



Rosehill Junior School

Behaviour Policy

January 2026

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1. Ethos & Vision: Excellence For All

At Rawmarsh Rosehill Junior School, we are committed to ensuring that all children achieve personal excellence and a memorable educational experience in an inclusive environment. Our curriculum is designed to teach children the essential knowledge they need in the wider world, alongside the skills to foster a lifelong love of learning.

To achieve this, we will:

- Provide a broad and balanced curriculum that makes links and applies learning to a range of contexts.
- Ensure children master the basic skills of reading, writing, and maths.
- Create well-rounded individuals who can apply knowledge and understanding to real-life situations.
- Provide an education rich in experiences to inspire children to be the best they can be.
- Nurture and celebrate talents to prepare children for a successful future.

2. Our Core Beliefs

We believe that improved self-esteem underpins good behaviour. Our approach is guided by the following principles:

- Success Recognition: Children need to know exactly when they have been successful.
- Positive Reinforcement: Praise and positive reinforcement are consistently more effective than punishment.
- Fresh Starts: Each new day is a fresh start with a positive outlook.
- Explicit Teaching: Developing self-esteem and emotional intelligence is explicitly taught through weekly, PHSE lessons.
- Consistency: All staff (teaching and non-teaching) will follow this policy and implement procedures consistently to ensure success.
- LA 20 working days in advance.



3. Our Aims & Purpose

Our purpose is to maintain high standards of behaviour, provide a consistent approach to rewards and sanctions, and ensure that behaviour never inhibits learning or impedes a child's potential.

Staff Commitments:

- To act as strong role models, treating colleagues and pupils with courtesy and respect.
- To maintain high expectations of pupils in all aspects of school life.
- To provide an attractive learning environment and quality resources that value children's efforts.
- To encourage independence and trustworthiness by giving children degrees of responsibility.
- To promote a happy working atmosphere through strong pastoral care and guidance.



4. The Rosehill Way: School Values

Staff will overtly and consistently reward behaviours that mirror our six core values:

- **Aspiration:** Positive mindset and enthusiasm.
- **Respect:** Good manners, listening, and treating others with consideration.
- **Resilience:** Perseverance and problem-solving.
- **Independence:** Resourcefulness and following class routines.
- **Voice:** Presenting learning verbally and representing the school.
- **Empathy:** Kindness and compromising during teamwork.

RJS CORE VALUES - A.R.R.I.V.E...

A spiration
R esilience
R espect
I ndependence
V oice
E mpathy





5. The Rosehill Code of Conduct

Our Code of Conduct is designed to be memorable and actionable, providing a framework for the "Personal Excellence" we expect from every pupil. It is centred on three core pillars: Be Safe, Be Respectful, and Be Kind. These expectations apply at all times—in the classroom, on the playground, during transitions, and while representing the school in the community.



**THE ROSEHILL WAY:
OUR CODE OF CONDUCT**

BE SAFE

- **Move Wisely:** Walk through school in a calm and orderly way.
- **Stay Secure:** Stay within school boundaries and only talk to trusted adults.
- **Ask First:** Always ask an adult before moving to a different area.
- **Work Safely:** Sit properly on chairs and tidy equipment away to keep our space clear.
- **Speak Up:** Always tell a teacher if you are unhappy or worried about bullying.
- **Think Digital:** Stay safe and follow our rules when learning online.

BE RESPECTFUL

- **Listen Well:** Give your full attention to others when they are speaking.
- **Speak Kind:** Use respectful language and good manners with everyone.
- **Protect Learning:** Allow others to work without distraction and raise your hand to speak.
- **Care for our School:** Look after all equipment and keep our environment beautiful.
- **Be Welcoming:** Be a friend to visitors, newcomers, and classmates.
- **Value Truth:** Always be honest and take responsibility for your actions.

BE KIND

- **Kind Actions:** Use kind hands, kind feet, and kind words at all times.
- **Be Patient:** Listen to others and wait your turn with a positive attitude.
- **Support Others:** Help anyone who is struggling and encourage your friends to make good choices.
- **Include Everyone:** Show understanding and accept that we all have different needs.
- **Show Pride:** Be a proud representative of Rawmarsh Rosehill Junior School!

Implementation Note for Staff: When using the ARRIVE Arrows, staff should link reminders back to these three pillars. For example:

"I am moving you to the 4th arrow because you are not being respectful of your partner's right to learn." * "You have moved to the top arrow because you were kind and helped a friend who was stuck."



6. Recognising & Celebrating Positive Behaviour

At Rawmarsh Rosehill, rewarding good behaviour is the norm and is the collective responsibility of every adult in the building. Staff are proactive in celebrating "ordinary" good behaviour overtly and regularly, ensuring children feel seen and valued for making the right choices.

