



Rossall

INSPIRING EXCELLENCE

BEHAVIOUR POLICY

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ROSSALL SCHOOL

BEHAVIOUR POLICY

Rossall School recognises that effective teaching and learning can only take place in a caring, well-ordered environment. At Rossall our behaviour policy is applied fairly and consistently, without regard to race, gender or seniority. Good discipline is important for the growth, welfare and development of our pupils. In this regard our pupils are given clear expectations, effective pastoral support and opportunities to build good social relationships. High standards of behaviour, manners and discipline are expected of all pupils at all times. Pupils are expected to behave in such a way as to be a credit to themselves and to the School.

Rossall bases its code of behaviour on four general principles:

- We believe in giving our best effort in all things, at all times and fulfilling our commitments
- We believe in trying to be a positive influence in what we do, and encouraging others to do the same
- We believe in being courteous, considerate, compassionate and respectful to others
- We believe in taking pride in ourselves, in our ideals and our environment

Particular attention is drawn to the following points:

- Rossall encourages all of its pupils to show respect for each other.
- All pupils should be aware that the School expects high standards of appearance at all times. Pupils must travel to and from School in uniform unless they have permission to wear alternative clothing.
- All pupils are expected to know and display basic 'good manners'. Staff will make clear their expectations in this respect.
- All conduct that is anti-social, serves to bring discredit or disrepute to the School, whether on the premises, or elsewhere is deemed a breach of School Rules.
- Disruption in lessons is not acceptable and will be dealt with firmly.
- The use of mobile phones during lessons and outside of Houses during the school day is prohibited unless pupils are authorised to do so by staff. School staff can confiscate a mobile phone as a disciplinary penalty under the school behaviour policy, and have a legal defence in respect of this in the Education and Inspections Act 2006 (section 94). Phones will be taken to the DH's office and released on payment of a fine.
- Public displays of intimacy and sexual activity between pupils when in the care of the School will be liable for a sanction.
- Bullying is not acceptable in any form and pupils are educated in the School's anti-bullying policy and must embrace it.
- We will impose sanctions on any pupil who misuses technology to bully, harass or abuse another pupil in line with our anti-bullying policy. See anti-bullying policy ([link](#))
- We impose sanctions on those who access pornography or sext with greater sanction of those who choose to disseminate images and material.
- Rossall strongly disapproves of the abuse of alcohol, drugs, legal highs, vaping juice and tobacco. The school will act accordingly and pupils should expect to be dealt with in accordance with the school rules.
- Vandalism and theft will be dealt with firmly with either, but certainly the latter, likely to lead to permanent exclusion.

These points are supported by positive reinforcement and, where necessary, appropriate sanctions. Sanctions will be at a level that reflects the severity of the offence, the possible influence on others and the maturity of the pupil.

CORPORAL PUNISHMENT IS NOT USED OR THREATENED AT ROSSALL

Roles and Responsibilities

Council: has a role in promoting good behaviour, to review the relevant policies and support the school in maintaining standards thus ensuring an orderly and safe environment for Pupils and staff.

Headmaster: supported by the Senior Deputy Head, Head of Senior School, Head of the Preparatory School, Deputy Head of Preparatory School, and Deputy Head (Safeguarding and Boarding) is responsible for the day to day management and implementation of the policy and procedures and supporting staff in ensuring positive behaviour.

Teachers and Support staff: will be responsible for ensuring the policy and procedures are followed and consistently and fairly applied to all pupils. Discipline in the classroom and around the school is the responsibility of all teachers.

Parents: are expected to take responsibility for the behaviour of their child. They will be encouraged to work in partnership with the school and will have the opportunity to raise any issues with the school.

Pupils: will be expected to take responsibility for their own behaviour and to report any breaches of this policy.

Rewards

An ethos of praise and encouragement is central to the promotion of good behaviour. Rewards motivate pupils to realise that good behaviour is valued. A range of rewards both formal and informal value achievement and positive behaviour. Whenever possible pupils are encouraged and rewarded. Pupils thrive on praise and this is recognised through our reward system which offers the opportunity to reward pupils for exceptional work, progress or behaviour, making a contribution to the community and participating in extracurricular activities. Rewards are recorded on our school database iSAMS and recognised in whole school, sectional and year assemblies as well as on an individual level through communication with pupils and parents.

