful, reasonable, and made in the best interests of the pupil, the school community and the safety of all.

Exclusion is always a **last resort**, used when other strategies and interventions have not been successful or where a serious incident warrants it.

Definitions

- Suspension (fixed-term exclusion): A pupil is temporarily removed from school for disciplinary reasons for a fixed period of time. A pupil may not be suspended for more than 45 school days in a single academic year.

- Permanent Exclusion: A pupil is no longer allowed to attend the school (unless reinstated by the governing board).

Only the Principal has the legal authority to suspend or permanently exclude a pupil.

Principles

All decisions to suspend or permanently exclude will:

- Be lawful, reasonable, fair and proportionate
- Be made using the balance of probabilities standard of evidence
- Take account of the pupil's views (where appropriate)
- Consider any contributing factors, including safeguarding concerns, SEND, or personal circumstances
- Be made in line with our duties under the Equality Act 2010, the Children and Families Act 2014, and safeguarding guidance

We will not:

- Use informal or unofficial exclusions (e.g. sending a child home without formal process)
- Exclude a pupil because of unmet SEND needs or as a substitute for appropriate support

Reasons for Suspension or Exclusion

Suspension or permanent exclusion may be considered where there has been:

- A serious breach or persistent breaches of the school rules
- Behaviour that puts the safety or welfare of pupils or staff at risk
- Significant disruption to the learning of others

Examples include (but are not limited to):

- Physical assault
- Verbal abuse or threatening behaviour
- Bullying (including discriminatory behaviour)
- Use or threat of use of prohibited items

Process for Suspension or Exclusion

Before making a decision, the Principal will:

1. Investigate the incident thoroughly
2. Consider all available evidence
3. Take into account the pupil's circumstances, including SEND, safeguarding and equality duties
4. Provide the pupil with an opportunity to share their views (where appropriate)

All exclusions will be formally recorded.

Notification and Communication

When a suspension or permanent exclusion is issued, the school will:

- Inform parents/carers without delay (initially by phone where possible)

- Provide written notification including:
 - The reason for the exclusion
 - The length of the suspension or confirmation of permanent exclusion
 - Arrangements for education during the exclusion
 - Parents' rights to make representations and request meetings
- Notify the Governing Board and Local Authority without delay
- Where applicable, notify the pupil's social worker and/or Virtual School Head (VSH)

Education During Suspension

- Work will be set for the pupil for the first five school days of a suspension
- Where a suspension is longer than five school days, full-time education will be arranged from the sixth school day
- We will ensure that provision is accessible and appropriate to the pupil's needs

Reintegration

Following a suspension, the school will support the pupil to successfully reintegrate by:

- Holding a reintegration meeting with parents/carers and the pupil
- Agreeing a reintegration plan with clear expectations and support
- Providing pastoral support and, where appropriate, external agency involvement

Our aim is to ensure every pupil returns with a fresh start and a clear pathway to success.

See also – Rosecliffe Reintegration Process (below)

Role of the Governing Board

The Governing Board has a statutory responsibility to review exclusions.

- They will consider reinstatement within required timescales, particularly where:
 - A permanent exclusion has been issued
 - A suspension exceeds 15 days in a term
 - A pupil may miss a public examination
- Parents/carers have the right to make representations to the Governing Board
- Parents/carers may request an Independent Review Panel (IRP) if a permanent exclusion is upheld

Equality, SEND and Safeguarding

In all decisions, the school will:

- Make reasonable adjustments for pupils with disabilities
- Consider whether a pupil's behaviour is linked to unmet SEND needs
- Work with external agencies where appropriate
- Ensure safeguarding remains a priority

Exclusion will not be used inappropriately where additional support or alternative provision would be more suitable.

Alternatives to Exclusion

Where appropriate, the school will consider alternatives such as:

- Managed moves

- Off-site direction
- Additional pastoral or therapeutic support
- Multi-agency intervention

These approaches are intended to support behaviour improvement and avoid exclusion wherever possible.

