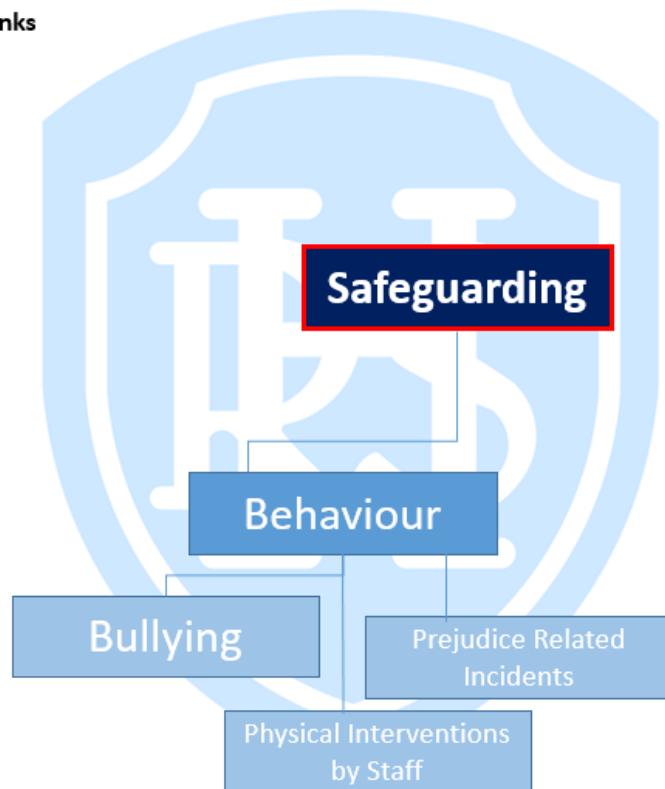


BEHAVIOUR POLICY

(Including Bullying, Racial Incident Reporting & Use of Physical Intervention)

RHPS Policy Links



QUICK LINKS

- [Behaviour Policy](#)
- [Bullying Policy](#)
- [Prejudice Related Incidents](#)
- [Physical Intervention](#)
- [Appendix](#)

Policy Links to our KEY SKILLS:

BEHAVIOUR POLICY

KEY SKILL	How this policy / approach will enable children to develop these skills...
Independent	Children are able to see the stages of the behaviour chart and there is an opportunity for pupils to make a choice independently about whether they take themselves for a time out.
Adaptable	This policy enables children to develop their adaptability skills. The skills surrounding the time out / 'time to think' part of the policy are skills that we hope children apply to other aspects of their lives.
Resilient	Our policy is about building resilience. Encouraging children to accept their mistakes and acknowledge things cannot always be perfect.
Organised	The attitude to learning gradings encourage organisation.
Reflective	Our new policy allows for plenty of reflection time. Pupils are encouraged to reflect on their behaviour through the 'Time To Think Sheet'. Playtime reflection with an adult is not a punishment, it is a chance to reflect on what went wrong and would they could have done differently.
Ready to learn	Children are rewarded for improving their 'readiness to learn'. The attitude to learning grading system allows pupils to consider their learning against the 10 point scale.
Dedicated & Motivated	The attitude to learning assemblies encourage pupils to be dedicated as the challenge of receiving all 10 of the skills certificates has been set and made explicit. Pupils will need to be dedicated to continue to apply themselves to meet the challenge.
Resourceful	Our restorative justice approach allows children to work how an issue can be resolved.
Inquisitive	

Rushmere Hall Primary School

Behaviour for Learning Policy

Review of the policy

The Behaviour and Discipline Policy will be reviewed annually.

Date of implementation: November 2016

Date of review: November 2017

Vision for Behaviour

Why do we have a policy?

Within our school we believe that a child's background or place of birth should not limit the opportunities they have in education and in life. We believe that all our staff and parents must have high aspirations for all of our pupils. We believe that they are all capable of achieving excellence if we show them the steps. We believe that for this to happen all of our staff need to be knowledgeable and enthusiastic adults.

Positive behaviour management is crucial to a pupil's social, emotional and educational development. Desirable behaviour is more likely to be achieved when all persons concerned with a pupil's development have an agreed, consistent and positive approach.

We believe that pupils who enter our school without good social and life skills need to be helped and encouraged to acquire them. All staff have expectations that ALL pupils will attain these skills and – with support, direction and modelling – come to understand how these skills are vital in their school life. We believe that the ability to self-regulate behaviour is a vital skill that our pupils need to develop rapidly if they are to break out of a cycle of deprivation and become successful adults and learners.

Rushmere Hall Primary School recognises the clear links between the ethos created in school, the teaching and learning of pupils, and the behaviour of the pupils in our care. As a result of this we actively seek to work in conjunction with pupils, parents the LA and other professional partners, to develop appropriate behaviour in school.

Rushmere Hall does have a very clear expectation of the behaviour that it expects from its pupils. Pupils will not get a pat on the back for being sensible, kind and hardworking... that is the minimum expectation!

This message is shared with the children at the start of every academic year and they are reminded throughout.

At Rushmere Hall, you are **SENSIBLE, HARDWORKING and KIND always** because that is what is expected. No ifs, buts or maybes!

This is what we expect!

How does the policy help?

- it supports the continuous development of a positive ethos within in which all members of the school feel secure and are treated with fairness and consistency
- it promotes good behaviour, self-discipline and respect;
- it provides staff with clear guidance and advice so that:
 - bullying is prevented
 - pupils complete work that has been assigned

What will the outcomes be?

- all staff acting consistently and having high expectations for all pupils;
- outstanding behaviour for learning with incidences of low-level disruption in lessons being extremely rare;
- pupils' pride in their school is shown by their excellent conduct, manners and punctuality a reduction in incidents of unacceptable behaviour;
- all groups of pupils are safe and feel safe in school.
- all pupils are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety;
- pupils recognise that appropriate behaviour and self-regulation is a life skill and not just a school expectation;
- pupils understand and accept responsibility for, and impact of, actions and words;
- to enable each child to develop skills for life so they become increasingly independent in their learning, personally and socially
- a reduction in exclusions will be achieved.

Adult responsibilities:

- to have high expectations of all pupils recognise and give specific praise when pupils are getting it right;
- model positive behaviour and build relationships by being polite and courteous using appropriate greetings to pupils at different times of the day;
- plan lessons which engage, challenge and meet the needs of all students;
- ensure praise outweighs the negative;
- be calm and give 'take-up-time' before going through the steps, prevent before sanctions;
- follow up every time, retain ownership and engaging in reflective dialogue with students.

Behaviour Principles

- Behaviour is a form of communication. There is often an underlying reason for a pupil who
 - displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and
 - seek to put strategies in place to support pupils.
- The emphasis is on belonging to the school community
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour is learned and therefore amenable to change.

- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

Building Learning Power

At Rushmere Hall Primary School we believe that it is our role to develop a habit of lifelong learning within our pupils. In order to achieve this teaching must work to strengthen our 'Attitude to Learning' skills.

The Attitude to learning scale focuses on 10 key learning attributes:



Each week in the Learning Assembly, pupils are recognised for displaying these skills across the weeks. During the assemblies, children are reminded what each of the key skills are and how they can work towards them. The aim is to constantly expose children to the learning skills and traits that are important and discuss how we can work towards them rather than focusing on the elements they are not doing. The additional bonus with focusing on learning skills means that it is not based on outcomes (e.g. the neatest handwriting). ALL pupils in the school have the opportunity of achieving these.

As part of the Attitude to Learning, the school promotes that all pupils should at least be working at a level 6. The highest score that can be achieved is a 9.

Year R to Year 3

9	I can work really well by myself and in a group. I always want to work hard, not just for my teacher but for myself. If I find stuff hard or I make mistakes, I know its okay because I'm learning and I will make me stronger. I look at my work and always look for ways to improve. My work can be outstanding . I am always ready to learn .
6	I complete work that my teacher gives me. I normally ask for help when I need it. I do make some choices by myself. I am a hard working pupil. I can make mistakes and not get upset. I know I'm learning.

Year 4 to Year 6

9	I am very organised and resourceful . I am an independent learner . I use reasoning tools effectively. I am very motivated and resilient . I reflect on my learning and readily adapt to improve weakness . My work can be outstanding . I am always ready to learn .
6	I complete work to match my ability. I generally ask for help when I need it. I show some initiative. I am a hard working pupil. I show some resilience and responsibility.

Promoting Positive Behaviour – PRIDE RULES

All children are made aware of the school's Pride Rules. They are displayed in every classroom and around school. These are:



Personal responsibility means

- Keeping safe, by following instructions - **sensible**
- Always moving safely in school
- Keeping your uniform tidy and wearing it with pride

Respect means

- Being polite to all staff & helpers
- Listening to all staff and other children, when they have been asked to speak
- Being silent in assembly, unless asked to speak

Independence means

- Knowing the rules and not having to always be reminded
- Looking after your possessions and those that belong to the school and other children
- Being in the right place at the right time

Do your best means

- Always doing your work or activity to the best of your ability - **hardworking**
- Always presenting your work at its best

Everybody matters means

- Being **kind**
- Helping others
- Accepting that we are all different

Positive Consequences and Rewards

Giving rewards and verbal praise to pupils enforces and encourages positive behaviour and builds a strong feeling of value and self-worth. **At Rushmere Hall we are very careful not to give out rewards and praise to children for behaviour that is expected of them. We expect all children to be kind, sensible and hardworking. There is no reward for this. This is what we expect.**

However, at Rushmere rewards are given for, among other things, for children who go beyond what is expected of them, for display of excellent attitude to learning (or one of the 10 key attributes), when children have made good behaviour choices and praise is given to reinforce where the above has been seen within the classroom or the playground environment. If a particular child has a behaviour plan, specific rewards and incentive made be used.