Sanctions

Responsible behaviour is the expectation and is encouraged at all times both in and outside the classroom. Pupils who display behaviour which break the rules are dealt with firmly and fairly. A variety of sanctions are available to be used as and when it is considered appropriate. These include measures designed to ensure that the pupil makes some form of reparation for his or her misbehaviour and take into account frequency/regularity of such behaviour. Persistent misbehaviour and disruption will lead to contact with parents to discuss the issues and explore solutions. At Rossall behavioural sanctions are applied with reference to a detailed schedule to ensure consistency as far as possible. Rossall reserves the right to deal with minor offences in house without reference to parents. Year Heads and Houseparents are part of this process and deal with minor offences. All serious incidents are brought to the attention of the Senior Deputy Head, the Head of the Senior School, Deputy Head (Safeguarding and Boarding) or the Head of the Preparatory School who will inform the Head. Decisions on pupil behaviour will be made in relation to the evidence available. A decision will be on the basis of the balance of probability not “beyond reasonable doubt”.

Temporary and Permanent Exclusion are only used for serious offences and normally when all other school sanctions have been applied. Serious incidents are recorded in the serious incident log and electronic records are kept of all other disciplinary issues.

In brief, rewards and sanctions include the following:

Rewards

Verbal and written praise
House Points (Preparatory School)
Record of reward on iSAMS that is communicated home
Commendations
Tokens leading to Lower School Award
HM Academic Award
HM Kindness Award
Postcards home from teachers
High Effort Grades on Grade Cards and Reports
Certificates
Awards i.e. School and House Colours
Posts of responsibility
Prize Day awards

Sanctions

Remedial discussion
Reprimand
Code of Conduct (Preparatory School)
Carrying out a useful task in the school
Completion of assigned work or additional written work
Removal of pupil from lesson
Detain at the end of the lesson
Withholding privileges such as participation in school trips or events where these do not form an essential part of the curriculum
Detention
Internal suspension
Letter home
Placing on behaviour report
House gating
Temporary exclusion
Permanent exclusion

EXPECTATIONS WITHIN EYFS

Children in the Early Years Foundation Stage are in their most formative years with regards to understanding that they control their own behaviour and that all actions are a choice. Behavioural expectations will be explained through a variety of mediums to ensure that all children are aware in a language which is most age appropriate.

SANCTION TARIFF AND ENTRY

The criteria below is indicative and may be subject to change depending on the case presented and the context in which the pupil's action takes place. If pupil's behaviour falls outside of descriptors then an appropriate sanction will be applied.

Pupils may be required to undertake forms of counselling in addition to or in place of a sanction.

Departmental/Staff Detention (Member of staff to organise supervision and inform pupil liaising with HoD where necessary)

1. Academic eg. no prep, poor quality work, not meeting a deadline, cheating and plagiarism, repeated no resources after a warning.
2. Low level disruption in class impacting on learning

Entry of Sanction

Academic staff to enter on iSAMS (HoDs to monitor by communication with Department and refer to Head of Year where necessary)

Head of Section Detention (HoYs/HoS to authorise and supervise pupils)

1. Repeat offenders
2. Cutting a school commitment
3. Late for school repeatedly
4. Off site without permission (+House gating for boarders)
5. Motor vehicle offences (suspension of right to drive to school)
6. L1 smoking
7. L1 drinking
8. L1 vaping
9. Appearance
10. Lack of respect for others (including all staff)
11. Non-academic breach of school rules
12. Low level (unsustained) bullying

Entry of Sanction

Academic staff to enter on iSAMS (HoY/HoS to authorise)

Saturday Detention (SLT to supervise)

Each case will be judged on its merits and may be escalated where illustrated. This tariff indicates the minimum sanction.

1. Cutting HoS detention
2. Bringing Rossall into disrepute (or temporary/permanent exclusion)
3. Theft (or temporary /permanent exclusion)
4. Wilful damage to school/personal property (or temporary /permanent exclusion)
5. Serial repeat offences against the behavioural expectations of the school
6. Sexting/Sexual offences (or temporary/permanent exclusion)
7. Persistent bullying (or temporary/permanent exclusion)

Entry of Sanction

HoY/HoS to enter on iSAMS (SDH to authorise)

Deputy Head/Head Sanctions

Temporary or Permanent Exclusion

Permanent Exclusion

The School is responsible for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe learning environment. Serious breaches of discipline will be dealt with through temporary exclusion. If problems persist, or if severe one-off instances occur, it might be judged necessary to permanently exclude. In the event of denial or difference of opinion, the Head will make a decision based on reasonableness and the weight of evidence. Only the Head or in their absence the Senior Deputy Head/ Head of Preparatory School can suspend a pupil from the school.