Monitoring and Review

The school will:

- Monitor patterns of suspension and exclusion
- Review data regularly to ensure fairness and consistency
- Evaluate the effectiveness of interventions for pupils at risk of exclusion

Equality, SEND and Safeguarding

In all decisions, we will:

- Make reasonable adjustments for pupils with disabilities
- Consider whether a pupil's behaviour is linked to unmet SEND needs
- Work with external agencies where appropriate
- Ensure safeguarding remains a priority

Exclusion will not be used inappropriately where additional support or alternative provision would be more suitable.

At times, it may be necessary to take immediate action to ensure the safety of pupils and staff following a serious incident. This may include the temporary separation of pupils within school while an incident is investigated, particularly in cases involving safeguarding concerns, child-on-child abuse, or where there is a risk of harm.

Any decision to separate pupils will:

- be proportionate, time-limited and subject to regular review
- prioritise the safety and wellbeing of all pupils
- take into account safeguarding guidance and individual needs, including SEND
- not be used as a sanction, but as a protective measure

Parents/carers will be informed where appropriate, and all safeguarding procedures will be followed.

The Rosecliffe Reintegration Process

At Rosecliffe Spencer Academy, we believe that a suspension marks the end of an incident, not the end of a relationship.

Our aim is to ensure that every child returns to school with dignity, hope and the support needed to be successful. Reintegration is viewed as an essential part of the suspension process and provides an opportunity to rebuild relationships, understand the child's experiences, identify appropriate support and establish a positive plan for moving forward.

Following every suspension, a structured reintegration process will be led by the **Principal, Pastoral Manager and/or SENDCo**. This process ensures that the child, their family and school work together to achieve a successful return to learning.

Our Reintegration Principles

At Rosecliffe we believe that successful reintegration should:

- place the child at the centre of the process;
- provide children with a calm, supportive environment where they feel listened to and valued;
- rebuild relationships between the child, their family and the school;
- identify any barriers that may have contributed to the incident;
- establish clear strategies and support to prevent recurrence;
- enable children to return to learning as quickly and successfully as possible.

The Reintegration Process

On the morning of a child's return following suspension:

- A reintegration meeting will take place between the Principal, parent/carer and child.
- Following the initial welcome, the child will work with the Pastoral Manager, whilst the Principal continues the meeting with the parent/carer.
- During this time, the child will complete a structured pastoral intervention designed to provide a safe, supportive space where they can reflect on the incident and prepare for a successful return to learning.

The intervention will include:

- Mapping the Landscape – providing the child with the opportunity to share their thoughts, feelings and experiences.
- Reflection on the incident and its impact on themselves and others.
- Identification of trusted adults and sources of support within school.
- Exploration of appropriate self-regulation strategies, including those linked to Energy Accountancy.
- Agreement of personalised targets and strategies to support a successful return.
- A positive exit activity focused on reinforcing a fresh start and successful reintegration.

Before returning to class, the Team Around the Child will ensure that any agreed strategies, reasonable adjustments or support are communicated to relevant staff.

Wherever possible, children will be successfully reintegrated into learning by morning break on the day of their return.

Ongoing Support

Following reintegration, additional support may be implemented where appropriate, including:

- regular check-in/check-out with a trusted adult;
- behaviour report cards;
- restorative conversations;
- pastoral interventions;
- reasonable adjustments;
- personalised behaviour targets;
- SEND support where appropriate;
- family support and regular communication with parents/carers;
- referrals to external agencies where appropriate.

The level of support provided will always be proportionate to the child's individual needs and will be reviewed regularly.

A Fresh Start

Every child is entitled to a fresh start.

Whilst expectations remain high, our focus is on restoring relationships, rebuilding trust and supporting children to make positive choices. Reintegration is not viewed as an extension of the suspension, but as an opportunity to teach, support and empower children to successfully re-engage with school life.

