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# Behaviour Policy

including

## Anti Bullying Policy

## &

## Suspension/Exclusion Policy

**Adopted on:** January 2024

**Review Date:** September 2024



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## **Scope**

This policy details the school responses to its statutory duties, under the [Equality Act, 2010](#), to safeguard all pupils and to support the needs of pupils with SEN and those of all vulnerable pupils.

This policy takes account of the guidelines within [‘Behaviour in Schools’, 2022, DfE](#) and is driven by the ‘Guiding principles of Behaviour’ established by the Rusper Primary Governing Body.

This policy is developed and led by the Headteacher in consultation with pupils and staff.

The effectiveness of this is overseen by the Governing Body.

This policy is for use by staff & parents.

This policy should be read in line with the following Rusper Primary School policies:

- **Safeguarding & Child Protection**
- **Managing Allegations of Abuse Against Staff**
- **SEND**
- **SEND Information**
- **Curriculum**

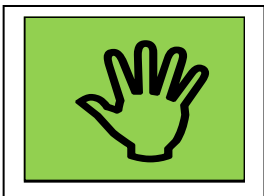
## **Purpose**

### Key Aims

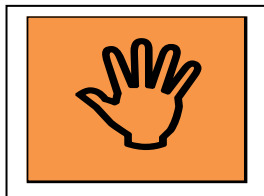
- ❖ **To develop and celebrate respectful behaviours in line with Rusper school values.**
- ❖ **To develop a positive attitude to learning, kindness and consideration for others.**
- ❖ **To regulate pupil conduct and secure an acceptable standard of pupil behaviour, including self-discipline and positive regard for authority**
- ❖ **To protect the safety, well-being and capacity to achieve of every pupil.**

### Principles

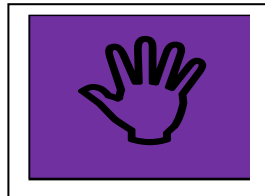
Positive behaviour management at Rusper Primary is underpinned by our school values



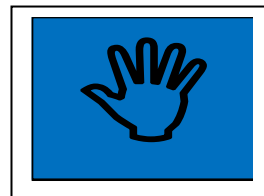
**Collaboration**



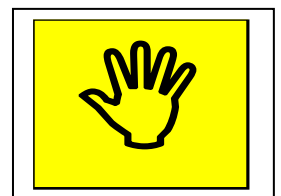
**Enthusiasm**



**Respect**



**Curiosity**



**Independence**



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The value of Respect is central; specifically **respect for rights**.

We believe that every individual in Rusper Primary (pupils and adults) has the right to...:

- **Learn without limitation**
- **Be safe**
- **Feel safe**
- **Be treated with kindness and dignity**
- **Have their own opinions and beliefs**
- **Be listened to by others**
- **Have access to shared resources in good condition**

## Whole School Approach

The Staff and Governing Body recognise that there may be instances of unsafe behaviour at RPS; however it is also understood that with the right intervention, disruption can be minimised and children can learn alternative, safer behaviours.

In establishing a positive and safe learning environment the following elements are necessary

- High standards and expectations for behaviour must exist in all aspects of school life
- High standards and expectations for behaviour must be consistently and fairly applied by all staff
- Specific responses to behaviours must be applied promptly and predictably with confidence and consistency by all staff
- Staff must take account of pupils with specific needs and apply appropriate interventions to help these pupils meet school behavioural expectations
- All staff should have bespoke training to meet the needs of the pupils in the school
- The response to behaviours must be communicated to parents in a way that builds trust and promotes positive relationships with school
- Our ethos and approach to behaviour should be easily apparent to any visitors to the school

## Roles within the school

School Leaders will

- Be highly visible at all points in the school day engaging with pupils, parents and staff in a way that promotes the behavioural expectations and culture at the school
- Ensure they check and regularly re-establish the understanding of behavioural expectations among existing staff
- Provide clear expectations to staff for their conduct in relation to the school's behaviour policy
- Ensure all new staff are inducted into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- Identify and provide access for staff to any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Training foci might include Positive handling, adaptations for pupils with SEND, engagement with external experts eg Educational Psychologists
- Ask pupils for their feedback about the behaviour culture, and ensure their voice feeds into evaluations of the school policy
- Ensure parents are informed regularly about the school's behaviour policy and their role in supporting the successful behaviour culture at school



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## School Staff will

- Uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed
- Communicate rules and behaviour expectations through daily dialogue and through direct teaching
- Keep parents informed about the behaviour of their children, including successes.
- Encourage parents to share in the successes of their children's behaviour

## Pupils will

- Be aware of school rules and behaviour expectations, the routines that support positive behaviour, the consequence processes and the supports that are available to them.
- Show that they understand their duty to follow the school rules and uphold the positive behaviour culture
- Talk to leaders about their experiences of the school behaviour culture and systems; and know that their voice will feed into Leader's evaluations of the behaviour policy