Before the decision is made to suspend a pupil, any incident will be investigated. If necessary pupils will be interviewed and where necessary will make statements in writing. Where appropriate, other witnesses will also be interviewed and will provide statements. Staff or other adults involved will provide referrals or statements as appropriate. Pupils are likely to be removed from class at these times and might be required to work in the Head of Preparatory School' or Deputy Head's study or be suspended from the school site. Parents may not be notified until after an investigation has concluded and a pupil may be internally suspended pending the outcome of the investigation.

Once the decision has been made to exclude a pupil, parents or guardian will be informed as soon as possible. If practicable, the parent or guardian will be asked to collect the pupil from School at the earliest opportunity. In the case of boarders, the School may remove a pupil and place them in the care of a school designated guardian until they can be collected. The cost of this will be added to the final bill.

INTERNAL SUSPENSION OR EXTERNAL SUSPENSION PENDING THE OUTCOME OF AN INVESTIGATION

The School reserves the right to temporarily isolate or externally suspend a pupil for the duration of an investigation. This is done without prejudice and should be considered a neutral act. Upon completion of the investigation, the pupil will be invited to a disciplinary meeting with either the Senior Deputy Head or Headmaster. This provision is in place to:

- i) ensure the safety and wellbeing of all pupils during the course of an investigation
- ii) de-escalate situations and maintain distance between those involved in an incident

Typically, suspension of this type is invoked, in situations relating to the possible the possession or distribution of drugs, any allegation(s) of peer-on-peer abuse (sexual, physical, emotional or otherwise) or an allegation of theft or criminal damage.

Offences likely to result in a temporary or permanent exclusion

If a temporary exclusion is given, another offence of similar seriousness is likely to result in a permanent exclusion. Offences such as those below are likely to result in exclusion. (This is not an exhaustive list)

- Gambling
- Possession of a weapon
- Selling or buying illicit goods
- Fighting/striking another pupil

- Breaking bans and thereafter acting in a dangerous manner
- Consumption, possession or sale of alcohol
- Drugs/ Legal highs use, possession or supply
- Sexual offences including the viewing of and dissemination of pornography and sexted images
- Smoking indoors
- Vaping indoors
- Vaping juice/devices - use, possession or supply.
- Off-site overnight without permission
- Smoking offence L5 (On Review)
- Vaping offence L5 (On Review)
- Exiting Boarding House after Call without permission
- Repeated violation of school rules
- Presenting a significant risk to the health and safety of other pupils
- Endangering the lives of others through irresponsible behaviour
- Bringing the school into disrepute whether in or out of school
- Inappropriate appearance (e.g. haircut/hair colour) which might result in an internal suspension
- Theft
- Illegal use of vehicles and carrying passengers without proper authorisation
- Persistent, repeated or sustained bullying

Smoking Offences

Smoking sanctions apply to pupils who are caught smoking or are caught smelling strongly of cigarette smoke or are caught with other known smokers who are smoking or are in possession of the paraphernalia of smoking. Smoking indoors may incur temporary or permanent exclusion without reference to Levels 1 - 4 if the case is deemed to be in serious violation of school rules.

Levels

All levels will incur a letter home with House gating for one week for boarders.

1. HoY detention
2. Smoking cessation course
3. Smoking cessation course plus an anti-smoking presentation by the pupil
4. Smoking Review and continued attendance of smoking cessation courses
5. Temporary or permanent exclusion (on review)

Vaping Offences

Vaping sanctions apply to pupils who are caught vaping or are caught with other known vapers who are vaping or are in possession of the paraphernalia associated with vaping. Vaping indoors may incur temporary or permanent exclusion without reference to Levels 1 - 4 if the case is deemed to be in serious violation of school rules.

Levels

All levels will incur a letter home with House gating for one week for boarders.

1. HoY detention
2. Vaping cessation course
3. Vaping cessation course plus an anti-vaping presentation by the pupil
4. Vaping Review and continued attendance of vaping cessation courses
5. Temporary or permanent exclusion (on review)

Drinking Offences

Level 3 may be invoked without reference to Level 1 and Level 2 if the case is deemed a serious violation of school rules.