Physical Intervention

At Rosecliffe Spencer Academy, a number of staff are trained to use Team Teach. “These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention” (Team Teach 2025).

Physical Intervention may be necessary in order to:

- prevent a child injuring themselves or others, (e.g. a fight between from running towards traffic),
- prevent a child causing serious damage to property,
- prevent a child committing an offence (or for any children under the age of criminal responsibility, what could be considered an offence for an older person).

- Prevent serious disorder amongst students

Incidents of physical intervention must:

- **Always be used as a last resort**
- 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/carers

Child on Child Abuse

Rosecliffe Spencer Academy , recognises that children are vulnerable to and capable of abusing other children. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-child will not be tolerated or passed off as part of “banter” or “growing up”. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. In cases where child on child abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation, including family members.

See RSA Child-on-Child Abuse Policy .

Racism

Definition of a racist incident : A racist incident occurs when people are abused because of their racial difference. Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse. It is crucial therefore:

- For the victim to feel supported by the school
- For the perpetrator to be dealt with

Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The senior leadership team and safeguarding lead are responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.

- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, children, and parent/carers need to be kept informed of progress and outcomes

Data collection and monitoring

All racist incidents are logged on ARBOR and CPOMS. The log includes other kinds of personal abuse like bullying. This is then monitored by the behaviour team and shared with the trust who collate this information and act on it accordingly. At Rosecliffe Spencer we:

- Encourage children to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for children who need it before and after school
- Children's experiences and backgrounds are utilised in planning and gathering teaching materials.
- Children share in discussions dealing with racism in circle time activities.
- Provide explicit information for children (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and children in order to ensure the child can tell about their experiences and share incidents of abuse.

Bullying

Rationale

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of the school.

Rosecliffe Spencer will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

Purposes

- Every child in our school has the right to enjoy learning and play, free from intimidation, both in the school and in the community.
- Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.

- Children should help each other by reporting all instances of bullying. Information is treated in confidence.

Procedure Reporting

Children should be encouraged to report bullying to any trusted adult. Children are taken seriously at all times. Any information is regarded as confidential, as far as possible.

Recording

Incidents of bullying are recorded on ARBOR.

Investigation

The situation is investigated and the outcome communicated to parent/carers of bullies and victims will be involved and informed of the outcomes.

Staff action

- Bullies should not be bullied.
- Victims should be provided with a “safe refuge”
- Bullies and victims may be counselled together.
- All involved must see something is being done.

Incidents

Incidents are recorded on ARBOR and CPOMS and dealt with by the senior leadership team or safeguarding lead where appropriate. Sanctions follow our behaviour policy.

Learning

There are frequent opportunities for children to discuss all forms of bullying in many curricular areas / PSHE / assemblies/ school council. Children learn about the different kinds of bullying social networking / cyber bullying.

Sexual Violence and Harassment

The school is opposed to any kind of incident of this type. When an incident of this type occurs, the school will:

- Record any disclosure and pass on to the DSL or Deputy immediately
- Where sexual violence has been disclosed this is a criminal event and MUST be reported to the police as such
- Parent/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
- In the case of sexual violence - carry out an immediate risk and needs assessment
- In the case of sexual harassment – carry out a risk assessment on a case-by-case basis

- Engage with children's social care and specialist services as required

Searching, Screening and Confiscation

The following advice is based upon the Department for Education document 'Searching, screening and confiscation - Searching Advice for Head Teachers, school staff and governing bodies' July 2022.

Searching

School staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child's age or other factors). The Principal and staff authorised by them, have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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 child).

The Principal and authorised staff can also search for any item banned by the school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searching with consent

School staff can search children with their consent for any item. The school is not required to have formal written consent from the child for this sort of search – it is enough for the teacher to ask the child to turn out his or her pockets or if the teacher can look in the child's bag or locker and for the child to agree. If the child refuses, the teacher can apply an appropriate punishment.