## Parents will

- Get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture
- Where appropriate, reinforce the school's behaviour policy at home
- Where necessary, raise concerns about the management of the school's behaviour policy

## **School Systems and Routines**

### Curriculum

In order to make positive behaviour more likely, pupils will be taught

- Which explicit behaviours are expected and which are prohibited.
- To understand the importance of kindness and respect
- To recognise their own emotions and understand the consequences of emotions and strategies for managing them
- To develop and practice using effective resilience behaviours, such as communication, motivation and 'growth mindset'
- To develop effective social relationships with peers and staff

### **Explicit Expectations for successful behaviours**

At the beginning of a school year, there will be discussion about school values and the principles of respecting the rights of others. These discussions use every day contexts that the pupils can relate to and language that is age-appropriate. For consistency, all staff members will set and reinforce behaviour expectations using language that relates to themes of being 'Ready, Respectful and Safe'.



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From these discussions, a class charter (rules) will be written. A classroom charter is an agreed set of expectations for positive behaviour. Classroom displays of Behaviour Charters will

- Be written in clear language and use visually striking symbols of school values (hands).
- Where appropriate, be written in positive language eg “We will listen when an adult is talking”.
- Where necessary, focus on specific prohibited behaviours eg “We will not say anything unkind about the way another person looks or behaves”
- Be referred to proactively by all staff working in the classroom when setting behaviour expectations at the beginning of a lesson or task.
- Be referred to reactively when a pupil’s behaviour does not meet expectations

Such charters should also be established for shared spaces. These will be co-produced School Council. Shared Space charters will be used in the same way as Class Behaviour Charters by all adults working in those areas.

Once behaviour charters are established, it is of crucial importance that pupils are constantly reminded of how to make their behaviour successful. Best practice is for pupils to be given explicit instructions about what the expected behaviours are and how they should adopt them before commencing any learning task or before a period of play. All staff will be expected to follow this approach.

### **Promoting Kindness and Respect**

These values are promoted through

- Daily dialogue between teachers, support staff and students
- The teaching of specific texts eg ‘How Full Is Your Bucket?’, which focuses on the positive link between acts of kindness and wellbeing
- Access to a wide selection of texts, selected for their themes promoting diversity and inclusion
- RSHE curriculum units that focus on teaching British Values
- Displays that promote kindness and respect
- Values based assemblies that include celebration of different cultures and minority groups
- Themed topics related to raising awareness and positive behaviours ie ‘Anti-Bullying Week’
- Celebration of positive pupil behaviours that uphold these values

### **Understanding and responding to emotions**

Human emotions and behaviours are understood through

- Daily dialogue between teachers, support staff and students naming emotions and reinforcing effective response strategies
- Specific units of work in our RSHE curriculum planned to teach emotional health and wellbeing progressively
- Use of ‘Zones of Regulation’ in targeted interventions. This is an approach that names and categorises emotions, according to corresponding levels of safe regulation / unsafe dysregulation
- Providing regular opportunities for pupils to talk about how they feel, naming emotions and their impact, including safe ways to talk about concerns with anonymity
- Guiding pupils to follow recommended general / personalised strategies for regulating emotions

### **Developing effective resilience behaviours**

Effective resilience behaviours will be developed through

- Daily dialogue between teachers, support staff and students naming effective resilience behaviours
- Specific units of work in our RSHE curriculum planned to teach emotional health and wellbeing progressively
- Naming and celebrating behaviours which demonstrate resilience
- Direct teaching of growth mind-set with reference to mistakes being doorways to learning and progress



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## Developing effective relationships

Pupils will have continuous access to

- Direct teaching of turn taking, sharing, peer encouragement and peer review from EYFS upwards
- Structured opportunities to talk / work in pairs and groups in every facet of learning from EYFS upwards
- Teaching and modelling of roles within a group eg allocation of responsibility, taking notes, feeding back
- Modelling of rules for successful play eg establishing and agreeing rules for game play and allocation of roles / turn taking in the game
- Teaching and modelling of conflict resolution between individuals and groups whenever the need arises or as part of a specific intervention

## Positive Reinforcement

Positive reinforcement is important and necessary to achieve and normalise the whole-school culture of positive behaviour. When behaviour expectations are met they will be positively reinforced through the following systems

- Daily dialogue between teachers / support staff and pupils “catching” and acknowledging successful behaviours. Best practice also involves regular positive feedback to parents at end-of-day collection.
- Displays of classroom behaviour charters will be referred to in continuous behaviour management
- All pupils are given Rusper points for any demonstration of school values, positive learning behaviours, and for specific progress toward behavioural targets. Rusper points are recorded through two systems
  - YR: Marbles in the Jar
  - Y1-Y6: Using ‘Class Dojo’Records of points accumulated over the term are kept, and an award card is presented at the end of term to reflect the specific standard achieved (Bronze, Silver, Gold, Platinum)
- ‘Star Of The Day’ - In all classes, a child is chosen to be ‘Star of the Day’ in recognition of extraordinary positive behaviour / attitudes. Each day, the selected pupils has a message sent to parents via Teams. All ‘Stars’ receive certificates in Friday celebration assembly.
- In special cases of positive behaviour, ‘Headteacher’s Awards’ are given at the Headteacher’s discretion.