Class Points

Within each class, teacher may use a points based system to help create a positive learning environment.

Within some classes, teacher may allocate themselves points e.g if pupils are not on task

Pupils will be made aware of what they are collecting points for.

Pride points

This system is used within the classrooms and across the school to recognise exemplary acts of politeness, helpfulness, acts of kindness, excellent working and anything that is connected to the Pride Rules.

Children will allocated to a Pride Team at the start of their time here at Rushmere. If a child is rewarded with a pride point they will be given a token which will be dropped into the counting tubes at the front entrance.

The winning pride team will receive a Pride Playtime at the end of the half term and the points will be reset to zero.



Learning Award (Merit)

- Each week children will be chosen by the class teacher to receive a learning award. A child is chosen who has demonstrated one of the 10 key attributes from the Attitude to learning.
- The teacher can choose more than one person per week, and can elect not to choose any. These awards are only given if demonstrated.
- Pupils are encouraged to achieve all 10 of the key attributes to complete the full set. At the end of the year, pupils who have achieved multiple learning awards will be considered for a 'Learner of the Year' prize.
- Teachers may decide to send home postcards to parents whose child produces great work in the classroom or does that needs to be acknowledged.

Distinction

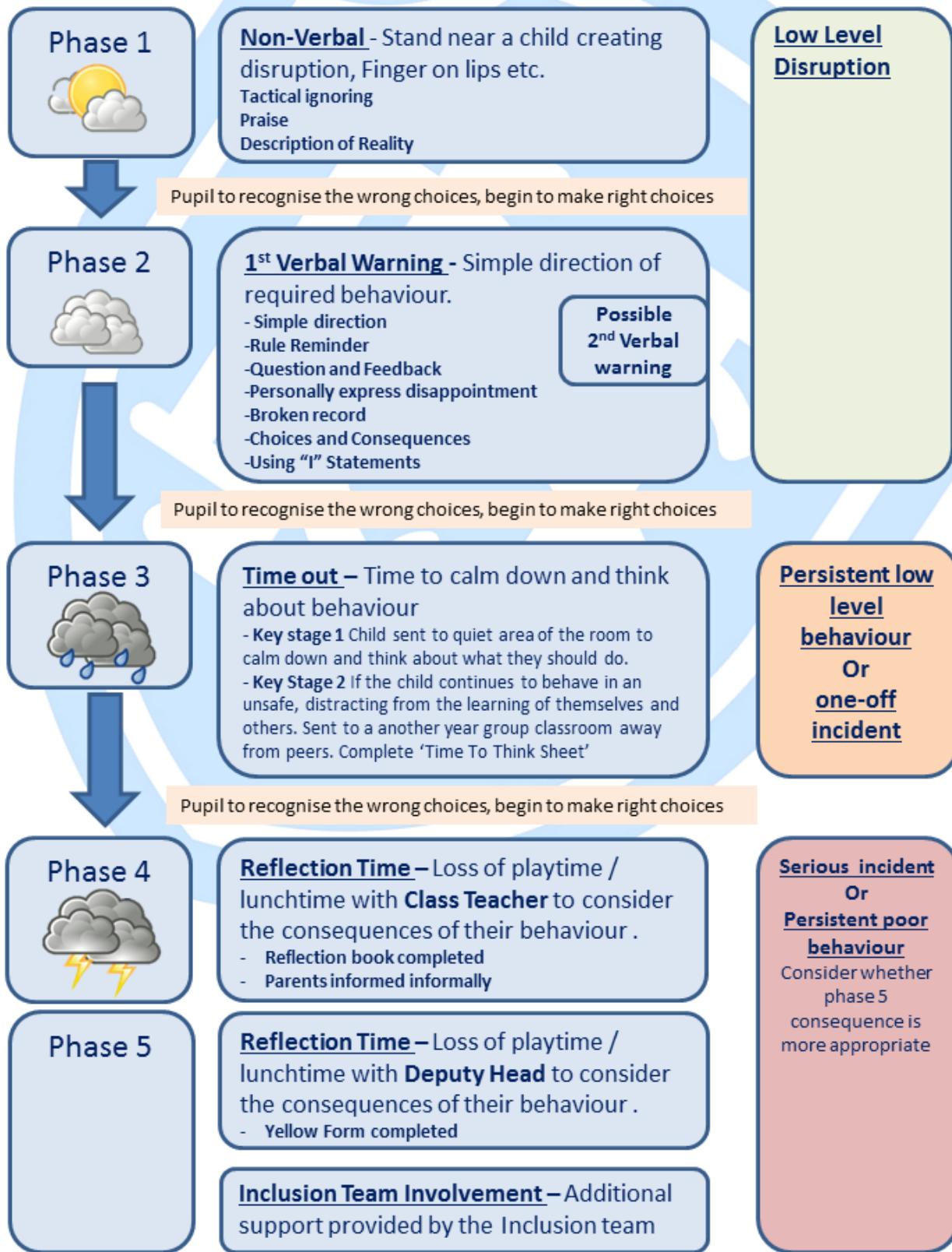
- All pupils will be given a Distinction if they have been sent to the Headteacher having completed exceptional work* (*work deemed exceptional for their ability not in comparison to the class)
- Parents will be alerted to the Distinction awarded by text message from the Headteacher.

Other Rewards

- Sent to Phase Leader for praise and recognition
- Sent to DHT, AHT, SENCO for praise and recognition
- Name included in the class blog
- Text message sent home.

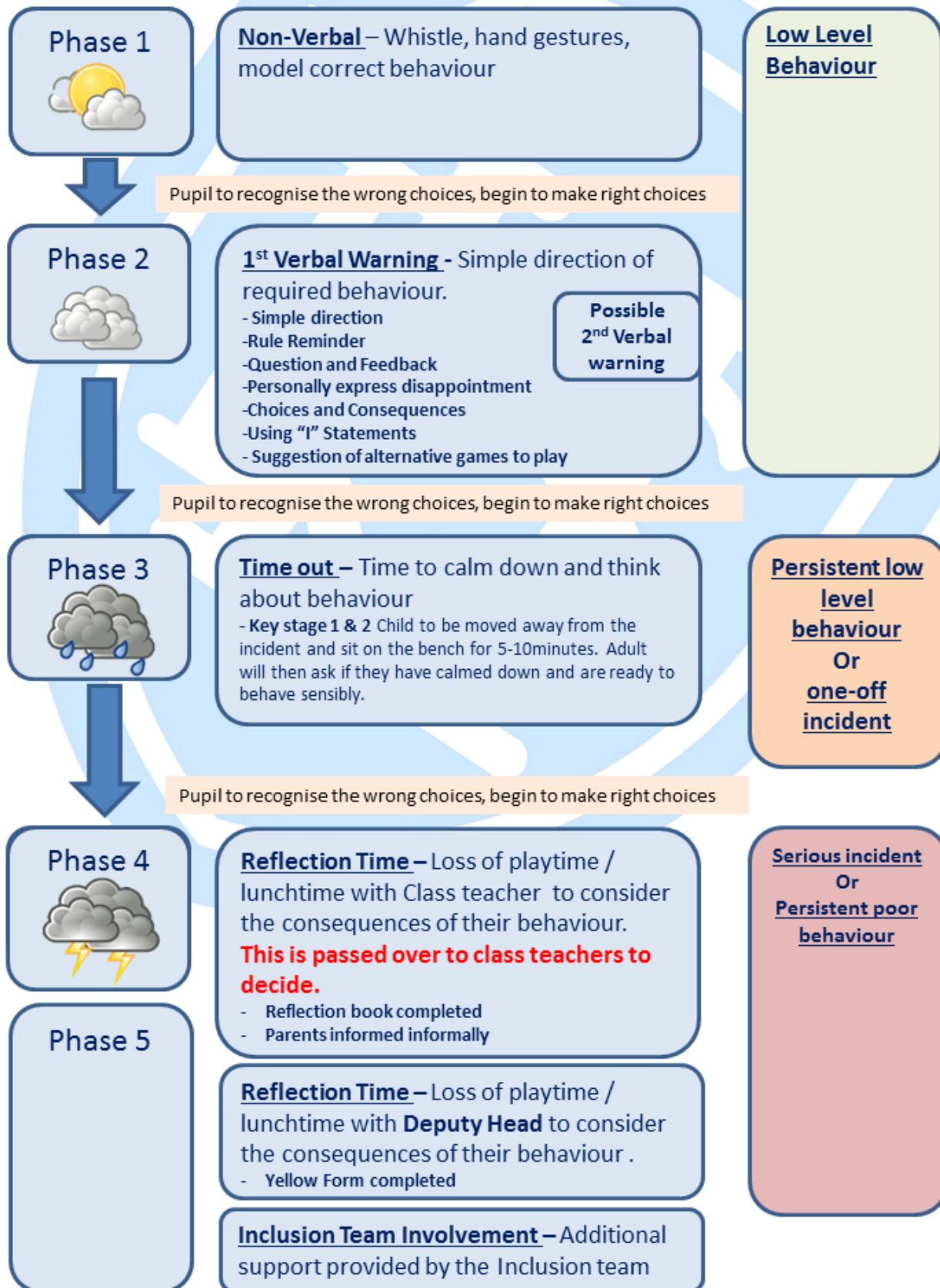


Class Behaviour Flowchart





Playtime Behaviour Flowchart





RHPS Behaviour Categories

Low level disruption & behaviour

Not listening
Fidgeting
Rocking on chair
Talking out of turn
Calling out/making silly noises
Disturbing others
Wandering around the classroom
Disorganisation
Careless treatment of property
Flicking objects
Not working in a group situation
Inappropriate responses to reminders about behaviour
Talking/pushing/running at any time when moving around the school or lining up
Unacceptable play likely to cause or causing upset or injury
Silly behaviour e.g. rough play, play fighting

