



Rosendale Primary School and Children's Centre

Rosendale Road, West Dulwich, London SE21 8LR Tel 020 8670 4962 Fax 020 8761 9997
Email info@rosendale.cc

BEHAVIOUR POLICY

A statement of Rosendale Primary School's policy on behaviour.

Last reviewed: September 2021

Next review: September 2022

SLT owner: Headteacher

Distribution: Staff and governors

The purpose of this policy is to make clear our intent for behaviour around the school for all those in our community. It will also outline how the school will implement the policy and how the impact will be monitored.

Rosendale School is restless in its pursuit of excellence.

We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We believe that this vision statement is manifest in the following values and actions in our school:

- We have pride in ourselves, in our endeavours and in our achievements;
- We are reflective and thoughtful about experiences, learning from our failures so that we are prepared to be better tomorrow;
- We encourage co-operation and collaboration, everyone taking responsibility for all that they say and do;
- We celebrate and respect the diverse community in which we live and appreciate our responsibilities as global citizens;
- We equip young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way;
- We promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- We are determined and courageous in all that we encounter and are equipped to deal with the future;
- We provide a safe and stimulating space to work and play.

Rosendale's Behaviour Principles

Rosendale takes an evidence informed approach to all that it does and all staff have read and discussed the Education Endowment Foundation 'Improving Behaviour in Schools'



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Guidance Report. This report has been written based on the best available national and international research and in consultation with teachers and other experts.

It is important to know and understand your pupils and their influences.

There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment. Research also identifies the effect of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as suffering neglect, or indirect, such as the child's parent suffering mental illness. Understanding these experiences strengthens the teacher-pupil relationship.

It is important to teach learning behaviours alongside managing misbehaviour

A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom. Although it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours reducing the need for teachers to constantly 'manage' misbehaviour. A learning behaviour is any behaviour that supports learning such as paying attention to the teacher or persevering with a difficult task.

It is important to use classroom management strategies to support good classroom behaviour

Effective classroom management can reduce challenging behaviour leading to an improved classroom climate, attendance and attainment. Effective strategies include clear reward and sanction systems, resource management systems and clear expectations for all points of the day. Evidence shows that teachers need regular reviews and training in classroom management.

It is important to use simple approaches as part of your regular routine

Many problems or behaviours that affect wellbeing do not require lengthy or complex interventions. Simple approaches such as greeting every child at the classroom door or praising behaviours that you want to encourage can be very effective. The language that we use is very important, for example remembering to say "You are making a red choice" rather than "I'm giving you a red choice"

It is important to use targeted approaches to meet the needs of individuals in your school

Universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour a more personalised approach should be used. A tailored approach to support an individual's behaviour should complement the school's behaviour policy without lowering expectations of any pupil's behaviour.

Consistency is key

While classroom-level strategies have a big impact on pupil behaviour, consistency and coherence are paramount at a whole-school level. All staff need to be regularly trained,



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have a shared sense of responsibility and be aware of the impact on all members of the school community

We expect a Rosendale pupil to feel happy, healthy and safe and to make good academic progress. They will be able to take responsibility for their actions, follow rules and regulate their behaviour. They will communicate well with others and understand their needs and they will bring curiosity, determination and a sense of humour to all that they do. They will be self aware and never afraid to ask for help if they need it.

A Rosendale pupil will

- Arrive in class and at school on time
- Be polite and kind to everyone
- Read every day
- Follow the school rules at all times
- Work hard independently and with others
- Ask questions, take pride in their learning and not be afraid to make mistakes

We expect a Rosendale staff member to be a role model for all pupils. They will be well informed, able to communicate and behave professionally at all times. They will respect children and adults and will be able to challenge and praise. They will be self aware and never afraid to ask for help if they need it.

A Rosendale staff member will

- Have high expectations for all pupils
- Be well prepared for every lesson
- Communicate regularly with all parents, including via the class blog
- Implement school procedures consistently
- Know every child in their class and their influences

We expect a Rosendale parent (we include carers) to promote the school rules and ethos at all times, including ensuring their child follows the uniform code and is punctual at all times. They will be enthusiastic about their child's education and will do all that they can in order to support them. They will be self aware and never afraid to ask for help if they need it.