## Sanctions

Sanctions are important and necessary to achieve and normalise the whole-school culture of positive behaviour. When behaviour expectations are not met, sanctions will be applied according to the severity and frequency/pattern of unacceptable / unsafe behaviour.

Rusper primary will not tolerate any behaviour which disregards the integrity, wellbeing and safety of any other pupil or any staff member or other adult stakeholder.

In the event of unacceptable behaviour, staff at Rusper Primary will act promptly and decisively in such a way as to assert behavioural expectations and build the confidence of any victim and the broader school community.

The following sanctions and interventions are used at Rusper Primary in response to unacceptable behaviours



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- **Verbal Identification** of unacceptable behaviour, re-affirming positive behaviours and stating expectations. Where possible, these should be done quietly between adult and child modelling respect for the child's feelings. Where appropriate, a verbal reminder will be given before sanctions progress.
- **Loss of opportunity** eg staying in at break to complete work satisfactorily; exclusion from a particular game, space or event in order for consequence reflection; removal of responsibility.
- **Consequence reflection** should initially be internal for the pupil followed by a directed dialogue between staff member and pupil. This dialogue should aim for the pupil to acknowledge the impact of their behaviour and identify way to improve behaviour in future.
- **Internal Suspension**

Internal suspension is the removal of a pupil from a specific location or activity within the school following repeated breaches of behavioural expectations. These usually take the form of either

- Removal from class during a learning session following repeated learning disruption or unsafe behaviour
- Removal from a playtime or specific play activity following unsafe play or serious breaches of behaviour expectations

Decisions to internally suspend a pupil can be made by the class teacher alone or in conjunction with a senior staff member.

- **External Suspension & Permanent Exclusion**

Suspension is a temporary period of absence enforced by the school on a pupil following a serious breach of behaviour expectations.

Permanent Exclusion is a permanent removal from the school role of a pupil enforced by the school, usually following repeated serious breaches of behaviour expectations and following a failure of all avenues of intervention support by the school.

RPS follows the guidance set out in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, September 2023

It is the expectation of Rusper Primary School that children are not suspended or excluded as a reaction to a single situation or incident. It is important that staff, parents and pupils have the opportunity to reflect on the situation, its build up and its consequences in order ensure an appropriate considered professional response.

Decisions to suspend/exclude should not be made in haste. In making a decision, the Headteacher will consider all facts and consult all relevant members of staff and if possible the pupil as well as considering the appropriateness of any alternative to exclusion before making the decision.

Suspensions are used as a last resort and are always as short as possible.

Once a decision to suspend has been taken, the following steps will be followed.

- The school will inform parents in writing of the suspension. The letter will include the reasons for the suspension, the legal responsibilities of the parents during the suspension and a date for reintegration interview will be arranged.
- Work will be set for the pupil. The amount of work set will be sufficient to ensure continuity of learning progress in reading writing and maths for the duration of the suspension. This is the responsibility of the class teacher. Work will either be available digitally or sent home in home in hard copy.
- Upon completion of the suspension, the pupil and the parents will attend a meeting with the headteacher to ensure the child is ready for safe transition back into school. This meeting will involve
  - a dialogue between all parties on the impact of the behaviour that led to the suspension
  - an agreement about carrying out any required restorative actions
  - an agreement about the setting up / continuation of a behaviour plan + risk assessment; including target review and re-set.
  - an agreement of behavioural expectations moving forward
  - an agreement of any continued sanctions eg playtime exclusion



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## Identifying Unacceptable Behaviours and Application of sanctions/ actions

Pupil voice tells us consistently that before sanctions can be applied, all staff responding to a behaviour incident should take the time to ask children careful questions and listen to what they say about the event details and the circumstances leading up to it. If in doubt, staff should seek information from witnesses to help establish facts. Before deciding on any course of action, staff should be satisfied that they have all the detail and evidence required to ensure the balance of responsibility is applied fairly to all children involved.

The following table shows typical sequences of actions/sanctions that may be applied for some types of unacceptable behaviour.