A failure to respond to warnings from other level

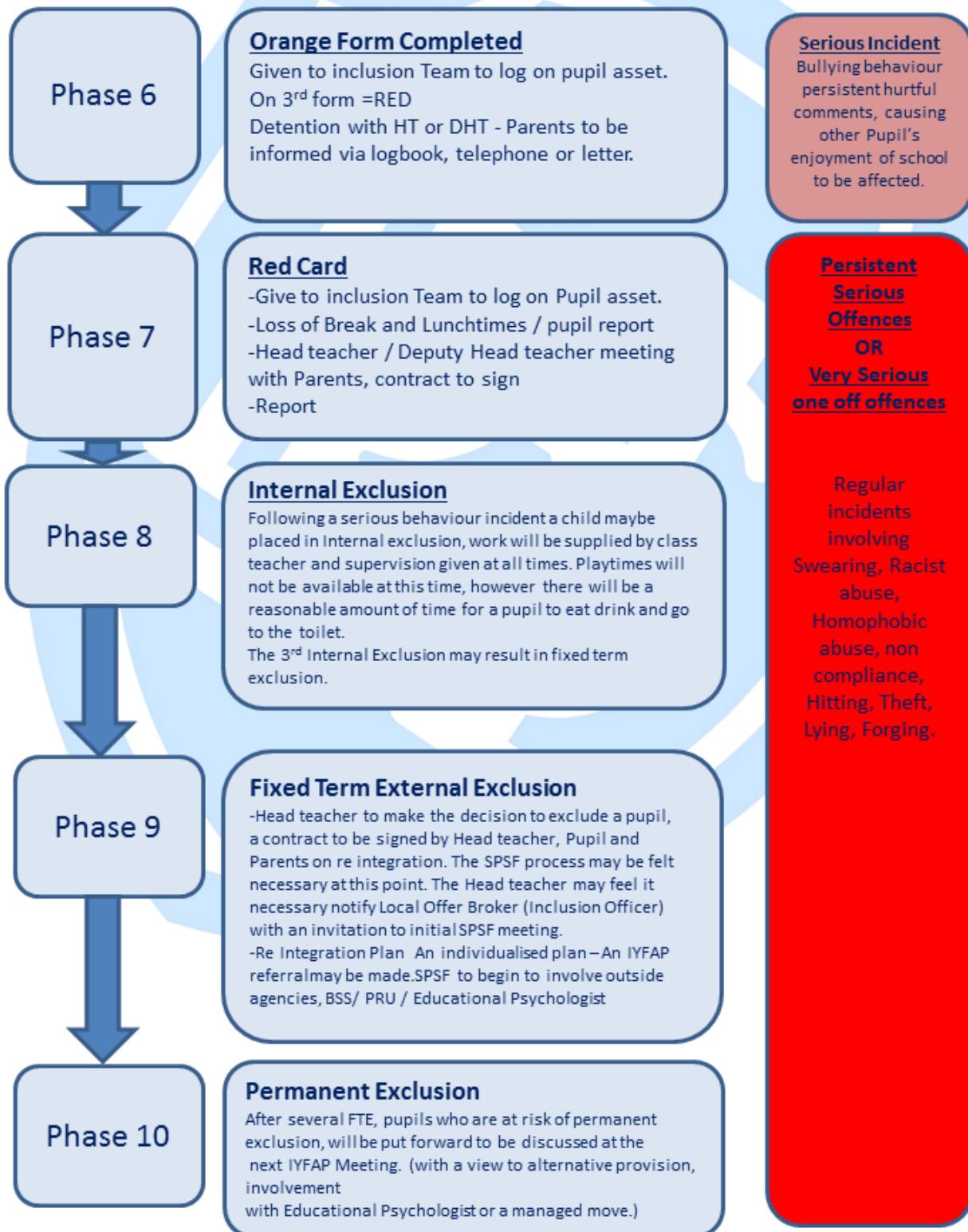
Unwillingness/refusal to cooperate/follow instructions
Throwing objects
Blatant disobedience
Inappropriate language
Defacing others' work
Fighting (mutual)

Serious incident Or Persistent poor behaviour

Persistent inappropriate behaviour
Spitting
Deliberately hurting another child physically or emotionally
Low level Bullying
Stealing
Damaging others' property
Rudeness to any adult
Breaching of health and safety issues
Swearing



SERIOUS Behaviour Flowchart





Time To Think Sheet

Name: _____ Class: _____ Date :_____ Time: _____

What Happened?

When and Where did the problem happen?

Before break

At Breaktime

After Break

Before Lunch

At Lunchtime

After Lunch

What rule was broken?

PERSONAL RESPONSIBILITY

Be proud of your work.

RESPECT

Be Kind with our words and actions.

INDEPENDENCE

Be hard working.

DO YOUR BEST

Be careful with equipment and things that belong to others.

EVERYBODY MATTERS

Be Honest.

How did the adult help you?

Made sure I was able to do my work.

Gave me verbal warning

Strike 1 2nd Verbal Warning

Offered time out to calm down and return to class

Reflection

Do I understand what went wrong? Yes No

Do I need to apologise to anyone? Yes No

Are you likely to do this again? Yes No

Signed _____ Pupil Signed _____ Staff member



Time to Think Sheet - KS1

Name:		Class:	
-------	--	--------	--

When did the problem happen?	
Playtime or lunchtime 	<input type="checkbox"/>
In class time 	<input type="checkbox"/>
In assembly 	<input type="checkbox"/>

Which Golden Rule was broken?	
PERSONAL RESPONSIBILITY Be proud of your work.	
RESPECT Be Kind with our words and actions	
INDEPENDENCE Be hard working	
DO YOUR BEST Be careful with equipment and things that belong to others.	
EVERYBODY MATTERS Be Honest.	
How does my teacher feel?	
	

Do I know what went wrong?	Yes	No
Say sorry?	Yes	No
Am I going to do this again?	Yes	No

Signed _____ Pupil Signed _____ Staff member

Responding to inappropriate behaviour

Least to most intrusive consequences

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw.

PHASE 1 - NON-VERBAL MESSAGES (THESE ARE CHANCES FOR THE CHILD TO REDRESS THEIR BEHAVIOUR)

Gestures and Movements

- The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.

Praise someone near to the child for displaying the appropriate behaviour

- For example, 'Thank you, Alex, you're sitting with your board down and looking this way.'

Tactical or planned ignoring

- The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

Description of reality

- A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

PHASE 2 - VERBAL MESSAGES (THESE MAY TAKE YOU ONTO VERBAL WARNINGS AND STRIKES)

Simple direction

- Clear statement of required behaviour. Use of 'thank you' rather than 'please' to subtly show that you expect children to do as you have asked.

Rule reminder

- Restate the relevant rule.

Question and feedback

- Asking a prompt question to show that you have noticed inappropriate behaviour.
- "What's happening here?"

Expressing disappointment or disapproval

- Avoid sarcasm, humiliation or belittling comments to the child or about the child in their presence.

Blocking or assertive statements

- You can use a 'broken record' technique where you repeat the instruction until the child compiles. "Sam, put your pen down.....put your pen down.....Sam put your pen down, thank you." Or if there is resistance to argument, acknowledging the child's point of view but reiterating your instruction can be effective. "Sam put your pen down, thank you. I understand that you have not finished but I need you to put your pen down now and listen, then we can talk about when you can finish"

Choices and consequences

- Enabling a child to take responsibility for his/her own actions. "Miriam I have asked you to move away from Miya. If you continue to sit there you are choosing to stay in at playtime. It's your choice." The adult then moves away to give the child thinking or "take-up time" before using the consequences if they continue to behave inappropriately.

Using 'I' messages

- The use of 'I need you to...'
- For example: "When you keep interrupting I feel really disappointed because we won't be able to finish on time. I need you to be quiet and listen carefully. Thank you."

Remember

- Allow 'take-up time' and do not always expect immediate compliance (so pupils do not lose face in front of their peers).
- Notice as soon as the child begins to behave appropriately and give positive feedback. "Josh, you're listening really well" or give non verbal feedback such as a thumbs up.
- Speak in a calm, controlled voice, not raising the volume, and refuse to be drawn into argument.
- Negotiate an outcome you can live with, such as "Well I'd like to see at least three sentences written by....."
- Have a quiet word with the child, rather than a public lecture.
- Refer to the behaviour you require rather than what you don't want.
- Using gentle humour, but not sarcasm.

PHASE 3- TIME OUT (ALTERNATIVE TO WARNINGS AND STRIKES)

- When a child has ignored the nonverbal messages given then a teacher should issue a verbal warning reminding the child of the rule they have broken.
- A second verbal reminder equates to Strike One – recorded on board for child to see
- In KS1 the child is sent to a quiet area of the room (usually the reading/carpet area) to calm down and think about what they should do. This should always be used with firm calmness by the teacher.
- If the child continues to behave in an unsafe way, is repeatedly distracting or disrespectful they will be told to go to a pre-agreed classroom, away from their peers. In KS2 this may be your first action for Time Out
- Time out must always involve adult supervision and the problem recorded.
- If the behaviour continues, follow 'warning and strike' protocol (below)

PHASE 4 - STRIKES

- Strike Two equates to a break time reflection being issued (staff to fill out the 'What Happened' section on a Behaviour Recording Sheet which they pass to the Inclusion Support Manager)
- Parents need to report this back to the child's parent to explain the incident and what happened next.