Levels

All levels will incur a letter home with House gating for the number of weeks matching the level number eg. Level 1 will be one week.

1. HoY detention
2. Saturday Detention and an anti-drinking presentation
3. Temporary or Permanent Exclusion (ON REVIEW)

House Sanctions

House gating (The pupil being kept in House over the weekends and on site during the week during free time: Applied to boarders)

- Applied to drinking, vaping and smoking offences before level of suspension
- Applied to off site without permission
- Persistent failure to complete academic work

House Inspection and Supervision

- Untidy room
- Cutting meals
- Inappropriate use of study time
- Inappropriate displays of affection

Parade (The pupil is to be outside the HoP's house door prior to breakfast in full uniform)

- Bedtime issues
- Wake up issues

Searching and Confiscation

Searching pupils and confiscation of items found is explained in the Searching and Confiscation Policy (W21).

Physical Restraint

As stated in the Code of Conduct for Staff, any physical restraint is only permissible when a child is felt likely to inflict an injury on themselves or on another and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of Staff should, if possible, be present as a witness if prior to communication with a pupil it was judged that the pupil was in an agitated state. All incidents of this kind will be recorded and a record kept centrally by the Senior Deputy Head.

Handling allegations or accusations against a member of Staff

All allegations will be taken seriously and investigated fully.

If, in the course of an investigation, it is found that a pupil has made a false or malicious allegation against a member of staff, a decision will be taken by the Headmaster as to what level of sanction should be applied.

In the event of an unfounded allegation or accusation related to safeguarding, the issue will be dealt with in accordance with the Allegations of Abuse Policy (W2).

Transition

The definition of a successful transition for children is that they have:

- Developed new friendships and improved their self-esteem and confidence.
- Settled so well in school life that they caused no concerns to their parents.
- Shown an increasing interest in school and school work.
- Got used to their new routines and school organisation with great ease.
- Behave positively and confidently in their new environment.

In order to settle pupils into new environments, new classes, new school years or the transition from Preparatory School to Senior School, Rossall employs a range of strategies. These include formal and informal buddying of pupils with other pupils, taster days and pre-visits to classes, boarding houses and school in the evening and day for external pupils to meet those who are already established at Rossall. Induction in terms of Behaviour takes place at various stages.

Involving Outside Agencies

The school works positively with external agencies, seeking appropriate support for pupils with particular needs. Pupils are referred to such agencies with the knowledge and permission of their parents.

Pupils' Involvement

The school has established mechanisms for considering and reviewing the behaviour policy through the Monitors, who meet with the Director of Sixth Form and the Headmaster on a regular basis, and through the School Council for pupils. Pupil voice is welcomed.

Related Policies

- Anti-Bullying Policy (W3)
- Complaints Procedure (W8)
- Pupil Handbooks
- Prep School Behaviour Policy
- Equal & Diversity for Staff and Pupils (S10)
- Admissions Policy (S2)

- Disability Policy (S9)
- SEND Policy (A6)
- Code of Conduct for Staff: Interaction with pupils (S7)
- Allegations of Abuse Policy (W2)
- Searching and Confiscation Policy (W20)
- Peer-on-Peer Abuse Policy (W25)

The Behaviour Policy is communicated to staff, parents and pupils through:

- INSET
- School Handbook
- Letters to parents
- Assemblies
- The School Website
- Tutor group session
- PSHE

Training

The school will provide information and training, as appropriate, on behaviour management to all staff through induction training for new staff, INSET for ongoing professional development and to meet specific training needs.

Monitoring and Review

The school maintains records of behavioural incidents electronically through iSAMS. Incidents are reviewed regularly to identify trends by Heads of Year and Heads of Section. Where trends are identified, further action on an individual or a policy level may be required.

Furthermore, the school reviews and evaluates the Behaviour policy at least annually to ensure that individual measures continue to be appropriate and to reflect best practice. These reviews will take into account the behaviour of individuals, recent behavioural incidents, as well as any adjustments to departmental responses and whole-school pastoral measures that are considered necessary to ensure consistency and fairness. The review process involves the Education and Welfare Committee.

Complaints Procedure

If you are not happy with the way that you or your child is treated by any member of the staff or other parent at the school you should follow the complaints procedure. The link to the complaint procedure can be found [here](#).