<p>Disrespect towards adults in school.</p> <ul style="list-style-type: none"> <li>➤ Not following instructions</li> <li>➤ Inappropriate comments towards an adult</li> <li>➤ Use of offensive language towards an adult</li> <li>➤ Physical intimidation or threat towards an adult</li> </ul>	<p>Sanctions require adult judgement - dependent on severity or frequency of disrespect will determine sanction</p> <p>Loss of opportunity (eg break time) to complete work satisfactorily</p> <p>Meeting between teacher, parents and child (where appropriate)</p> <p>Consequence reflection &amp; agreed behaviour expectation targets</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Internal /External Suspension</p> <p>Meeting between Headteacher/SENCO, parents and child (where appropriate)</p> <p style="text-align: center;">Behaviour Plan</p>
<p>Isolated Learning Disruption</p>	<p>Verbal Identification of positive behaviours &amp; state expectations</p> <p>Loss of opportunity (eg break time) to complete work satisfactorily</p> <p style="text-align: center;">Consequence reflection</p>
<p>Repetitive Learning Disruption</p>	<p>Loss of opportunity (eg break time) to complete work satisfactorily</p> <p>Meeting between teacher, parents and child (where appropriate)</p> <p>Consequence reflection &amp; agreed behaviour expectation targets</p>
<p>Persistent Learning Disruption</p>	<p style="text-align: center;">Internal Suspension to complete work satisfactorily</p> <p>Meeting between Headteacher/SENCO, parents and child (where appropriate)</p> <p style="text-align: center;">Behaviour Plan</p> <p>If intervention support fails:</p>





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	Internal / External Suspension
Damage to Property	<p>Loss of opportunity (eg break time) to complete consequence reflection</p> <p>Meeting between Headteacher, parents and child (where appropriate)</p> <p>Restorative Action</p> <p>Behaviour Plan</p> <p>Depended on the severity of the incident or if intervention support fails:</p> <p>Internal / External Suspension</p>
Derogatory Language	<p>Loss of opportunity (eg break time) to complete consequence reflection</p> <p>Meeting between teacher, parents and child (where appropriate)</p> <p>Restorative Action</p> <p>Behaviour Plan</p> <p>If intervention support fails:</p> <p>Internal / External Suspension</p>

This table is a guide, but it is neither an exhaustive list of sanctions nor is it a required series of steps that should be followed in a prescribed way each time. All behaviour incidents will be dealt with on an individual basis with careful consideration from the staff involved of what sanction is likely to best bring about the desired behaviour in the child.

**Please see Appendix 2 for model Notification of Suspension**

## Safeguarding

Where a pupil behaviour causes a Safeguarding concern ie that the behaviour indicates a pupil is suffering or likely to suffer harm, it is the school's duty to follow all required safeguarding steps as specified in '[Keeping Children Safe In Education 2023](#)' and the '[RPS Safeguarding and Child Protection Policy](#)'.

Where a referral leads to an external intervention to support the family eg

- Early Help family support
- Early Help Plan
- Child In Need plan
- Child Protection Plan

Rusper Primary will ensure any targeted behaviour interventions for the child are aligned with the family support intervention and that all school reporting feeds into the ongoing family assessment with the ultimate aim of improved outcomes for the child.



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## Child on Child Abuse

'[Keeping Children Safe In Education 2023](#)' makes clear that all forms of child on child abuse are safeguarding concerns; and should be dealt with in line with school safeguarding procedures.

Child on Child abuse is any behaviour from one child or a group of children that leads to the risk of harm or actual harm to another child.

Whether the behaviour be identified as intentional/targeted or intentional, any harmful behaviour will be met with zero tolerance and proportionately serious consequences.

### Physical Abuse / Aggression

Any act which leads to direct physical harm of another child or an adult; or psychological harm via threat or intimidation of another child. Whether identified as intentional or unintentional, all aggressive behaviour will result in the following actions in 1-4; and subsequently action 5-6 as determine by the severity of the incident.

1. Immediate de-escalation
2. Co-ordinated victim support
3. Internal Suspension for perpetrator
4. Meeting between Headteacher, parents and child (where appropriate)
5. Further internal or external suspension
6. Establishment of clear expectations or a Behaviour Plan

### Bullying

Any series of repeated actions intended to cause physical or psychological harm to another child.

Bullying can be driven by

- friendship / relationship insecurity
- prejudice toward physical appearance, religious or cultural difference, personal identification and choice

Bullying takes the form of active discrimination via

- physical abuse ie violence
- psychological abuse ie verbal taunting, isolation, threat, humiliation

Bullying can take place in person or online.

Bullying behaviours can be identified by

- victim disclosure
- peer disclosure (whistle blowing)
- parental concern
- staff identification

Once bullying behaviours have been identified, they must be stopped via co-ordinated actions. These include the prompt application of support to the victim/s; and the application of sanctions and supports to the perpetrator.