PHASE 5 - INVOLVEMENT OF INCLUSION TEAM

- If all of the above do not have the desired impact – the following can be used. (Before using this option staff need to be sure that they have been consistent with the policy and the procedures above. By calling for back up – staff are indicating to the child that they no longer

have the power to modify this child's behaviour. Staff need to think very carefully about using this approach.

- If the child has ignored 2 verbal warnings, is displaying behaviour that poses a risk or is persistently disrupting the teaching and learning of others, a radio call will be made to the Inclusion Team for help.
If the child continues to disrupt, the class teacher might escort the rest of the class out of the room to another area. This is in preference for the child having an audience to feed on.
- The main aim is to provide a chance for the child to calm down BUT ultimately to remain in the classroom. The inclusions team will stay close to the classroom with a view that once calm they will help integrate them into the classroom.
- Only in extreme circumstances will the child be removed from the immediate vicinity and be escorted to the Inclusion room.

REFLECTION, REBUILDING AND REPAIRING

When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a "teachable moment."

- The 'Saying Sorry' sheet could be used to construct an apology using a Letter of Apology template (appropriate to the child's ability)
- Use could be made of the key restorative questions. Children will be brought together with an adult acting as the facilitator for the conversation.
 1. *What has happened?*
 2. *What were you thinking? (then and now)*
 3. *What were you feeling? (then and now)*
 4. *Who else has been affected by this?*
 5. *What do you need to make this better? (ie: to repair the harm done)*

This approach also encourages the pupil /pupils to take responsibility for their actions and everybody's well-being. It underpins and consolidates the learning process of our social skills, self-management, and emotional awareness and the concomitant development of self-esteem. It does not avoid consequences or even sanctions for unhelpful behaviours, but it helps to draw a line after a mistake and allows a pupil to begin again with confidence. It builds vocabulary and attitudes to others as part of school ethos.

Or Tools such as Comic Strip Conversations and Blank Questions for Playground Incidents may be helpful in this process.

- The child/children should be reminded of the school rules and asked how they can put things right. Consequences should be appropriate; they should be natural or logical consequences to fit the act. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored.

KEEPING A CHILD IN AT BREAK OR LUNCH TIMES.

- Teachers have a legal power to put pupils under 18 'in detention'.
- At Rushmere Hall, we refer to loss of breaktime or lunchtime as **REFLECTION TIME**.
- During this time, the children have a chance to discuss their behaviour and the consequences with their class teacher. For more serious behaviour, they will meet with the Deputy Head.
- Parental consent is not required for keeping children in.
- Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- At Rushmere Hall Primary we do not have after school detentions.

- Teachers should not issue such a sanction where they know that doing so would compromise a pupil's safety.
- **ALL REFLECTIONS MUST BE REPORTED TO PARENTS so that they are aware and can follow up with the child at home. This reporting MUST be carried out by the class teacher. (Delegating this to the inclusion team makes the consequence feel much more serious.)**
- Short Lunchtime Detentions with a member of the Inclusion or Leadership Team are specifically for when children have been aggressive to other children or towards members of staff. These should be agreed by a member of the Leadership Team before the detention and should be recorded in the file in the Rainbow Room/Deputy Head Teacher's Office.
- If a child receives 3 detentions, the child's parents/carers are contacted to discuss a way forward.

INTERNAL EXCLUSION

These can follow serious behaviour incidents (see Behaviour Flow Chart) and can be a step before a Fixed Term Exclusion (FTE) is issued.

When a serious incident occurs, a child may be immediately placed in internal exclusion. Work will be supplied by the class teacher and supervision given at all times. Staff will allow reasonable time for the pupil to eat, drink and use the toilet. Playtimes are withdrawn and the child is expected to complete the work set. Parents will be notified (by the Inclusion Support Manager) when their child has been placed in Internal Exclusion and a meeting set up with the head teacher or SLT member to discuss their child's behaviour. Situations that will be considered for Internal Exclusion might be

- Rudeness to an adult
- Exiting the classroom
- Violence/verbal threats to other pupils
- Deliberate vandalism
- Refusal

The third Internal Exclusion may result in a Fixed Term Exclusion.

REFUSAL

Refusals will be followed by an automatic one-day internal exclusion. Behaviours that will be deemed a refusal situation are

- Walking away from a teacher who is addressing them
- Arguing with a teacher – if the child disagrees with the punishment, they will have the opportunity to voice their opinion when they attend the break time
- Turning away and ignoring the teacher when being disciplined
- Actual verbal refusal to carry out a teachers' instructions.

FIXED TERM EXCLUSION

- The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school. Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.
- FTEs will initiate the setting up of an SPSF (Suffolk Pupil Support framework) and the head teacher will notify the Local Offer Brokers (Inclusion Officers) and invite them to the initial SPSF meeting

- Children who have had several FTEs and who are at risk of Permanent Exclusion will be discussed at the next IYFAP meeting (with a view to placement within alternative provision, involvement of an Educational Psychologist or a managed move)

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

BULLYING

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently and reasonably, taking account of any Special Educational Needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the school's Anti-Bullying Policy for further information.

INDIVIDUAL SUPPORT

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential.

The class teacher might try to clarify the behaviour problem by asking the "wh" questions:

- What is going wrong?
- Where are incidents occurring?
- With whom?
- When?

The class teacher may want to complete [the ABC \(Antecedents, Behaviour and Consequences\) Analysis Sheet](#) (found within the Inclusion Toolkit) to begin the investigation process and establish triggers and types of low level behaviour.

A member of the Inclusion Team can help with this. Consider: what is the communication? Are any needs unmet? (See [Maslow's Hierarchy of Needs](#), Inclusion Toolkit)

- Discuss the above findings with the SENCO and SLT.
- Sometimes, [Solution Circles](#) (in Inclusion Toolkit) are an appropriate method for exploring ways forward with individuals.
- Keep parents informed with respect to lower level behaviour incidents.

Class Teacher to organise a parent/carer meeting which may involve the SENCO, FLO and member of Inclusion Team. Identify what skills, strengths or positive elements already exist to enable a way forward.

- Consider needs that are unmet and possible solutions for meeting these needs.
- Initiate target setting and identify support.
- Consider whether or not a Behaviour Support Plan is necessary.

The SENco will also consider whether the continuing behaviour might be the results of unmet educational or other needs. At this point, the SENco/FLO will consider whether a Common Assessment Framework form needs to be completed.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Pupils with special educational needs and disabilities need to learn positive behaviours and take an active role in being responsible for how they behave and for their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way. Additional strategies such as visual support, additional adult support, social stories, formal time out, breaks, enhanced parental contact and personalized reward systems may be needed. Children with special educational needs and disabilities are not outside of the school behaviour policy especially when proven strategies are being ignored and the safety and learning of others is being impacted upon.

In some situations the use of sanctions for SEND children may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school. These can be supplemented with

- **Early intervention/distraction/diffusion**
- **Behaviour reminders/use of voice intonation/visual cues/support**
- **Social Stories**
- **Time Out** – timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time
- **Behaviour Support Plan/ Sensory Support Plan** – for pupils requiring ongoing planned support
- **Physical intervention**
- **Exclusion** – in some exceptional circumstances, or when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school.

MONITORING, EVALUATION AND REVIEW

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

- Discussions with learners
- Referrals to Inclusion Team/SLT
- Feedback from staff
- Lesson observations by SLT
- Feedback from parents
- School Council feedback
- External evaluation
- Governor's Meetings

Equal Opportunities

- This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.



RHPHS - Physical Interventions by staff in school

This includes guidance for staff that hitherto has been provided for individual pupils. The value of one policy covering all matters is that parents can see what interventions will be used and the circumstances in which they will be used.

Objectives

In order for a physical intervention to be warranted, staff should believe that immediate action is necessary to prevent:

- **a pupil from significantly injuring himself or others**
- **prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others**
- **a criminal offence (eg having or using, a weapon or being in possession of drugs) eg search (see end)**

Physical intervention should be the absolute last resort and only if the risks are significant.

The school do not believe that physical intervention should be used for the following;

- serious damage to property
- a serious breach of school good order and discipline
- remove disruptive children from the classroom where they have refused to follow an instruction to do so

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/elbow through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the upper arm/elbow out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

Minimising the need to use force

- Staff should take steps to avoid the need for a restrictive physical intervention, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction and, "stop! Moving others away or out of the room is also an option (Govt. guidance; 2010,2011,2012)
- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be used.

- Every effort should be made to secure the presence of other staff before using a RPI. These staff can act as assistants and witnesses. And monitor airways, circulation and well being/emotions.
- As soon as it is safe, intervention should be gradually relaxed to allow the pupil to regain self-control. Intervention should take place calmly but firmly. A place to go which is calm should be known to all staff, with appropriate seating.
- Restraint should be an act of care and control, not punishment
- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social, Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the schools personal, social, and Health Education teaching.
- If it is unsafe impractical for the adult to intervene physically, the staff member must take action in another way, eg sending a pupil with a message; saying names loudly and “stop”, moving things away to prevent them from being used as weapons; moving other pupils away.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that specific interventions may be necessary. Parents/carers will have been involved in the creation of this plan.
Pupils who do not have plans will have one drawn up following an incident. (this is a legal obligation)
- Procedures and interventions will be reviewed (and changed) every term at least.
- Interventions must be age appropriate and will change and minimize over the life of a plan.

Staff authorised to use RPI

All staff who are Team Teach trained and whose certification is current are authorised to use a *proportionately* restrictive physical intervention where they have ascertained that to do so is *reasonable, necessary and in the best interests of the pupil* concerned. The key question in this instance is, ‘What would make this pupil safe?’