General Rewards

We use a variety of methods to celebrate success, ensuring that every child has the opportunity to shine:

- **Verbal and Written Praise:** Specific, positive comments given during lessons and on work.
- **Public Recognition:** Celebrating achievements in weekly Celebration Assemblies, including sports, arts, and academic milestones.
- **Work Displays:** High-quality work is displayed prominently in classrooms and corridors to show that efforts are valued.
- **Celebrating with Leaders:** Children are encouraged to share good work with Curriculum Leads, Phase Leaders, and SLT.
- **Increased Responsibility:** Fostering independence through roles such as School Council Reps and Playground Leaders.
- **Personalised Support:** The use of stickers and individual charts where specifically required for bespoke needs.



Special Mention & Certificates

A weekly achievement assembly is dedicated to the praise of children who have made noteworthy progress.

- **Special Mention:** Dedicated recognition for pupils who have gone "above and beyond" in curriculum areas or demonstrated the Rosehill Values.
- **Milestone Certificates:** Awards for Times Tables, Number Bonds, and Sporting achievements.
- **Attendance:** A weekly trophy and rewards are given for the class with the best attendance.

7. The Whole-School System: Class Dojo

The primary vehicle for rewarding effort, attitude, and manners is Class Dojo. This system provides a consistent bridge between school and home, allowing parents to see their child's successes in real-time.

What is Class Dojo?

Each pupil is assigned an avatar. When a child demonstrates a behaviour linked to our Rosehill Values, any staff member can award a Dojo point.

- **Individual & Class Rewards:** Points can be awarded to individuals or to the whole class for collective effort.
- **Permanent Recognition:** Once a Dojo is awarded, it can never be deducted. It is a permanent record of a positive choice.



Dojo Standards and Consistency:

To ensure the system remains fair and meaningful across all year groups, we apply the following rules:

- **Standard Award:** 1 Dojo is awarded for demonstrating one specific value area.
- **Above and Beyond:** At a teacher's discretion, 2 to 3 Dojos may be awarded for extraordinary effort or "going above and beyond" expectations.
- **The "Daily Cap":** To maintain the value of the points, children should typically be able to achieve a maximum of 10–15 Dojos per day through standard classroom recognition.
- **Parental Link:** Parents are provided with login details to view their child's "Success Feed." Teachers use this for positive communication only, posting twice weekly about curriculum learning and a weekly update for the following week.

Dojo Rewards

The "spending" of Dojos is a key motivator, teaching children about goal setting and patience.

- **The Shop:** Children have regular opportunities to visit the Dojo Shop to "spend" their points on age-appropriate items or privileges.
- **Student Voice:** The items and experiences available in the shop are decided by the School Council in conjunction with the student body.
- **Types of Rewards:** These may include stationery and craft kits, or "zero-cost" privileges such as extra ICT time, arts and crafts, or wearing non-uniform



Celebrating the ARRIVE Arrows

Positive movement through our staged classroom system is a major source of Dojo points:

- Moving up an Arrow: 3 Dojo points.
- Reaching the Top Arrow: 5 Dojo points.

This ensures that children who consistently follow the Rosehill Code of Conduct (Be Safe, Be Respectful, Be Kind) see a direct and significant impact on their Dojo total.

Staff Quick-Check: The "Dojo Standards"

- **The Power of One:** The majority of points should be 1 Dojo. This keeps the "Above and Beyond" rewards feeling special and earned.
- **The Daily Cap:** To prevent "point inflation," aim for a daily rhythm where a child earns between 5 and 15 Dojos. If a child is consistently hitting 20+ every day, the "Value" of the points may need to be tightened.
- **Positive Only:** Remember, Class Dojo is a "Success Feed." Never deduct points. If behaviour is poor, use the ARRIVE Arrows (Reminder -> Warning -> Move to 4th Arrow) instead of touching their Dojo total.
- Arrow Bonuses: * Move to 4th Arrow: 0 Dojos.
 - Stay on 3rd Arrow (The Norm): Standard value-based points.
 - Move to 2nd Arrow: +3 Dojos
 - Move to Top Arrow: +5 Dojos



Dojo Rewards: Pricing

Dojos can be redeemed based on the following levels:

- 50 Dojos:
- 100 Dojos:
- 200 Dojos:
- etc.

Dojos can be redeemed for a variety of prizes.

Based on School Council consultation, we also incorporate:

- **Brain Breaks:** Short, structured breaks in afternoon sessions to sustain focus.
- **Calm Spaces:** Every classroom features a soft-seated area away from distractions with growth mindset messages to support self-regulation.
- **No-Cost Rewards:** Recognition includes "privilege rewards" (e.g., choosing class games or extra tech time) to ensure children know when they have been successful.