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The victim will be supported by

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include:
  1. working and speaking with staff, offering wellbeing support intervention, engaging with parents and carers.
  2. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through **Early Help** or **Specialist Children's Services**, or support through the **Children and Adolescent Mental Health Service (CAMHS)**.

RPS will seek to change the behaviour of the 'bully' by following these steps

1. Discussion to establish details and responsibility
2. Co-ordinated victim support
3. Internal Suspension for perpetrator
4. Meeting between Headteacher, parents and child (where appropriate)
5. Further internal or external suspension
6. Establishment of a time-bound Behaviour Plan
7. Wellbeing support leading to restorative action

➤ **Harmful Sexual Behaviour**

All behaviours that fall under the following sub-categories and definitions will not be tolerated at Rusper Primary

- **Sexual Violence** - such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **Sexual Harassment** - such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- **Non-consensual sexual activity** - such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **Nude / semi-nude image sharing** – either consensual or non-consensual 'youth produced' sexual imagery; also known as 'Sexting'



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- **Upskirting** - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

All incidents will be responded to as follows

1. Co-ordinated victim support
2. Rapid identification of facts via victim and witness testimonies
3. Internal suspension for perpetrator
4. Parents of victim and perpetrator notified with clear statements of next step actions
5. Referral to Local Authority Safeguarding services
6. Further internal or external suspension
7. Establishment of a risk assessment for perpetrator + time-bound Behaviour Plan
8. Wellbeing support leading to restorative action

- **Initiation/'Hazing'**

Refers to any activity expected of someone in joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate.

All incidents will be responded to as follows

1. Co-ordinated victim support
2. Rapid identification of facts via victim and witness testimonies
3. Internal suspension for perpetrator
4. Parents of victim and perpetrator notified with clear statements of next step actions
5. Referral to Local Authority Safeguarding services
6. Further internal or external suspension
7. Establishment of a risk assessment for perpetrator + time-bound Behaviour Plan
8. Wellbeing support leading to restorative action



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## Banned and Controlled Items

The following items are banned in school.

- any/all bladed objects
- aerosols (deodorants etc)
- lighters

If any such items are discovered in school, staff will have the right to confiscate them until such time as they can be handed back to the child's parents/carers with an instruction that the item is banned and not to be brought into school in any circumstance.

In addition, it is part of [School Uniform Policy](#) that make up and jewellery are not worn to school. Parents will be informed and requested to support school policy if a child ignores this requirement.

The following items are controlled in school.

- Earrings
- Skin remedies eg lip salve, hand cream
- Cough/throat sweets
- Mobile phones
- Toys from home
- Trading Cards

Each of these items have their own controls to regulate the way they are used in school.

Earrings are banned under school uniform policy with the exception of recently pierced ears. In this case studs are permitted to be worn for an agreed fixed period while the hole heals. In this case it is expected that parents cover the studs with white tape during school hours.

Lip salve / hand cream / throat sweets are all banned unless a parent signs a 'medicines form' to say the remedy has been prescribed. Please see our school [Managing Medicines Policy](#).

Mobile phones are allowed to be brought to school for pupils who are travelling home independently (eg school bus or walking home) or going to a friend's house after school. Pupils bringing a phone to school are expected to hand in their phone to the school office when they arrive. Pupils are not permitted to keep their phones in their school bag or about their person during school hours.

Toys are not allowed to be brought into school for any reason other than for 'Show and Tell' type sessions.

Trading Cards can create positive shared play opportunities and strongly develop 'reading for purpose' skills within the pupils. However, they can also be linked to negative behaviours eg disagreements, jealousies and insecurities between pupils. RPS will monitor the development of Trading Cards trends, and the way the cards are used; and will ultimately ban cards if they negative impacts become too frequent/strong.

## Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of



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physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

With reference to '[Use of Reasonable Force In Schools](#)', Reasonable Force is defined as the *minimum* degree of force necessary for the *shortest period of time* to prevent a pupil harming him/herself, other pupils or property, or is behaving in way that compromises good order and discipline. Scenarios that provide examples of this are

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to comply with an adults' request to leave a classroom/playground;
- A pupil is behaving in a way that is seriously disrupting a lesson.

The scale and nature of any physical intervention must be *proportionate* to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. Physical intervention is a form of contact between staff member and pupil that is best understood as guided support.

In the first instance, RPS staff are expected to follow the pupil's SEN profile and/or their Behaviour Plan/Risk Assessment to manage any incidents of challenging behaviour.

If this is unsuccessful, and the risks posed by a behavioural situation continue to escalate, then staff would be expected to employ other Team Teach techniques for positive handling that they have been trained to use. (See section on Staff Induction & Support for information on training)

A member of staff who has not been trained in team teach techniques, may make the professional judgement that it is *absolutely necessary* to physically intervene to maintain the safety of one or more children or members of staff. If a member of staff makes such a judgement they must comply with the points above, i.e. that they can restrain a child in a *reasonable* manner that is *proportionate* to the nature of the incident for the *minimum possible time*. They should take sensible steps to seek the support of a senior colleague as soon as safely possible.