Any adult working with pupils in this school or on an official trip where they have responsibility for the pupils’s safety must intervene to keep a pupil or pupils safe. They must use their best judgment to determine what this intervention should be, and whether it needs to be physical. (NB: Personal Safety courses can help to inform support staff and parents working regularly in the school about their options and responsibilities.)

In any incidence where restraint is used the incident must be immediately reported to the Deputy Head or Headteacher so that it can be correctly recorded. Contact for control does not need to be recorded but maybe as part of a behaviour plan for a pupil.

This policy is evidence of the use of temporary or permanent authorization to use force to restrain a pupil.

Operational procedural points relating to the use of physical restraint

- The age and social competence of the pupil should be taken into consideration when deciding what kind of intervention is necessary. Staff therefore need to know and be prepared to use a hierarchy of responses and techniques, rather than relying on a one size fits all approach.
- Holds should only be carried out by suitably trained adults, as it is frightening for a pupil to be held by somebody who is inflicting pain through ignorance (or being instructed *in situ*) and this can lead to serious injury for the pupil and adults concerned. Inflicting pain is illegal (see above) and will usually escalate the situation.

- It is important to use only the reasonable force necessary to achieve the desired result. Restraint is carried out as an act of care and to make the pupil feel safe, whilst restricting their mobility and choices. Relax and disengage as soon as safe.
- Attending staff if not leading must monitor the pupil's breathing, circulation and well-being throughout and comment on this for the incident report.* see Reporting and recording, below.
- Using an attending member of staff to 'change face' helps to calm the pupil and is always preferable to one adult 'seeing a situation through to the end'. It also helps in recovering the lead staff's working relationship with the pupil, afterwards.
- A discussion with the pupil about what happened and why the intervention was necessary will be carried out some time after they have calmed down from the whole incident. Restraining and attending staff will concentrate on helping the pupil to calm down and be very quiet and soothing in their presence.
- No pupil will ever be left 'to calm down' in a space where they cannot be seen by a member of staff. Pupils in any stage of an incident involving restraint must be monitored and seen at all times.
- If the pupil can return (escorted) to class and be reintegrated quietly, this is preferable to spending hours reliving the incident.
- A Restorative and reflective conversation with a key qualified staff member will help the pupil if it is held later in the day after some normality has been resumed. The pupil's POV is very important and so is the learning about what happened and what they can take forward, especially as we are trying to reduce the necessity for RPIs.
- This meeting ideally will include the lead staff member coming in after a time to hear what the pupil has decided to say to them and rebuild their relationship.
- A sanction may be discussed but does not automatically happen following a restraint. If the pupil can think of a way of 'making this better', that is much more effective. Anything they could think of around improving the relationships (including their own responses) would be excellent, as that is the learning area.

Reporting, recording and subsequent meetings with staff and parents/carers.

The school does not have to report the use of contact for control. The school must always report the use of a restrictive physical intervention for the purpose of restraint. Our reporting and recording procedures are governed by our legal obligations and additionally, by best practice guidelines from the DFE, Team Teach and the British Institute of Learning Disabilities (BILD).

For clarity we reiterate the techniques used in school:

Contact: guide away, turn and guide away, guiding an arm/hand/leg away, disengagement. All staff contact using our hands is kept to using a specific technique of Caring Cs, which is neither a hold nor a grip.

- Staff using this form of restrictive physical intervention are asked to keep a personal record of who they have had to physically intervene to control, in what way, where and when. This data is collected on a weekly basis to inform us of changes in the behaviour of individual pupils and as an early indicator of issues arising.
- Parents/carers will be informed of this form of contact having to be made *more than once* in a school day or over a week. (Best practice - same for LAC.)
- A Positive Handling Plan will be drawn up and /or reviewed for this new issue as a result of more than one physical interventions for control being recorded over a week.
- **Pupils who already have Plans will be monitored in the same way and the data added to the information on their existing record, to inform the next review.**

- Sanctions are not automatic as the reason for intervention may have more to do with an emotional situation rather than being a disciplinary issue.

After the incident – Staff issues and reporting on to other agencies.

The lead staff member will be supported by help to talk through the incident on the day, with a staff friend. The report will be completed on the following day and the lead member of staff will need quiet time and space to do this.

The HT will collect statements from attending staff to add to the report and include any comments from the pupil concerned. A copy of the pupil's Plan, any other supporting documentation and this Policy will be appended to the report.

The report will be copied to parents/carers, the LA and may be referred to school Governors if they have expressed this preference as part of their own advisory/supervisory role.

The report will be flagged and if necessary copied to agencies directly working with the pupil concerned. Where it is clear that member(s) of staff need further advice, support, guidance or training, the HT will take immediate steps to see that this is provided.

Telling parents when force has been used on their child.

The Inclusion Support Manager or a member of the Senior Leadership Team will speak to parents about serious incidents involving the use of force and the incident will be recorded on the child's Individual Behaviour Chronology

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate

pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Staff Training and Support

Rushmere Hall staff keep up to date with the School SAFE website and videos of RPI techniques.

Physical Intervention Report Form

(when the member of staff had to use force/restraint to resolve the incident)

Pupil's name	Date	Day	Time	Location
Staff present		Member of Staff dealing with pupil pastorally		
Activity in progress		Participation of Student None Little Lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff contact None Little Lot <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Describe the environment by ticking the relevant elements				
NOISE None <input type="checkbox"/> A little <input type="checkbox"/> Music <input type="checkbox"/> Noisy <input type="checkbox"/>	CLIMATE Cold <input type="checkbox"/> Stormy <input type="checkbox"/> Warm <input type="checkbox"/> Comfortable <input type="checkbox"/>	LIGHT Dark <input type="checkbox"/> Normal <input type="checkbox"/> Bright natural <input type="checkbox"/> Bright artificial <input type="checkbox"/>	ATMOSPHERE Relaxed <input type="checkbox"/> Normal <input type="checkbox"/> Rushed <input type="checkbox"/> Excited <input type="checkbox"/>	MEDICATION Taking medic. <input type="checkbox"/> Given <input type="checkbox"/> Due meds <input type="checkbox"/>
RECENT EVENTS Different staff <input type="checkbox"/> Visitor present <input type="checkbox"/> Sudden noise <input type="checkbox"/> Pupil unwell <input type="checkbox"/>	RECENT EVENTS Home issue <input type="checkbox"/> Special event <input type="checkbox"/> In care <input type="checkbox"/> Transition <input type="checkbox"/>	TRANSPORT ETC Late <input type="checkbox"/> On time <input type="checkbox"/> Forgot hmwrk <input type="checkbox"/> Forgot lunch <input type="checkbox"/>		
DESCRIPTION OF INCIDENT				
<ul style="list-style-type: none"> why the use of force was deemed necessary 				
For own/others safety <input type="checkbox"/>		Protecting property <input type="checkbox"/>		
Averting crime <input type="checkbox"/>		Keeping good order in school <input type="checkbox"/>		
<ul style="list-style-type: none"> details of the incident, including all steps taken to defuse the situation and resolve it without force 				
<ul style="list-style-type: none"> the nature of the force used (<i>ward away, guide away, turn and guide, half-shield, disengage self, disengage another pupil, T-wrap, cradle, friendly, single elbow, figure of 4, double elbow</i>) 				

Continued overleaf...

THE OUTCOME OF THE INCIDENT

- Did the intervention have the desired effect?
- How were staff/pupils looked after?
- Who was called – Police, parents/carers, CP postholder, Social worker, Social Care team, etc.
- A description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

AFTERCARE

- A description of what has happened since the incident.
(Reflection, mediation/RJ process, sanction if any, agency action outside school.)

Signed	Countersigned	Accident sheets completed <input type="checkbox"/>	Body map attached <input type="checkbox"/>	Photograph attached <input type="checkbox"/>	Further sheets attached <input type="checkbox"/>
Copy supplied	Home		School	LA	

This is to be completed by the lead member of staff within 24 hours of the incident.



RHPS – Dealing with Prejudice Related Incidents Policy

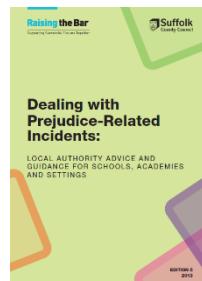
Our vision is that every child, young person and adult in Suffolk can belong to a school community free of fear, harassment and intimidation; a community which shares and celebrates positive values of mutual care, responsibility and respect. We want all children and young people to feel protected and supported to achieve that of which they are capable.

Key element of our Prejudice Related Incidents procedures:

- All pupils are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination
- Prejudice-related bullying prevents children from learning and could be a significant barrier to their achievement
- Prejudice-related bullying impacts on social and emotional well-being
- Strategies for dealing with discrimination are linked to the school's behaviour and anti-bullying policy
- All staff, pupils, parents and carers should be aware of the school's policy and procedures for dealing with prejudice-related incidents
- All allegations of prejudice-related incidents should be taken seriously and investigated thoroughly
- Schools should keep parents, carers and victims informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand
- All prejudice-related incidents are recorded and held on file in the school. Incidents are monitored by the Head teacher and Family liaison manager.

A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

This policy is based on the Suffolk County Council guidance. Additional proformas are used from that document including letters for victims and perpetrators and recording charts for tracking the incidents that have occurred at school.



Examples of Prejudice Related incidents

Homophobic

A homophobic incident is motivated by prejudice against pupils or adults who are:

- lesbian, gay or bisexual (LGB)
- thought to be lesbian, gay or bisexual
- known not to be lesbian, gay or bisexual but are called that as a form of bullying
- different in some way from a prevailing stereotype of how a boy or girl should look or behave
- have friends, family members, parents or carers who are lesbian, gay or bisexual

www.stonewall.org.uk

Sexist

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own gender.