Searching without consent

The member of staff conducting the search must be the same sex as the child being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the child being searched. There is a limited exception to this rule.

Staff can carry out a search of a child of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Use of Mobile Phones

Children are not permitted to bring personal mobile phones to school. If a child does bring a phone, it will be collected by a member of staff and sent to the school office for safe keeping during the school day. Parent/carers may collect the phone from the office at the end of the day. The school accepts no responsibility for the security of mobile phones handed to staff for safekeeping.

Transition

At Rosecliffe Spencer Academy, we understand the importance of transition for children who are joining our school and also as they move to the next year group. The focus during transition sessions, is on behaviour expectations around school and also within the classroom. This is achieved through induction visits, PSHE lessons and assemblies. At the end of each year, children have transition sessions with their new teacher(s) and support staff where appropriate. In addition, staff members hold transition meetings. When children join the school in FS2, their new class teacher visits their current early years provider too. To ensure behaviour is continually monitored and the right support is in place, information related to a child's behaviour issues are transferred to relevant staff at the start of the term or year.

Staff Training & Induction

Our priority is to ensure that Rosecliffe Spencer Academy is a safe environment, in which all children can learn and reach their full potential. We believe that staff who are well supported and confident in understanding their roles and responsibilities with this will help us to achieve this successfully. For this reason, training and continued CPD is a high priority of the school. During the induction process, all staff have a session with a member of the behaviour team focusing on the behaviour policy and how they will help to implement this successfully. At the beginning of each academic year, all staff receive refresher and updates on the policy, where they will have opportunity to ask questions and discuss scenarios and how they would deal with such situations should they arise, so that there is a consistent approach across the school. Additional training is planned as and when required throughout the year.

2.6 Review and Monitoring

<u>This policy will be reviewed:</u>	<u>Every year</u>
<u>By:</u>	<u>Principal</u>
<u>Last Reviewed:</u>	<u>July 2026</u>
<u>Next Review date:</u>	<u>July 2027</u>
<u>Changes made:</u>	

Appendix 1 – Behaviour Plan



Behaviour Plan

PUPIL NAME:		CLASS:	YEAR GROUP:
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the <u>pupil</u> :	
Date of next review:			
Challenging behavior:		Targets:	
		What are we working towards?	
What triggers it?		How do we get there?	
Strategies for positive behavior:		Early warning signs:	
How do we maintain positive behavior?		How do we prevent an incident?	
Reactive strategies:		Support after an incident:	
How do we diffuse the situation?		How do we help the pupil reflect and learn from the incident?	
		Is there anything that staff can learn about working with this pupil?	
Likes		Dislikes	
Skills and Talents		Achievements	



Agreement: Parent name Parent signature Date		Staff name Staff signature Date	
Log of incidents: See ABC form/ARBOR			
IBP evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.			
Is the Family of Schools SENDCo aware of this situation? What strategies have been implemented following on from any referrals to outside agencies?			

Appendix 2 – Behaviour Action Plan



Rosecliffe Behaviour Action Plan

Name _____ Class _____ Date _____

My Behaviour Targets:

How I will meet my targets:

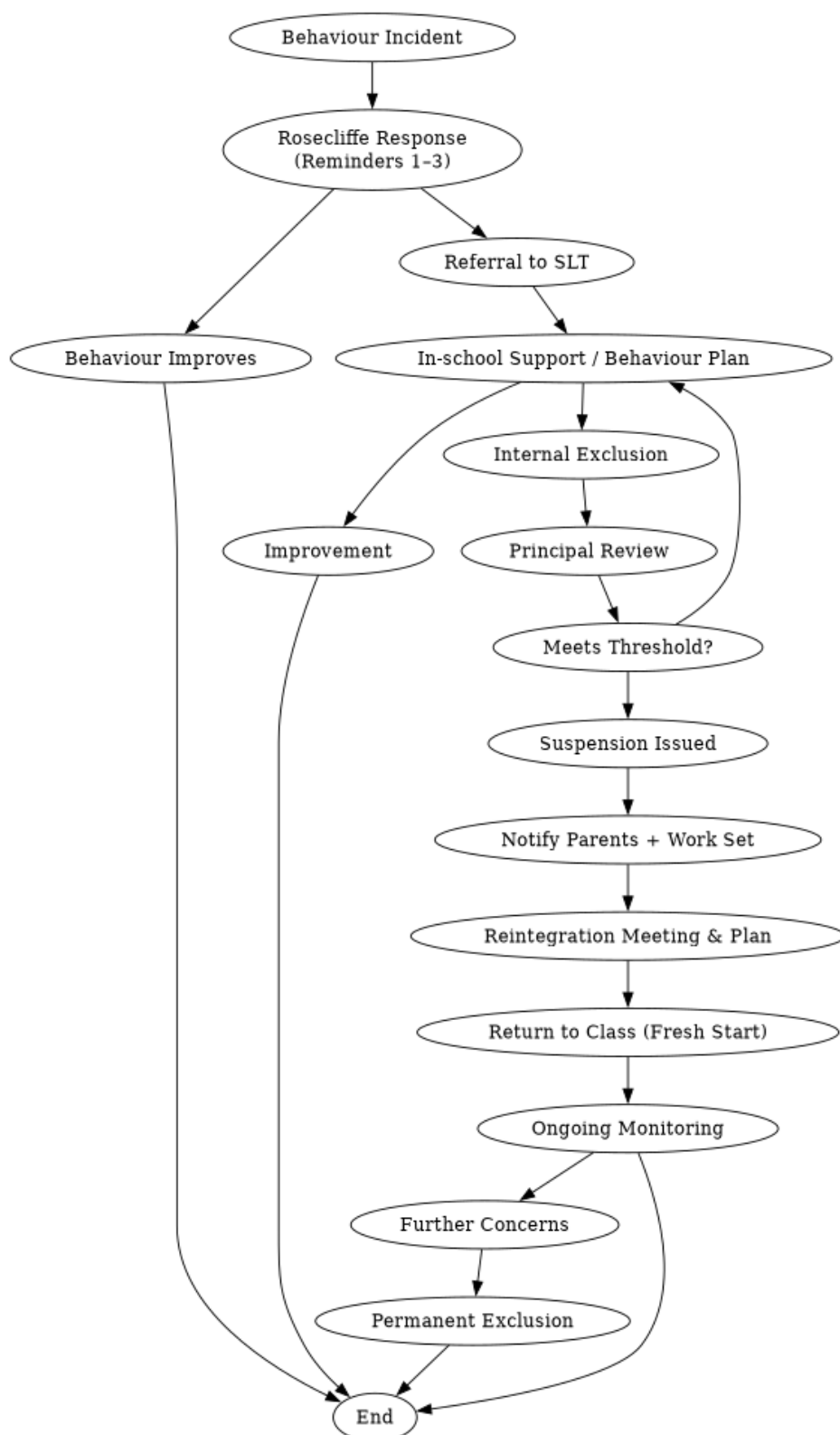
	Session	Session	Session	Session	Session	Session
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

☐

Appendix 3 – ABC Behaviour Log

Behaviour ABC Log		Poppy Room					Date:			
Time & Initial of child	Antecedent <i>Assumed trigger</i>	Behaviour <i>Tick the box</i>	Hitting Staff	Hitting Children	Distressed (crying/shouting)	Self-harm	Sensory seeking	Consequence <i>What happened directly after?</i>	Parent informed?	Logged on Arbor? Staff initial

Appendix 4 – Behaviour Escalation Flow chart



Appendix 5 – Risk Assessment

Appendix 6 – Suspension Checklist

Appendix 7 – Re-integration Meeting Agenda