The health and Safety of all parties should be considered carefully when using reasonable force.

- **Child**  
Whilst physical restraint techniques are intended to reduce risk, there is always a risk that injuries such as bruising or scratching may occur during a physical restraint. Should such an incident occur the first priority would be to provide first aid to the child if required. Such injuries would not necessarily be seen as a failure of professional technique, but rather a rare and regrettable side effect of ensuring that a child stays safe. Any such injury would be reported immediately as part of the incident report. Parents / carers would be informed.
- **Staff**  
Through the provision of Team Teach training, the risk of harm towards staff is reduced, but it is possible for some injury to be received. All such occurrences should be reported on the Incident Report on CPOMs and on the West Sussex Staff accident report form.



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## Incident Reporting

It is important that all staff keep a record of behaviour incidents for the following purposes

- Behaviour records help to provide accurate detail for 2<sup>nd</sup> hand reporting to parents
- Behaviour records help school leaders to review incidents
- Behaviour records support the adaptation of school rules and provision for health and safety reasons and/or safeguarding reasons to benefit all pupils
- Behaviour records support the development of an individual pupil profile, and in turn support the adaptation of specific provision to meet an individual child's needs.

All school behaviour records are stored in a GDPR compliant manner. They are stored securely and access to these records is restricted to school Designated Safeguarding leads. Our current DSLs are

Mr Avey:	Headteacher and Designated safeguarding lead
Mr Snook:	Senior teacher and Deputy Designated Safeguarding lead
Mrs Matthews:	SENCO and Deputy Designated Safeguarding lead
Mrs Caplin:	Wellbeing Lead and Deputy Designated Safeguarding lead

Where behaviour is an isolated incident, non-typical or low-level in terms of impact or risk. The behaviour incident will be recorded by staff on our school management of Information system: **BromCom**.

### **Please see Appendix 3 for blank BromCom Behaviour Report**

Where behaviour incidents are more serious or form a safeguarding concern, incidents will be reported on our school safeguarding system: **CPOMs**

### **Please see Appendix for blank CPOMS Behaviour Report**

The reporting of an incident which requires physical intervention will be done in the **Bound and Numbered Book**. This recording system allows for written records of physical restraint to be kept and stored in school for years. Details of how to complete the form can be found within the book itself. The book is stored securely in the Headteacher's Office.

All reports contain objective factual information only. All staff are trained in how to complete behaviour reports following agreed protocols and with an understanding of appropriate content and non-judgemental language

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## Restorative Actions

Following a breach of behaviour of expectations it is important that pupils are supported to regulate their behaviour and subsequently be encouraged to reflect on the consequences of their actions, take responsibility for them and take subsequent appropriate restorative steps.

Regulation strategies might involve the child taking a 'Time Out' in a chosen calm place and doing a mindful activity such as drawing, threading or use tactile toys.

Once regulated, the child can undertake restorative activities such as

- Completing work to a satisfactory level
- Apologising to someone who may have been negatively impacted by the chosen behaviour
- Working to clean, remove, restore any damage

Restorative actions should be modelled through dialogue between adults and pupils consistently. For example it will always be an expectation that work should be completed to a satisfactory level based on the child's ability; or that the perpetrator of harmful behaviour should apologise to the victim.

## Pupil Support

A fundamental element of RPS positive behaviour management is that it is based upon the concept that all pupil behaviour has meaning and is a form of communication from the child. Selecting effective interventions and strategies for developing positive behaviours will depend on how staff understand what a child's behaviour is saying about their own needs and/or social and emotional experiences.

In general, we are guided by the principles

- that we must accept all emotions as natural responses to circumstances
- that we help children to understand and manage their own emotional responses
- that we promote and encourage positive emotions which lead to positive behaviours

In addition to our curriculum content and teaching approaches, there are specific interventions which we use to support pupils achieve positive behaviour outcomes.

### ➤ **Parent Meeting**

This a discussion between school and parental representatives about behaviour. These discussions focus on identifying the behavioural concern of the pupil and agreeing interventions and strategies for improving the behaviour of the pupil. Such discussions should be held between class teacher and parents in the first instance and subsequently escalated to be between Headteacher and parents as determined by frequency or seriousness of behavioural concern.

### ➤ **Behaviour Plan**

The Behaviour plan is informed by professional consultation between school leaders (Headteacher, SENCO, Designated Safeguarding leads, Wellbeing Lead) and external professionals (Learning Behaviour Advisory Service, educational psychologist, school nurse etc).