A Rosendale parent will

- Make sure that their child is ready for school every morning
- Read with their child every day
- Talk to their child about their learning
- Work in partnership with the school
- Read all communication from the school, including the class blog



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IMPLEMENTATION

Rosendale has a set of agreed school rules for the playground, the lunch hall and the classroom.

Playground rules are:

- We play fairly and with respect
- We let children join in our games
- We help children who are sad or hurt
- We take responsibility for our own behaviour and the choices we make
- We ask adults to help us to sort out problems in the playground
- When the bell rings we stand still in silence, when the second bell rings we line up quietly and sensibly

Lunch hall rules are:

- We use please and thank you when choosing our food
- We always use quiet voices
- We stay at our table while we are eating
- We try not to waste food
- We keep our area tidy and clear away our mess
- When we are finished we walk sensibly out to play

Classroom rules are:

- We are kind, polite, helpful and aware of others' feelings
- We listen carefully to others without interrupting them
- We look after our own and other people's belongings
- We try our best, work hard and learn from our mistakes
- We treat other people the way we would like to be treated
- We always tell the truth

Classroom management strategies used at Rosendale

At Rosendale we use classroom management strategies to support good classroom behaviour. We use Kagan Cooperative Learning structures which increase engagement and participation by providing opportunities for all pupils to be involved in class. For example, instead of asking for 'hands up' when the teacher asks a question, we use a 'Timed Pair Share' or 'Rally Robin' so that all children can answer the question. All lessons are planned using Rosenshine's Principles of Learning so that pupils get opportunities to coach, practise and see a good model before they work independently.

A list of classroom management strategies and why we use them can be found in Appendix



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How we support learning behaviours at Rosendale

At Rosendale we teach learning behaviours alongside managing misbehaviour. We use the vocabulary of 'Red and Green Choices' to encourage independence and self regulation in pupils.

We have a consistent, whole school system for rewards and consequences.

- We award individual green choices for positive behaviours we want to encourage
- We award 'whole class' green choices leading to a 'whole class' reward such as extra play or a film
- We award House Points for outstanding behaviour. These are collected every Friday by the House Captains and the Vevers Cup is awarded annually for the house with the most points
- If a child makes a red choice this is noted and an appropriate consequence happens (see Appendix 2)

Where individuals need more support to manage their behaviour we will work in a targeted way with that pupil and their parents.

In all cases, pupils will be reminded to make the relevant green choice and the consequence will be explained. Staff will also use a 'knowing look', proximity or a verbal or visual cue to support the pupil to make the green choice

A list of behaviours and consequences can be found in Appendix 2

Persistent failure to follow the school rules in class and therefore disrupting learning will result in a detention. The member of staff will complete a 'pink slip' circling the rule that has not been followed and providing details of the incident. The pupil will be sent to The Green Room at 3.15pm where a member of the Senior Team will talk to the pupil and ask them to complete a reflection slip. The pupil will be collected from here by their parent at the end of the day so that the behaviour can be discussed. If the pupil walks home on their own or attends after school club, the parent will be phoned and the slip posted.

Persistent failure to follow the school rules in the playground will result in a lunchtime detention. The member of staff will complete a 'yellow slip' circling the rule that has not been followed and provide details of the incident. The pupil will be sent straight into the Key Stage 2 Hall where a member of the senior team will talk to the pupil and ask them to complete a reflection form. The pupil may then return to the playground. If the pupil is receiving repeated lunchtime detentions then the parents will be contacted.

IMPACT

In order to evaluate the success of the school's behaviour policy we will expect to see



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- Classroom strategies applied consistently across the school
- Green and Red Choice Charts completed each week
- House Points awarded every Friday afternoon
- Parents receiving a House Point Slip if their child has been 'green all week'
- Parents receiving positive communication about their child
- All yellow and pink slips recorded
- Behaviour committee meetings highlight where support or training is needed
- Pupils on an individual behaviour support plan are managing their behaviour more effectively

This will be monitored by the Senior Leadership Team and the Heads of Year. They will use learning walks, book monitoring, pupil interviews, behaviour data and attainment data. Staff will receive regular training which will be developed according to this monitoring.