Sexual bullying may be characterised by:

- name-calling, comments
- overt 'looks' about appearance
- attractiveness and emerging puberty
- uninvited touching
- innuendos and propositions
- pornographic imagery or graffiti

www.equalityhumanrights.com

Gender Reassignment

Pupils and adults identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or that they do not conform with the gender role prescribed to them) can be targeted by bullies. This is not the same as a homophobic-related incident.

www.stonewall.org.uk

Racist

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Stephen Lawrence Inquiry Report Sir William Macpherson, 1999

'Racist bullying refers to a range of hurtful behaviour both physical and psychological, that makes a person feel unwelcomed, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.

Safe to Learn: Bullying around Race, Religion and Culture DCSF, 2008

Institutional Racism is a collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour, which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

Stephen Lawrence Inquiry Report Sir William Macpherson, 1999

www.srtrc.org

Disabilist

"Disabilist incident is motivated by prejudice against pupils or adults who have a "physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities". **"The Duty to Promote Disability Equality: Statutory Code of Practice (2005)"**.

There is a growing amount of research literature on disabilist incidents among children with disabilities and Special Educational Needs.

www.scope.org.uk

www.mencap.org.uk

Religion and Belief

Religion and belief includes major faiths such as Christianity, Islam and Judaism as well as a lack of belief. Sometimes religious based incidents are reported as racist, for example incidents directed at Muslims or Sikhs of Asian origin, because the child is perceived as different not only by their religious clothing but also their skin colour or family heritage. As with racism, religious based bullying and incidents can have similar impacts on a victim's sense of identity and belonging.

www.equalityhumanrights.com

Pregnancy and Maternity

"Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding".

www.equalityhumanrights.com

Types of Behaviours

Verbal (Name-Calling, Taunting, Mocking)

This covers name-calling, insults, threats and prejudice-related ‘jokes’; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person’s appearance, speech, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the ‘casual’ use of homophobic language such as the use of gay to mean stupid. Staff should challenge the derogatory use of the word gay in this way.

Written

This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

Graffiti

This includes offensive writing and drawings in public places such as walls, desks, and toilets.

Physical

This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

Intimidation/coercion

This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment, as well as making someone do or say something against their will.

Extortion

Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.

Taking of or damage to possessions

This includes deliberately damaging or breaking a person’s property, spoiling or destroying a piece of work, hiding a pupil’s bag, pens, shoes and other personal property or the school’s property that is in the possession of or being used by the victim.

Deliberately excluding

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.

Incitement

This includes spreading rumours, encouraging others to participate, wearing of specific badges or T-shirts, carrying slogans, bringing discriminatory literature into school or attempting to recruit others to organisations and groups that promote any form of prejudice.

Spreading rumours

The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt to those named in the rumours.

Cyber (email, internet, text)

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and social media, deliberately to upset someone else. (As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet, and would therefore be both ‘Spreading rumours’ and ‘Cyber.’ (*Cyberbullying*, DCSF-00685-2007).

Mate Crime

The exploitation, abuse or theft from any vulnerable person by those they consider to be their friend.

Responding to Prejudice Incidents

At Rushmere Hall we consider four issues when responding to prejudice related incidents:

- Challenging those responsible
- Supporting the victim and perpetrator
- Reporting what has happened to the right people
- Monitor to avoid repetition

The aim is not only to respond appropriately to incidents as they happen, but to try to make sure further incidents do not occur.

Report, support, monitor and challenge is the cyclical process that is regularly discussed so that all staff and pupils are aware that:

- prejudice of any sort will be challenged
- support is available for all involved – victims, perpetrators, families, Headteacher, teachers and Governors
- any incident will be reported, recorded, responded to and monitored.



The 4Rs Approach to Responding

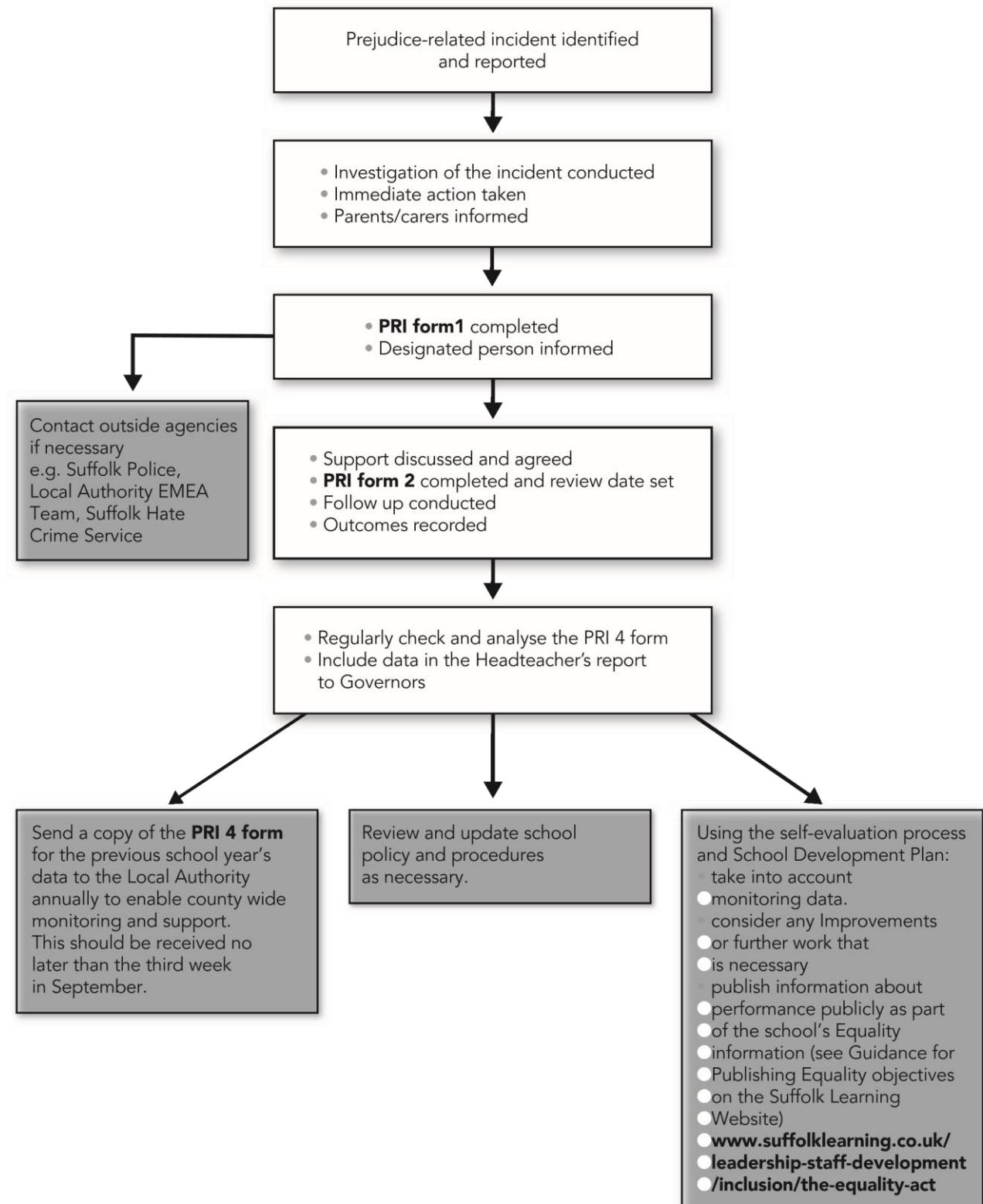
RECOGNISE – identify that an incident has occurred

RESPONSIBILITY TO RESPOND – take responsibility for responding according to policy

RECORD – complete monitoring log according to school / LA guidelines

REPORT – share information about the incident with relevant people and agencies.

Dealing with incidents flowchart



PREJUDICE-RELATED INCIDENT REPORT FORM (STAFF)

School/Establishment: _____

Incident reported by:	Position (e.g. Parent/Pupil/TA):
Date of incident: _____ Time of incident: _____	
Location of incident: _____	

Details of people involved						
	Names	Gender F/M	Year group staff/parent/adult	Ethnic Origin Code (refer to school census data)	Role*	SEN(s)/Disability(d)
1						
2						
3						
4						
5						

* V = Victim P = Perpetrator A = Associate W = Witness D = Defender

Type of incident (please tick or state)							
Racist	<input type="checkbox"/> Faith, Religion or Belief	<input type="checkbox"/> Sexist	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Disabilist	<input type="checkbox"/> Transgender	<input type="checkbox"/> Other	<input type="checkbox"/>

Nature of Incident							
Physical assault	<input type="checkbox"/>	Name calling / verbal	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>	Offensive badges or insignia	<input type="checkbox"/>
Offensive literature	<input type="checkbox"/>	Incitement of Others/coercion	<input type="checkbox"/>	Refusal to cooperate	<input type="checkbox"/>	Deliberate exclusion/ostracism	<input type="checkbox"/>
Cyber bullying	<input type="checkbox"/>	Extortion	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>	Directed at someone the victim associates with	<input type="checkbox"/>
Written	<input type="checkbox"/>	Intimidation/threat	<input type="checkbox"/>	Taking/damaging of possessions	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Brief description of the incident							
(continued overleaf)							

Brief description of the incident (continued from previous page)**Immediate action taken****Checklist:** Tick as appropriate

Repeat Perpetrator

Parents/carers notified

Repeat Victim

Discussion with all involved

Completed by: _____ (please sign and print name)