The behaviour plan is built around a positive target for the pupil to focus on and strategies to achieve the target. This can be incentivised, but will also include positive scripts to facilitate parents and teachers creating consistent feedback for the child. During the time the plan is live, there must be daily communication/feedback between school and home re the child's behaviour. Communication can take place face to face, but is best supported with written evidence via digital platforms or a Home-School book. The plan will be reviewed every two weeks. If the child has achieved the target and it is felt the





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plan is no longer required, it will be stopped. If more work is required the target will be adapted and re-set for another two week period.

## Supporting Pupils with SEND

We recognise that if we are to be successful in achieving consistently positive behaviours for all pupils, we need to ensure all pupils feel like they belong and can succeed. Thus we need to make our behaviour policy accessible for pupils with specific needs. Both the [Equality Act 2010](#) and the [Children and Families Act 2014](#) outline a school's duty to make reasonable adjustments to routines and expectations as required.

As outlined in our '[RPS SEND Policy](#)' and '[RPS SEND Information Policy](#)', we use the graduated approach of 'Assess, Plan, Do & Review' to make reasonable adaptations to all elements of our practice to ensure accessibility for individual pupils with specific needs.

If a child has an Education & Health Care Plan, the school will work directly with the family and the local authority to ensure our provision meets pupil needs and achieves progress towards specific targets.

Where a pupil has an identified SEND need, typically a Social, Emotional, Mental Health need, which makes certain unacceptable behaviours more likely a behavioural risk assessment or 'Behaviour Plan' is recommended to support staff in identifying and managing triggered behaviours. In addition to identifying behavioural triggers, the risk assessment should specify strategies which help the pupil to regulate their behaviour as required. Strategies regularly used include

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

**See Appendix 1 for a blank Behaviour Risk Assessment**

## Wellbeing Interventions

Rusper Primary places great importance of supporting the positive development of pupil's wellbeing. Where a child's behaviour isn't meeting standard expectations due to an identified SEMH need, a referral can be made to the school's wellbeing lead for a targeted intervention. The following elements of behaviour support are offered in response to referrals

- Understanding emotions and strategic responses to negative emotions
- Support with low self esteem
- Conflict resolution
- Managing friendships
- Empathy
- Managing anger

## Reduced Timetable



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In exceptional cases, Rusper Primary leaders will consider the benefits of reducing pupil access to school via a reduced timetable. Scenarios where a reduced timetable might be applied are following a suspension, following a trauma, following a prolonged illness.

The key acknowledged potential benefits are successful re-integration through the reduction of cognitive load, emotional stress and risk.

In the event of a reduced timetable being recommended for a pupil, RPS will always

- Consult with and seek consent from parents
- Ensure the reduced timetable optimises learning and success
- Ensure the reduced timetable is time-limited and targeted
- Ensure the reduced timetable is progressively increased to ultimately achieve full time attendance for the pupil.

## Pupil Transition

RPS acknowledges that pupils need support at times of transition. With regard to its policy, activities designed to support pupil transition should include activities which explain behavioural expectations and agree rules.

New pupils entering the school in Reception are encouraged to visit to begin familiarisation with the setting and the YR staff. This begins with 'Stay and Play' sessions during the Summer Term before their start date. In September, the new term begins with a week-long part-time schedule of school attendance, plus individual home visits by YR staff. These sessions include opportunities to do the ground work for helping pupils understand acceptable behaviours in school.

At the end of every year in Years 1-5, there is a program of PSHE lessons that help pupils understand and talk about the changes ahead. This is embellished with sessions where pupils spend time in their new class with their new staff members. Such sessions always include discussions around classroom expectations which lead to the formation of a classroom charter of rules.

The program of transition from Y6 to Y7 is undertaken in liaison with the feeder Secondary schools. The schools issue communications to school and the families themselves. Pupils' have the opportunity to attend 'Open Day' visits and talks. Again, such events provide the opportunity to discuss new sets of behaviour expectations and rules.

## **Staff Induction, Training & Support**

All staff recruitment requires a process of checking staff competence with behaviour management techniques and strategies. This includes behaviour management related questions in reference requests and at interview.

As part of our induction processes all staff at Rusper are required to read and comply with our Behaviour Policy and all related policies (as specified at the beginning of this policy).

All staff receive annual safeguarding training, which systematically includes all the following elements related behaviour management

- Updates in guidance related to child on child abuse via [Keeping Children Safe In Education](#)
- A review of current behaviour management protocols in school via a review of the school Behaviour Policy. Aiming for consistency of approach across the school.
- A review of record keeping and communication protocols aiming for consistency of approach across the school. This includes ensuring all staff have clarity as to the hierarchy of responsibility within school staff.