The school has a 'Behaviour Committee' made up of members of staff from all areas. This committee will review the data for pink and yellow slips each half term to ensure that pupils are identified for individual targeted support and training for staff to can be tailored to meet needs.

Appendix 1

HOW DO WE PROMOTE GOOD BEHAVIOUR AT ROSENDALE?

Kagan Cooperative Learning Systems		
Activity/system	We use it so that.....	In order to prevent.....
Timed Pair Share, Rally Robin, As Tell Bs	all pupils get the chance to participate and stay engaged	Pupils getting bored and frustrated, they shout out or lose interest
Simple instructions when entering classroom e.g. walk to your chair, sit down, fold your arms	each lesson starts in a calm manner	Wasted time
Kagan coaching structures	Pupils are prepared for independent learning	Pupils struggling to work indepently
High 5 attention signal	So that everyone is listening straight away	Time wasting
Team Builder activities	Pupils get to know their team and	Pupils feeling lost and lonely in



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	develop positive working relationships and good social skills	class
Class Builder activities	Pupils have fun with their class and develop positive working relationships and good social skills	Pupils feeling left out in class
Kagan Teams used for classroom management e.g. table monitors - number 1s to give out whiteboards.	Transitions are well managed and pupils learn to take responsibility for themselves and others	Pupils get bored waiting for resources and expect others to do things for them
In Reception and Year 1 use line monitors to hand out resources	Transitions are well managed and pupils learn to take responsibility for themselves and others	Pupils get bored waiting for resources and expect others to do things for them
Opportunities for movement during the day	Pupils move and circulate oxygen round their system and are ready to learn again when they return	Pupils losing concentration and being distracted

Routines and Management Systems

Activity/system	We use it so that.....	In order to prevent.....
Pupils line up in the classroom in silence with the door closed before leaving the room.	Movements around school are swift and safe	Time being wasted Accidents
Pupils line up on their class lines at the end of playtime	Pupils are focused and ready to go back to learning.	Pupils being unfocused and not ready to learn
Pupils walk around the school	Pupils and staff are safe	Accidents
Staff are well prepared for lessons	Teaching time is used efficiently; there are no unnecessary pauses in the teaching	Off task behaviour; tasks not completed.
Organised resources and equipment for pupils.	Pupils have all they need for learning to continue uninterrupted	Pace of learning slowing down
Staff use positive language; ie say what you want the pupils to do, not what you don't want them to do.	The learning environment is positive and pupils understand instructions.	Pupils being unsure of the expected behaviour
Orderly learning environment and clear rules and expectations.	Pupils understand classroom systems and lessons run smoothly.	Time being wasted repeatedly explaining rules.

Wellbeing Systems



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Activity/system	We use it so that.....	In order to prevent.....
Provide a friendly 'meet and greet' for each pupil every morning.	Every pupil feels acknowledged and welcome.	Pupils feeling left out in class
Offer regular individual, small group or class opportunities for discussion and reflection on expectations and behaviour.	All pupils are aware of and considerate of each other.	Pupils feeling lonely or disengaged
All staff make every effort to know and understand each pupil and their circumstances and encourage pupils to seek support and guidance.	Staff and pupils establish positive trusting relationships. Pupils feel safe and secure in school, and are able to share their feelings with a familiar adult.	Pupils feeling lonely or disengaged.
All staff make every effort to know and understand every parent/carer and their circumstances and encourage parent/carer to seek support and guidance.	Staff and parents establish positive trusting relationships. Parents feel welcome and confident in school, and are able to share significant events or information with a familiar adult.	Parents feeling isolated and distant from school
Staff keep parents informed of both positive and negative behaviours.	Good communication is established. Parents feel informed and pupils are accountable for their behaviour. All positive behaviour is celebrated and reinforced. Negative behaviour can be supported.	Parents feeling uninformed.
Staff speak in a calm and slow-paced voice when addressing pupil's behaviour and/or conflicts.	Staff make pupils feel safe. Staff model how to resolve potential conflicts.	Pupils getting angry and conflicts escalating.
Personalised behaviour support for pupils with recognised special educational needs and/or disability (SEND). This may include dedicated 1:1 support such as weekly ELSA sessions, individual behaviour plan and/or classroom adaptations or equipment.	Staff and parents provide a consistent targeted supportive approach. Pupils with specific needs are recognised and addressed. Parents and pupils feel supported.	Pupils behaviour having a long-term adverse impact on their learning.