8. The Rosehill Values: Dojo Award Menu

Value	Award 1 Dojo for...	Award 2-3 Dojos for (Above & Beyond)...
Aspiration	Enthusiastic participation; showing a "can-do" attitude; completing a "Challenge" task.	Setting an ambitious personal goal and achieving it; inspiring others with a positive mindset.
Respect	Using manners (please/thank you); active listening; tidying equipment without being asked.	Showing exceptional courtesy to a visitor; taking a leadership role in caring for the school environment.
Resilience	Keep trying when a task is hard; learning from a mistake; completing a piece of learning.	Pushing through a significant setback; showing remarkable grit during a long-term project.
Independence	Getting resources ready on your own; following class routines; working quietly without prompts.	Using high-level initiative to solve a problem; masterfully managing their own learning time.
Voice	Raising a hand to share an idea; asking a thoughtful question; presenting work to the class.	Representing the school at an event; speaking up bravely to help a peer or improve a situation.
Empathy	Sharing with a partner; being kind on the playground; noticing if a friend is sad.	Mediating a conflict between others; showing deep understanding of a complex global or social issue.



9. British Values: Dojo Award Menu

In line with our school's positive ethos, Dojo points can also be awarded to recognize pupils who demonstrate and uphold our British Values. By linking these to our daily rewards, we celebrate children who show an understanding of:

- **Democracy:** Participating in School Council votes or respecting the majority view.
- **The Rule of Law:** Following our Code of Conduct and understanding why rules keep us safe.
- **Individual Liberty:** Making positive personal choices and respecting the rights of others.
- **Mutual Respect & Tolerance:** Celebrating our diverse school community and showing kindness to those with different faiths or beliefs.





10. The ARRIVE Arrows System

All staff follow the ARRIVE Arrows system to ensure consistency, clarity, and compassion. This system is used to manage low-level disruption and maintain a positive learning environment. This ensures pupils remain focused to achieve lesson outcomes.

Starting Point: All children begin each session on the 3rd arrow.

Positive Movement: Moving up to the next arrow is rewarded with 3 Dojos, and reaching the top arrow earns 5 Dojos.

Addressing Disruption: If low-level disruption occurs, staff follow a staged flow:

1. Reminder to get back on task.
2. Formal warning.
3. Move to the **4th arrow**.
4. Move to the **5th arrow**.

Consequences: If a child remains on the 5th arrow at the end of a session, they lose 5–10 minutes of their next break or lunch to catch up on work. Daily feedback to the child regarding their progress is essential to help them move back to positive standing.



Inclusion Support & Behaviour Contracts

When low-level disruption becomes a pattern, we move to Inclusion Support:

- **Tracking:** All moves to the 5th arrow are logged on Bromcom as "Lost Time."
- **Inclusion Referral:** Triggered if a child reaches the 5th arrow 3 times in one week or shows sudden emotional changes.
- **Stage 1 & 2 Contracts:** Class teachers work with the Inclusion Team to set specific targets. These are monitored by Phase Leaders (N. Piper for Lower School; D. Armstrong for Upper School).
- **Review:** Reviews are logged on CPOMS. If a contract does not show improvement, it moves to SLT escalation.

SLT / Headteacher Involvement (High-Level Support)

The Headteacher or Deputy becomes directly involved when:

- Behaviour contracts are unsuccessful.
- Safety concerns escalate or physical harm occurs.
- Dysregulated behaviour becomes frequent.
- There is a pattern of serious incidents or suspensions.
- SLT Actions: May include formal parent meetings, Pastoral Support Plans (PSP), risk assessment updates, reduced timetables, or external agency involvement (e.g., Aspire, EPS).

Suspension & Governor Involvement

SLT considers suspension as a serious sanction when:

- A pupil causes physical harm to others.
- Serious verbal abuse or intentional damage occurs.
- Persistent refusal significantly impacts safety.
- Parents are informed and a reintegration meeting is held. All records are shared with Governors.



Anti-Bullying: We are a 'Telling' School

We define bullying as a persistent, systematic, and deliberate desire to hurt others (verbal, mental, or physical).

- **The 'Telling' Ethos:** Children are encouraged to tell a teacher, parent, or friend immediately.
- **Playground Leaders:** Student leaders encourage positive relationships, guiding games and ensuring no child is lonely or upset during playtimes.
- **Serious Treatment:** All incidents are treated seriously. The class teacher will investigate and follow the specific Anti-Bullying policy to support the victim and address the bully's behaviour.
- **Annual Support:** We participate in National Anti-Bullying Week to reinforce these values.