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All staff are required to undertake Level 1 Team Teach training once every three years. This training prepares staff to understand

- Relevant elements of child development and psychology and their impact on child behaviours eg ['attachment theory'](#)
- Types of de-escalation strategies and their importance in managing behavioural incidents
- Safe positive handling techniques

Annual appraisal reviews for individual staff members identify areas of specific training and development priorities. This may include training related to behaviour management.

All Designated Safeguarding Leads are required to update their training in relation to all elements of safeguarding every two years.



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## Appendix 1 Behaviour Risk Assessment

School:

Pupil:

Class Teacher:

L.S.A:

### Assessment of Risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

### Proactive Interventions to Manage Risk:

Signs	Interventions
	<p><b>Things to avoid:</b></p>

### Early Interventions to Manage Risk

Signs	Interventions
Stage 1	
Stage 2	

### Reactive Interventions to Respond to Adverse Outcomes

Signs	Interventions



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**Stage 3**

**Positive Handling Techniques**

Single Elbow

Double Elbow – one person

Double Elbow – two people

T-Wrap

Small Child Escort

Response to Deadweight

Take to Chairs

Other

**Stages 4 and 5 Recovery and Depression**

**Stage 6 Follow-Up**

For staff



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**For pupil**

**Communication of Behaviour Management Plan and School Risk Management Strategy**

Plans and strategies shared with:	Communication Method:	Date Actioned:

**Staff Training Issues**

Identified Training Needs	Training provided to meet needs	Date training completed:



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## Appendix 2 Blank Notice of Suspension

Date:

Dear

**RE:** \_\_\_\_\_ **dob:** \_\_\_\_\_

I am writing to inform you of my decision to exclude \_\_\_\_\_ for a fixed period \_\_\_\_\_. This means that he will not be allowed in school for this period. This exclusion begins on \_\_\_\_\_ and ends on \_\_\_\_\_

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude \_\_\_\_\_ has not been taken lightly. \_\_\_\_\_ has been excluded for this fixed period \_\_\_\_\_ because \_\_\_\_\_

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on \_\_\_\_\_ unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for \_\_\_\_\_ to be completed on the days specified in the previous paragraph as school days during the period of his exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing board. \_\_\_\_\_ also has the right to be involved in this process. If you wish to make representations please contact \_\_\_\_\_ at \_\_\_\_\_ as soon as possible. Whilst the governing board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the First Tier Tribunal, or a County Court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

[www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

You and \_\_\_\_\_ are requested to attend a reintegration meeting with me at school – Head's office on \_\_\_\_\_. If this is not convenient, please contact the school to arrange a suitable alternative date and time.

You have the right to see and have a copy of your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's



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school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the Coram Children's Legal Centre, who can provide legal information and representation on issues of the law relating to children and young people. They can be contacted on 0345 345 4345 or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com). The advice line is open from 8.00am to 8.00pm Monday to Friday.

**Links to local/relevant services: West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS) 033022 22111, West Sussex SEND Information, Advice and Support Service (SEND IAS ) 033022 28555 or [[sendias@westsussex.gov.uk](mailto:sendias@westsussex.gov.uk)], the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk)) or Independent Parental Special Education Advice ([www.ipsea.org.uk](http://www.ipsea.org.uk))**

A copy of the statutory guidance on exclusions from the Department for Education is available at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

You may wish to contact Pupil Entitlement: Fair Access, West Sussex County Council, Centenary House, Durrington Lane, Worthing, West Sussex, BN13 2QB, Tel. 033022 28543 / 033022 27845, who can provide advice.

\_\_\_\_\_ exclusion expires on 4<sup>th</sup> April and we expect \_\_\_\_\_ to be back in school on \_\_\_\_\_.

Yours sincerely













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## Appendix 3 Bromcom - Low Level Behaviour Report format

### Behaviour Entry

Date*	18/01/2024 11:55:41  	Event Type	Select an Event Type... 
Event*	Select an Event... 	Score	<input type="text"/>
Comments	<input type="text"/>	Internal Comments:	<input type="text"/>
Outcome	8 Merit Letter (8M) Actions Agreed (AA) Additional Internal Support (ADDI) Bronze Certificate (BC) Certificate (CERT)	Classification	<input type="text"/>
Group	Select a Group... 	Location	Select a Location... 
Owner*	Avey, Nick 	Witness	Avey, Nick 
Affected Students	Select Students...	Affected Staff	Select Staff...
Referee(s)	<input type="text"/>		



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## Appendix 4 CPOMS – Serious Behaviour Behaviour Report format



Incident

Categories

- Attendance  Bullying  Cause for Concern  Child Protection  DSL  Emotional Behaviours  Friendship  Online Safety  Parent Conversation  Pastoral  Physical Behaviour  Prejudice  SEND  
 Sexual Behaviours

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Maps



Date/Time

18/01/2024 12:09

Status

Active

Assign to

Begin typing a staff member's name

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

DSL group

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner



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