Reward and Consequence Systems

Activity/system	We use it so that.....	In order to prevent.....
Green Choice rules consistently used in classroom, corridors, playground and classroom	Pupils are aware of the expectations in all areas of the school and consistently make	Pupils making Red Choices that have a negative impact on themselves and those around



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	<p>Green Choices. There is a high standard of behaviour in all areas of the school. Staff use the language of the Green Choice rules to remind, encourage and praise children.</p>	them.
<p>When pupils make a Green Choice this is recorded on whole class display. These may be individual, team or whole class</p>	<p>Children are encouraged to make Green Choices and they feel their choices are acknowledged and valued.</p>	<p>Pupils feeling their efforts to make Green Choices are not important.</p>
<p>Green All Week pupils are awarded a house point on Friday. These are recorded by House Captains. A Green All Week slip is given to pupils to take home.</p>	<p>Children are encouraged to make Green Choices. Parents are informed and can celebrate their child's behaviour.</p>	<p>Pupils making Red Choices that have a negative impact on themselves and those around them. Parents being uninformed about their child's behaviour.</p>
<p>Send home a Green Postcard or Just a Note slip for particular special effort</p>	<p>Children are encouraged to make Green Choices. Parents are informed and can celebrate their child's behaviour.</p>	<p>Pupils become unmotivated by Green Choices systems. Parents being uninformed about their child's behaviour.</p>
<p>Individual pupils selected to be a Green ambassador or a Green Star of the Week</p>	<p>Children are encouraged to make Green Choices.</p>	<p>Pupils become unmotivated by Green Choices systems and there is a drop in high standards of behaviour.</p>
<p>When a target number of Green Choices has been achieved there is a class reward such as Silly Sports and Goofy Games time.</p>	<p>Pupils are motivated to make Green Choices</p>	<p>Pupils become unmotivated by Green Choices systems and there is a drop in high standards of behaviour.</p>
<p>Assemblies by head teacher that focus on Green Choices/ rules.</p>	<p>Pupils are explained and modelled to children to help them maintain Green Choices</p>	<p>Some pupils may be unsure of the expected behaviour</p>
<p>Green Choices displayed in lunch hall, corridors, playgrounds and classrooms</p>	<p>Pupils can see a visual reminder of Green Choices. Staff can refer to the choices and use consistent language</p>	<p>Pupils may forget Green Choices. Staff may be inconsistent in their language.</p>
<p>Green tokens are given out by staff at playtimes that are taken into class and recorded on whole class chart.</p>	<p>Pupils efforts to make Green Choices in the playground are recognised and valued.</p>	<p>There are not consistent high standards of behaviour across the school.</p>
<p>Some pupils have an individual Green Choices Chart and may aim for Green All Day</p>	<p>Pupils who find making Green Choices difficult receive targeted support and encouragement.</p>	<p>Pupils who find it difficult to make Green Choices are discouraged and their standard of behaviour drops.</p>



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Appendix 2

In all cases, pupils will be reminded to make the relevant green choice and the consequence of making the red choice will be explained. Staff will also use a 'knowing look', proximity or a verbal or visual cue to support the pupil to make the green choice. For pupils who regularly struggle to make green choices, staff will work with the Head of Year or the Senior Team in order to put in place an individual targeted support plan.