Inclusion and Escalation

For persistent or serious concerns, we use a graduated response:

- **Tracking:** Children reaching the 5th arrow are tracked on Bromcom to identify patterns.
- **Inclusion Referral:** Triggered if a child reaches the 5th arrow three times in a week or shows sudden emotional changes. We value individual differences. For pupils with SEND, alterations in how we respond to behaviour reflect their specific emotional needs, ensuring an equitable approach.
- **Partnership:** It is vitally important that parents are informed and involved when behaviour targets are agreed upon to establish a partnership of support.
- **High-Level Support:** The Headteacher or Deputy becomes involved for persistent failures of behaviour contracts, safety concerns, or if a multi-agency approach is required.
- **Safeguarding:** Serious incidents like bullying, racism, or harassment are reported immediately and logged on CPOMS.



Parental Partnership

Effective links between home and school are essential.

- **Formal Communication:** All concerns or individual parent responses must be sent via the Bromcom system, not personal staff emails.
- **Parent Evenings:** Specific SEND parent coffee mornings and evening reviews are held half-termly to share and review targets.

Ongoing Monitoring

- **Weekly:** Phase Leaders check class behaviour logs.
- **Weekly:** Inclusion Team reviews patterns and intervention impact.
- **Half Termly:** SLT analyses behaviour themes and high-need pupil data.

Playground & Community Behaviour

Positive relationships during playtimes are encouraged by our Playground Leaders.

These student leaders are trained to:

- Guide pupils when playing games.
- Look out for children who appear upset or lonely- (May be seated on our Buddy Bench)
- Ensure all children feel happy and included at playtimes.



Supporting Vulnerable Children and Children with SEND

Rawmarsh Rosehill Junior School is an inclusive environment. We acknowledge that a small minority of children may, for a variety of reasons, lack the maturity or self-discipline to consistently make the correct choices to control their own behaviour. This is particularly relevant for:

- Children with Special Educational Needs and Disabilities (SEND).
- Children are currently being assessed for an Education, Health and Care Plan (EHCP).
- Children in public care (Looked After Children).

Bespoke Behaviour Systems

For these children, standard rewards and the universal ARRIVE Arrows system may not be sufficient to support their needs or protect others. In these circumstances:

- **Individual Support Plans (PLPs):** Children will have their own bespoke behaviour system tailored to their specific triggers and developmental stage.
- **Staff Consistency:** These individual systems will be shared with all staff (including supply and non-teaching staff) to ensure a high level of consistency and predictability for the child.
- **Chill-Out Passes:** Pupils may be issued with a "Chill-Out Pass" to allow them to leave a high-pressure situation before reaching a point of crisis.



Safe Spaces and Regulation

To support self-regulation and emotional safety:

- **Classroom 'Safe' Areas:** Every classroom must have a designated 'Safe' or 'Calm' area. This is a non-punitive space where pupils can take time to regulate their emotions and make better choices.
- **De-escalation:** Staff use "Emotion Coaching" and "Thrive" techniques to validate the child's feelings before attempting to resolve the behaviour.

Partnership and Intervention

The school will make every effort to avoid exclusion through early intervention.

- **Home-School Partnership:** It is vitally important that parents are informed and involved when behaviour targets are agreed. This allows us to establish possible causes and form a supportive partnership.
- **Communication:** Regular communication with home and daily feedback to the child regarding their progress is essential for success.
- **Inclusion Team Oversight:** The Inclusion Team and Phase Leaders monitor these bespoke plans weekly to ensure they are effectively reducing dysregulation and supporting the child's access to the curriculum.



Legislation and Good Practice

This policy aligns with:

- **Keeping Children Safe in Education (KCSIE):** For reporting high-risk or safeguarding behaviours.
- **Equality Act 2010:** Ensuring adjustments are made for pupils with SEND or identified bespoke needs.
- **Relational Approaches:** Staff use "Emotion Coaching" and "Thrive" strategies to validate feelings before setting limits.
- **Exclusion:** The school will make every effort to avoid exclusion through early intervention and SLT involvement.

The ARRIVE Arrows

Managing Classroom Behaviour (All Staff)

The Arrows



This is the 1st arrow. This arrow is for completing an excellent/high quality piece of work or going above and beyond what would normally be expected for a particular child.
Achieve 5 dojos. Use Dojo skills of 'Reached 1st arrow'. This arrow runs throughout the day.



This is the 2nd arrow. This arrow is for producing a quality piece of work or, for example, giving a series of high quality contributions in class/group/pair discussions.
Achieve 3 dojos. Use Dojo skills of 'Reached 2nd arrow'. This arrow runs throughout the day.



All children on this arrow for the start of each session (not lesson).
Morning 1
Morning 2
Afternoon



This is the 4th arrow. Explanation of what this is used for is below.



This is the 5th arrow. Explanation of what this is used for is below.



11. Monitoring and Review

This policy will be reviewed on an annual basis, or sooner, if statutory guidance is released before the review date, which is January 2027. The review will be conducted by the Headteacher in collaboration with the Governing Body.

Signed by:

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____