Role: _____ Date: _____

On completion this form should be passed immediately to designated member of staff/ member of SLT

(name of designated member of staff)

PREJUDICE-RELATED INCIDENT REPORT FORM (DESIGNATED PERSON)

Name of Victim _____	Name of Perpetrator _____
Repeat Victim <input type="checkbox"/>	Repeat Perpetrator <input type="checkbox"/>
Comment _____	Comment _____

Appropriate action agreed to be taken (this should be agreed with all involved)

With the perpetrator(s)	With the victim(s)	By the school
<input type="checkbox"/> Apology to the target(s) <input type="checkbox"/> Sanction <input type="checkbox"/> Notify parent/guardian <input type="checkbox"/> Internal exclusion <input type="checkbox"/> Exclusion <input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity) <input type="checkbox"/> Restorative justice <input type="checkbox"/> Notify police (if criminal activity) <input type="checkbox"/> Set review dates <input type="checkbox"/> Other (please describe below) <hr/> <hr/>	<input type="checkbox"/> Comfort and reassurance <input type="checkbox"/> Medical treatment <input type="checkbox"/> Notify parent/guardian <input type="checkbox"/> Internal exclusion <input type="checkbox"/> Buddying, mentoring or peer support <input type="checkbox"/> Personal safety awareness <input type="checkbox"/> Counselling <input type="checkbox"/> Restorative justice <input type="checkbox"/> Set review dates <input type="checkbox"/> Other (please describe below) <hr/> <hr/>	<input type="checkbox"/> Class/peer group workshop <input type="checkbox"/> Letter to parents/guardians <input type="checkbox"/> Campaign e.g. posters <input type="checkbox"/> Initiative with learning community/local authority <input type="checkbox"/> Staff/governor training <input type="checkbox"/> Review of assembly topics <input type="checkbox"/> Review of support system <input type="checkbox"/> Reviewing school aims Including SMSC <input type="checkbox"/> Monitoring/analysing trends in previous prejudice-related incidents <input type="checkbox"/> Review of behaviour policy <input type="checkbox"/> Contact Suffolk Hate Crime Service <input type="checkbox"/> Set a date for review discussion with parents/ carers <input type="checkbox"/> Other (please describe below) <hr/> <hr/>

Follow up date for review: _____
Outcomes of action taken: _____ _____ _____
Completed by: _____ (please sign and print name)
Role: _____ Date: _____



RHPS Bullying Policy

Rationale

The school recognizes that bullying is damaging to a child's sense of self and wellbeing. Rushmere Hall Primary School aims to create a climate in which children feel safe and valued.

It is the responsibility of the Head teacher and staff to create a positive ethos and implement measures to prevent bullying within the school.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Rushmere Hall Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Children have contributed to the behaviour policy through their involvement in the development of the school's general rules.

Aims

The aim of Rushmere Hall Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Rushmere Hall Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

Expectations

At Rushmere Hall Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.

- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

The key features of the school's policy include:

- Early intervention. Recording of incidents.
- Communication and partnership with parents.
- Communication between staff.
- Involvement and understanding of pupils.
- PSHE discussion in order that children understand the meaning of the term, 'Bullying' and know how to respond to difficulties.
- PHSE days.

Definition of Bullying

Bullying is a wilful, conscious desire to hurt or intimidate another person. **Bullying is a deliberate action taken by one or more children and is repeated over a period of time.** The victims of bullying find it difficult to defend themselves, they feel powerless.

Bullying behaviour can be:

- Physical: Hurting others by any form of physical contact e.g. hitting, kicking, pushing.
- Verbal : Name calling, teasing and insulting another.
- Indirect: Spreading malicious rumours.
- Emotional Threats and extortion: Being unfriendly and excluding others from social activities. Humiliating others.
- Interference with personal property: Hiding, damaging and taking belongings without permission.
- Racial Harassment: Verbal abuse by name calling, racist jokes. Refusing to co-operate in work or play activities with someone from a different race.
- Cultural, Religious, Sexual/sexist, Homophobic Harassment
- Disability discrimination
- Cyber bullying: Malicious use of social websites, mobile phone use and text messaging, photographs and e-mail SEE RHPS CYBER BULLYING POLICY

Signs of Bullying

Families are often the first to detect signs that their child is being bullied or is bullying others. Changes in behaviour can indicate a problem. Common symptoms of being bullied include headaches, stomach aches, anxiety, irritability, lack of concentration, low self-esteem, depression wetting, reluctance to go out to play, reluctance to participate in activities. Bullying can cause serious psychological damage.

Victims of bullying may be reluctant to come to school.

Any child can become a victim of bullying, though certain factors can make bullying more likely:

- Lacking friends.
- Being shy.
- Being from a different racial or ethnic group.
- Being different in some respect e.g. having special needs either physically or academically, being different in appearance e.g. small for age. Parents being viewed as different.
- Behaving inappropriately.
- Possessing expensive accessories.
- Lack of expensive accessories.
- Poor personal hygiene.

School Strategies

- Pupils are given information about bullying through the PSHE programme:
 - What is bullying?
 - How do I deal with bullying?
- Pupils discuss issues associated with bullying during PSHE lessons.
 - Bullying behaviour is unacceptable not the person perpetrating it.
 - Pupils are encouraged to support victims of bullying.
 - Circle time and drama scenarios raise awareness and possible action.
- Pupils are given information about the school's bullying policy, which is reinforced in assemblies and at other times by class teachers:
 - Bullying will not be tolerated.
 - Pupils must tell someone about incidents of bullying (ideally straight after the incident – as addressing incidents that are weeks and months old is very difficult)**
 - Action which will be taken in cases of bullying.
- Assemblies, projects, drama, stories, literature, historical and current events are used to highlight the anti-bullying policy.
- Statements about the school's position on bullying are clearly displayed around the school / in classrooms.
- Pupils are encouraged to confide in someone they trust.
- Designated teachers and lunchtime supervisors are trained to help pupils who are being bullied.
- Parents are given information regarding the school anti-bullying policy.
- Pupils are listened to.
- Outdoor play areas provide opportunities for play and quieter activities.
- Key areas of the school are well-supervised.
- The peer mediator system supports younger pupils during play times and those who do not mix easily with peers.
- Poor behaviour is recorded using our recording sheets. Serious incidents are dealt with directly by the SLT.
- Co-operative group work is incorporated into class lessons.
- Links with outside agencies e.g. community police.
- Raising staff awareness through training and taking action based upon reported incidents to reduce future difficulties.

Our whole school approach includes a range of strategies adapted to suit particular incidents, including:

- Ensuring that the whole school understands what bullying actually means, including what a bully is, what a victim is and what a bystander is
- Making clear that a zero tolerance approach to bullying is in place in school
- Encouraging children to report incidents without feeling they are telling tales
- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.
- **Making sure the term bullying is not misused**

We use the following strategies to ensure a positive ethos in which children feel secure to report incidents of bullying immediately:

- A behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom
- Whole school assemblies – to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities
- Activities within the PSHE programme specifically aimed at developing children's own strategies to deal with bullying type behaviour
- Providing a variety of activities/equipment for pupils to play with during school breaks

Procedures For Staff

The following steps may be taken when dealing with incidents (on most occasions the school will follow the procedure in the **appendix**):

- ✓ If bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately.
- ✓ Staff will make sure the victim(s) is reassured and feels safe
- ✓ Staff will listen and speak to all children involved about the incident separately
- ✓ The problem will be identified and possible solutions suggested
- ✓ Staff will encourage a problem solving approach which will move children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils
- ✓ Staff will reinforce the message that bullying behaviour is not tolerated at Rushmere Hall Primary
- ✓ Appropriate action will be taken quickly to end the behaviour
- ✓ Sanctions deemed appropriate will be applied
- ✓ If possible, the pupils will be reconciled
- ✓ If necessary, support will also be given to the bully (bullies) to help them understand and change his/her behaviour
- ✓ A member of the Senior Management Team will be informed of the incident and the action taken where appropriate.
- ✓ In a case of bullying, the incident will be recorded on the schools BULLYING form LOG.
- ✓ In serious cases, parents will be informed and will be invited to come in and discuss the problem.
- ✓ After the incident has been investigated and dealt with, each case will be monitored to ensure a successful outcome
- ✓ The Head teacher will be informed of all incidents, if not already involved.

Strategies in Early Years

- Circle Times.
- Role modelling appropriate behaviour.
- Puppets,
- Whole year group discussions (e.g. reception)
- Recognition of individual needs and addressing same.

- Use of resources (e.g. Naughty Stories Oxford reading Trees books).
- Small group sizes with close pastoral support. Use of key workers in kindergarten.
- Exploring emotions in shared time.
- Golden Rules. Visual prompts ensure whole class is participating and upholding values and Golden Rules.
- Appropriate and early intervention.
- Record keeping. Daily diary records updated by all staff. Logging in individual child records of incidents and observations.
- Communication with parents.

Action

When incidents of bullying are reported to a member of staff they must be investigated immediately:

- Class teacher will initially deal with the situation. They will talk to the pupils concerned. Often the person responsible for bullying needs help to understand the effects of their behaviour – he/she may be experiencing difficulties, or may be or have been a victim of bullying. They may need help or counselling.
- A victim of bullying needs support and counselling
- Facts must be established and incidents recorded.
- The class teacher will monitor the situation closely and inform other staff who are in contact with the pupils about concerns.
- Parents will be consulted if incidents recur.