'Extra practice' consequence

Not doing high 5	Extra practice at playtime
Swinging on chair	Child has to stand or sit or practise sitting on a chair in their own time
Poor lining up and leading in	Extra practice at playtime
Running inside	Go back and walk
Incorrect uniform	Change into school spare uniform

'Reconciliation' consequence

Damaging property or making a mess	Repair it / tidy up/ pay for replacement/ apologise
Swearing/ unkind language	writing lines of what they should have said instead of swearing
Verbal unkindness and impoliteness	Children write an apology



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Verbal unkindness and impoliteness	Pupils apologise (say or write)

'Removal' consequence

Leaving the classroom without permission (a hall pass)	Completing the missed work at lunchtime
Not completing or engaging in work/ learning activity	Finishing at playtime
Being inside during play/ lunch	Sit in hall for 5 mins
Play fighting	Time out in the playground - on the red bench, reception bench or shelter bench
Child uses a phone on school property	Pupil has to arrive at and leave school via office where their phone will be kept during the day.
Sweets in school	Sweets taken from pupil and thrown away
Breaking code of conduct on trips	Parents asked to accompany on future trips Pupils may not be allowed to attend future trips

'Detention' consequence

Persistent calling out in class	Disturbing learning therefore a detention
Incident of violence towards another pupil or member of staff	Refer to SLT

If a pupil continues to make red choices after these consequences staff must consider the next steps to support the pupil. These could be (Not in a set order)

- Individual targeted approach to promote green choices
- Phone call to parents
- Meeting with parents (with HOY)
- Time out space in your classroom
- Calming walk with TA
- Half a day in another classroom in the year group - agreed in advance with HoY



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- Internal Exclusion in Green room organised by HoY run by TA (SLT will support)
- Fixed term Exclusion

APPENDIX 3 – ANTI BULLYING POLICY

At Rosendale Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe that everybody has the right to be treated with respect, and that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. We recognise that bullying can take many forms, including but not exclusively:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments Homophobic - because of, or focussing on, the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet ,such as email and internet chat room misuse, online threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning



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- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Goals and Objectives of this Policy

Our Anti Bullying Policy works in conjunction with our behaviour policy, and aims to achieve the following:

- All children feeling safe and able to learn, play, and enjoy the company of others
- All children treated fairly, with respect, and dignity
- All children able to be heard and their emotional concerns taken seriously
- All children aware of what bullying is and is not, and able to report their concerns in the knowledge that action will be taken where appropriate.

All incidents are treated seriously and dealt with immediately. At Rosendale we use Kagan Cooperative Learning to develop social skills and develop relationships between pupils. We also have metacognition lessons to teach pupils how to self regulate and we use literacy and the wider curriculum to develop empathy and emotional intelligence, as well as explicit assemblies.

Such techniques are an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.

Victims need to feel secure in the knowledge that assertive behaviour and walking away can be effective ways of dealing with bullying.

Parent / carers have a responsibility to inform their child that they must tell someone should they ever be bullied. Keeping information from the school, or from adults, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Procedure for dealing with bullying



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1. Parents go to class teacher first. Class teacher to talk to the child/children. Following the conversation, the teacher will agree to try some strategies, such as supervised play between the children, anger management sessions, close supervision at playtime. If no progress move onto stage 2.
2. Parents speak to a middle or senior leader. Middle/ senior leader to talk to the child/ children separately. Following the conversation, try some strategies for an agreed length of time (possibly a month). The parents / carers of pupils using bullying behaviour and their victims will be informed and asked to support strategies proposed to tackle the problem. The pupil using bullying behaviour will be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Pupils persistently involved in bullying behaviour may be excluded). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours. If no progress move onto stage 3.
3. Meeting to talk about some restorative solutions with both children and their parents. Set up protocols for the meeting- (Don't interrupt, set length of time to talk, no personal attacks) In the meeting the 'victim' talks first and their parents can add any comments. Then the 'bully' talks and their parents can add comments. Ask what would like to happen to resolve the problem. 'Victim' and family to make suggestions first. Then 'bully' and family make suggestions. SLT member doesn't make specific suggestions but could mention sanctions, rewards, in school, out of school. Once an idea is suggested SLT clarifies how the suggestion will work in practise. SLT to read out agreed actions. Agree a way to communicate further.

Restorative practice is a proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/restorative-practice>



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EXCLUSIONS

Policy on exclusion of students, following Department for Education statutory guidance published in July 2017.