If bullying behaviour is established the following sanctions can be applied to that pupil:

- A verbal warning
- Withdrawal of a privilege or removing from situation where bullying occurred e.g. missing playtime.
- Removal from school teams or opportunities to represent the school.
- Reporting to Class Teacher, SLT or Headteacher.
- Involvement of parents and formal meeting arranged.
- Behaviour action plan
- Programme agreed with specified targets for improved behaviour. Support offered within a relevant time scale with regular reviews.
- Temporary or permanent exclusion if sanctions and counselling have not been effective.



RHPS Bullying Flowchart

I think I'm being bullied

What does it look like?

- It happens more than once
- Its deliberate
- Its only ever aimed at me or my group of friends
- Its unfair
- It's the same person doing it.

- My friend is sometimes nasty
- I had an argument with my friend
- Bob pushed me in the corridor
- I had a one-off fight with my friend
- I didn't want them to play my game
- Johnny called me a name

Yes – this might be bullying

Tell a grown up that you trust

The adult will:

- write down what you have said
- speak to another teacher to decide how best to help
- speak with the other child/children and possibly their parents
- work out how this can be solved.

No – this is not bullying. Not kind things but not bullying.

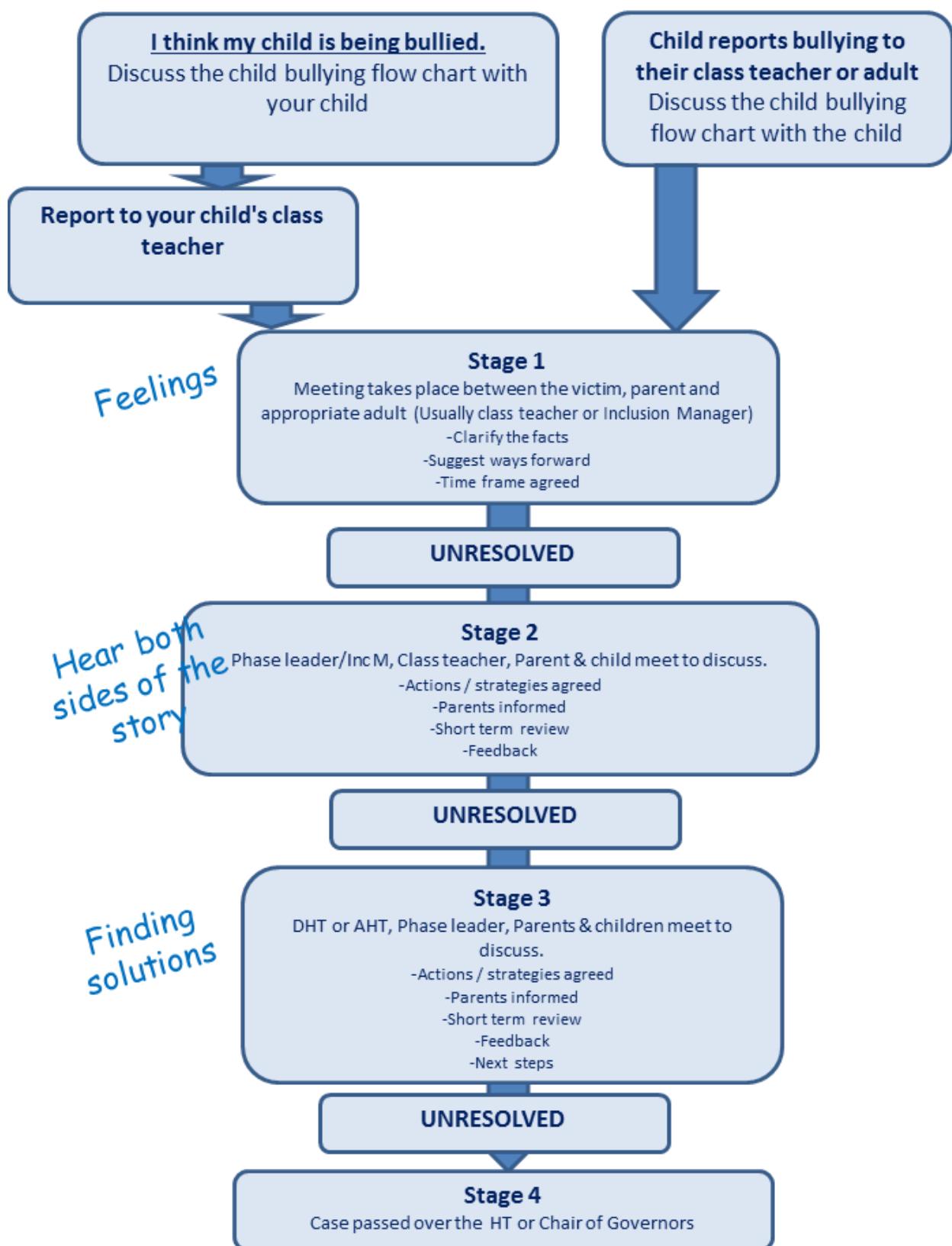
Tell a grown up that you trust

The adult will:

- follow the school's behaviour policy



RHPS Bullying Flowchart





Bullying Report Sheet

Stage 1 Bullying reported to the class teacher

Pupil Name: _____ Class: _____ Date: _____ Time: _____

Reported by: _____ Relationship to child: _____

Clarify the facts:

Agreed next steps: *What needs to be done next?*

- Share information with the phase leader in the event of moving to stage 2.
-
-
-

Review time: *When we meet again to discuss this further?*

Stage 1 REVIEW

Actions Taken: *What has been put into place? Outcomes?*

Escalation: *Is this resolved? Continue to monitor? Or pass on to phase leader?*



Bullying Report Sheet

Stage 2 Bullying reported to the Phase leader

Agreed next steps: *What needs to be done next?*

(Restorative justice, mediation and counselling, mentor support, external agencies, reduced lunchtimes, support for the victim, support for the bully)

- Share information with the DHT or AHT in the event of moving to stage 3.
- Other parents to be informed
-
-
-
-

Review time: *When we meet again to discuss this further?*

Stage 2 REVIEW

Actions Taken: *What has been put into place? Outcomes?*

Escalation: *Is this resolved? Continue to monitor? Or pass on to AHT or DHT?*



Bullying Report Sheet

Stage 3 Bullying reported to the Deputy Head or Assistant Head

Agreed next steps: *What needs to be done next?*

(Restorative justice, mediation and counselling, mentor support, external agencies, reduced lunchtimes, support for the victim, support for the bully, adjusted lunchtime and playtime timetables, specific programmes, home dinners, MARF referral)

- Share information with the DHT or AHT in the event of moving to stage 3.
- Other parents to be informed
-
-
-
-

Review time: *When we meet again to discuss this further?*

Stage 3 REVIEW

Actions Taken: *What has been put into place? Outcomes?*

Escalation: *Is this resolved? Continue to monitor? Provide with Headteacher and Chairs contact details?*



Bullying Report Sheet

Stage 3 Bullying reported to the Deputy Head or Assistant Head

Agreed next steps: *What needs to be done next?*

(Restorative justice, mediation and counselling, mentor support, external agencies, reduced lunchtimes, support for the victim, support for the bully, adjusted lunchtime and playtime timetables, specific programmes, home dinners, MARF referral)

- Share information with the DHT or AHT in the event of moving to stage 3.
- Other parents to be informed
-
-
-
-

Review time: *When we meet again to discuss this further?*

Stage 3 REVIEW

Actions Taken: *What has been put into place? Outcomes?*

Escalation: *Is this resolved? Continue to monitor? Provide with Headteacher and Chairs contact details?*

APPENDIX 1 - Positive Classroom Strategies

Silent Signals

At Rushmere Hall we have a set of silent signals that have been established for use across the whole school:

1. Getting pupils attention

The teacher will stand in a confident manner, place one hand up, palm facing the class and then wait for the class to fall silent.

Pupils will notice the silent hand signal and respond by:

- turning to face the teacher
- ceasing the activity and stopping any talk
- putting their hand up to show they have heard
- silently and gently making any nearby classmates aware of the silent signal

The teacher will insist that every pupil has engaged with the silent stop signal before giving the next instruction or teaching point.

2. 1-2-3

When pupils move around the classroom they follow the following steps in silence. To indicate the number, the teacher will display the appropriate number of fingers:

1. Pupils stand behind their chairs
2. Pupils move silently and carefully to the next activity/station
3. Pupils sit down

3. My Turn Your Turn (MTYT)

When the teacher places their hand on their chest (points to themselves) it indicates the teacher should be talking and no one else

When the teacher then extends their hand out to the class, it is their turn to give a choral response.

4. Turn to your partner (TTYP)

The teacher (standing up) places the fingertips of each hand so they are facing the class.

The hands are then brought together so the fingertips touch (like closing a gate)

This indicates it is time for partners to turn and talk to each other about the activity/objective

This signal can be used in conjunction with the MTYT

APPENDIX 2 Checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the flowchart of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display what rewards are available in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Professional Persona

- Know, understand and live out the school's vision, values and ethos through daily actions
- Model a positive and cheerful attitude around the school: actively greeting colleagues and children in the corridors, make eye contact when speaking to others
- Be proactive in suggesting and researching possible solutions to any issues or problems that arise
- Develop effective positive relationships with colleagues, knowing how and when to draw on advice and specialist support
- Acknowledge and respond appropriately to communications, emails and requests from colleagues and parents
- Meet professional deadlines and proactively speak to line manager if there is an issue with expectations
- Display an awareness and sensitivity to others and the demands and pressures they may be under – refer concerns/observations to line manager if appropriate
- Communicate effectively with parents
- Be self-aware and able to proactively take measures that help to provide a work/life balance
- Have a proactive and positive attitude to CPD and use PPA time effectively to prepare for teaching and develop awareness of teaching across the school