1. Legal context

1.1 Current statutory guidance as set out by the Department for Education (DfE) is here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

2. Process

2.1 Consideration of whether to exclude a pupil from school, or a fixed term or permanent basis, should follow the following four-step procedure

1. Good practice before considering exclusion
2. Fixed term exclusions



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3. Permanent exclusions

4. Exclusions appeal

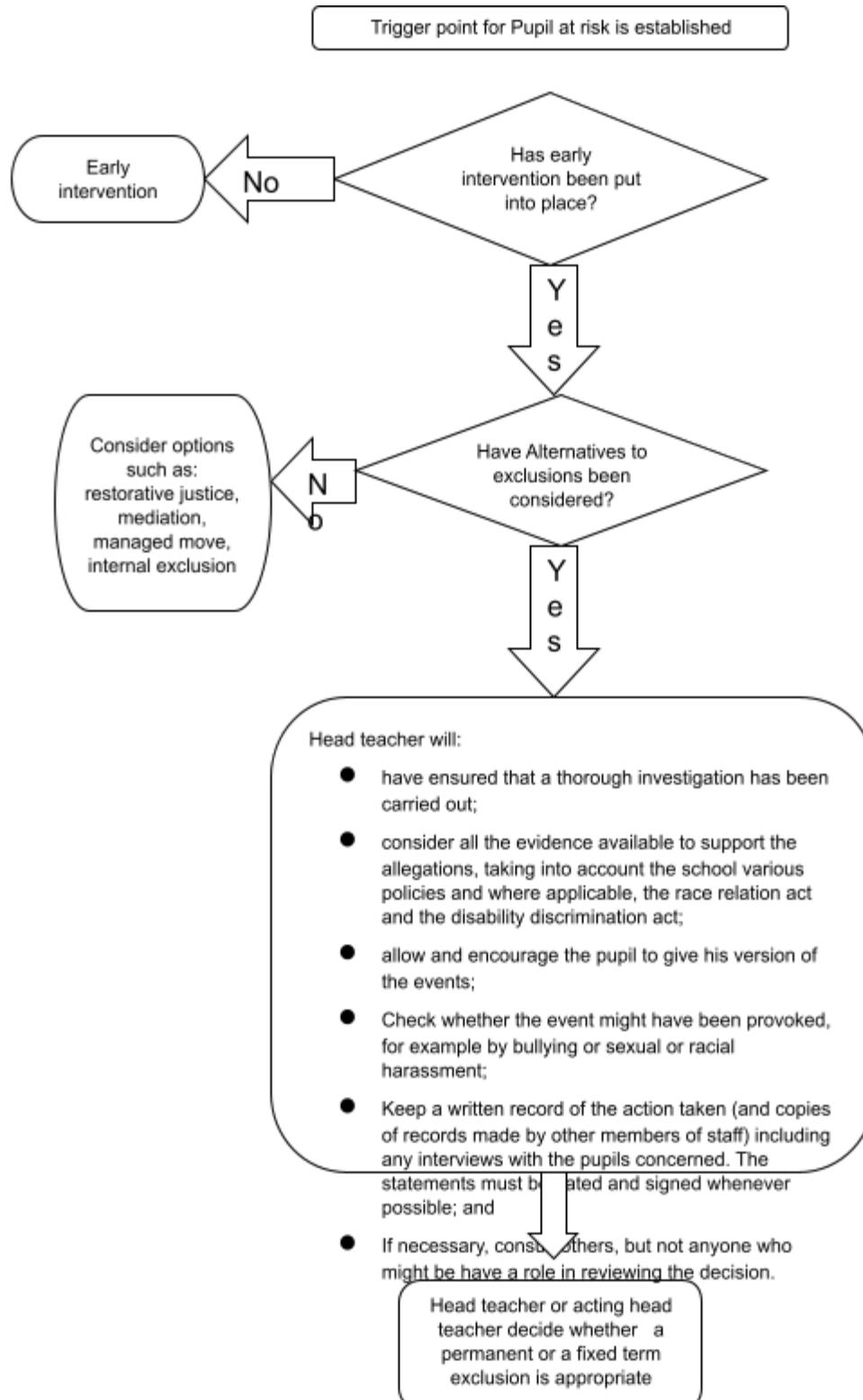
2.2 A DfE flowchart is provided for each part of the process as set out in following paragraphs. The flowchart should be used alongside the detailed guidance as referenced above.

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1. Good practice before considering exclusion





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2. Consideration of a fixed-term exclusion

Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time education.

Exclusion during morning session: the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session: If the exclusion takes effect from the next school day, notice to the parent must be given before the start of that school day. If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

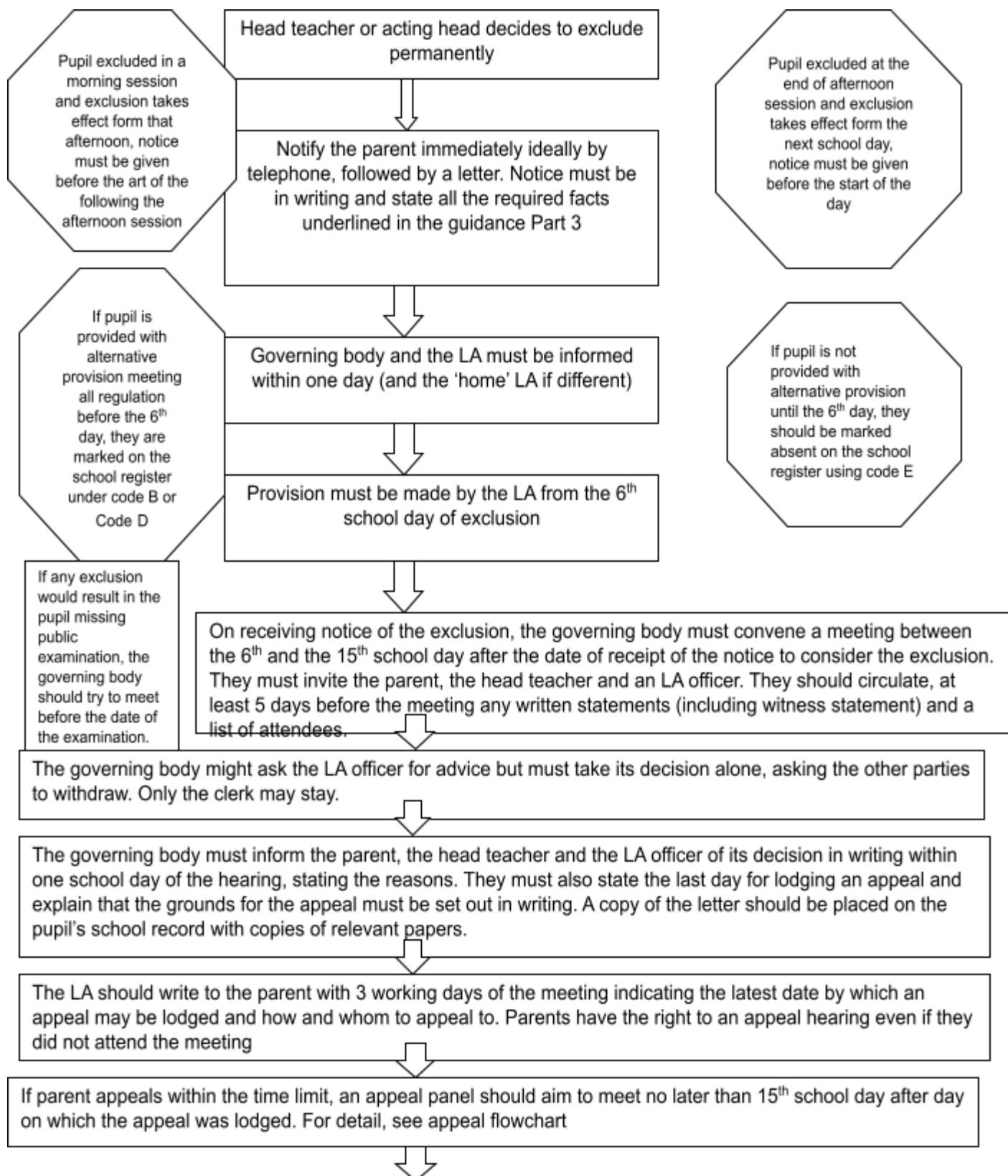


Rosendale Primary School and Children's Centre

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3. Consideration of a permanent exclusion





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4. Appeal against exclusion

