



RHPS - Positive Behaviour and Relationships Policy

Rushmere Hall Primary School

Approved by: Rushmere Hall Primary School Local Governing Body **Date:**

Last reviewed on:

Next review date:

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1. Introduction

At Rushmere Hall, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Rushmere Hall. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The policy reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Rationale

Our aim is to establish the highest standards of behaviour possible in a calm and encouraging environment in which positive relationships are key and where behaviours, positive attitudes for successful learning and mutual respect all take place. As such, we strive to make Rushmere Hall Primary School a happy, safe place which is welcoming, caring and supportive to enable our pupils to thrive personally, socially and academically. This Positive Behaviour and Relationships Policy sits alongside our Thrive Approach (see section 7) our Restorative Practice Approach (see section 9) and our PSHE approach within the Jigsaw Programme.

Jigsaw, the mindful approach to PSHE, helps to equip the children with understanding around all 4 of our rules. It takes children and young people's safety very seriously and aims to equip them to lead **safe**, happy and healthy lives, to develop **respect** and **resilience**, to embrace the opportunities open to them, to be **ready**, to aim high, and to be empowered to keep themselves safe, know their rights and responsibilities and know where and how to ask for help when needed.

3. Our 4 Core Values (Behaviour Rules)



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, we aim to strengthen the children's 'Attitude to Learning' skills. The Attitude to Learning skills sit beneath our 4 core values

- **Be Ready**
Independent, Motivated, Dedicated, Inquisitive, Ready to learn, Organised
- **Be Respectful**
Kind, Compassionate, Empathetic
- **Be Safe**
Intuitive, Responsible, Aware
- **Be Resilient**
Adaptable, Reflective, Resourceful

Our behaviour policy also focuses on the **rights** and **responsibilities** that children staff and parents have and the **respect** we encourage within our school

We consider these to be the overarching values that are a set of consistent principles that reflect common human decency and good citizenship. These align the human 'moral compass' of every child and adult. They enable us to confidently navigate the British and global societies in which we live, and be respectful, responsible and trustworthy citizens conducting ourselves with true integrity. We would expect all adults and children in school to show: Honesty, Kindness, Empathy, Friendship, Democracy and Courage.

4. Our Objectives

- Our behaviour management policy and framework is based upon the premise that once children have a clear understanding of our core values and expectations, and the consequences if they choose to deviate from these, they can make the right choices for themselves. We aim to do this:
 - Through a Restorative Practice and Thrive approach to allow every child to learn from their experiences, decide on the right consequence and have an understanding of why certain behaviours may be displayed, in order to make more informed and appropriate decisions about their own behaviours in the future
 - Through establishing positive relationships with the children and treating them with understanding, kindness and respect
 - To provide positive reinforcement and guidelines for positive behaviours for learning through our Core Values, Recognition Boards, promoting a Growth Mindset and drawing upon our 'moral compass' and British Values
 - To ensure that all adults within our school understand and promote this policy through their own attitudes and behaviours by setting high standards and expectations for good, positive behaviour for learning and respect for others and their surroundings
 - To ensure that appropriate behaviours are recognised and celebrated efficiently and effectively at all times
 - To also ensure that inappropriate behaviours are recognised and dealt with efficiently and effectively at all times
 - To work in partnership with parents/carers and the community to promote positive behaviours for learning and respect for others/their surroundings

At our school, we aim to ensure that:

- Our school is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.
- Our school is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.
- Our school is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

This will be achieved through:

- Establishing a culture in which members of the school community uphold consistently high expectations of behaviours based on the school's 4 values.
- Establishing fairness and consistency across the school with how we communicate our expectations and interact with children by using standard phrasing e.g. **All staff** to use the phrases
 - **"That's not OK"** when a child is seen breaking a rule
 - **"We'll talk about this together later"** allowing the child (and their peers) to know that a restorative conversation will take place and there may be a consequence
 - **"We will need to sort this and make it right"**
 - **"Your behaviour has been recognised and it is not the positive behaviour that we want"**
 - **"You haven't followed one of the four rules so we will need to follow the Positive Behaviour Policy now, to decide what happens next"**
- Establishing a school where children's behaviour is outstanding
- Ensuring positive relationships underpin everything we do
- Creating clear, easy to follow, reward based and positive behaviour systems that are consistently adhered to by all.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner.
- Facilitating a process whereby children are empowered and enabled to be responsible for their behaviour.
- Providing opportunities to develop empathy and an understanding about the needs and rights of others.
- All pupils and staff are treated with respect.
- To prevent all forms of unkindness and bullying.
- Working together with parents / carers to create a partnership between home and school

5. Our rights

We believe that children have the right to:

- Aim high and achieve their goals
- Learn in a positive environment free from disruption
- Be encouraged and praised for good learning and positive behaviour
- To be safe in their body and mind

We believe that every teacher has the right:

- To teach in a positive learning environment that is free from disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of what outstanding behaviour looks like
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children
- To be safe in their body and mind

It is our intention that every child learns from their and others' experiences in order to make more informed and appropriate, responsible choices about their own actions and behaviours.

6. Our Focus

Our focus is always **positive recognition and reinforcement**.

We have the graduated response framework as a necessity (Appendix 1): to be used when, (following our expectations and appropriate teaching, guidance, reminders and a warning), a child is choosing to act in a way that is contrary to our accepted values and behaviour expectations, and will be subject to this graduated response system.

We always use a Restorative Style of discussion and reflection with children that looks at reasons why certain behaviours may be displayed and offer and talk through solutions to these. For this reason, it is very rare that children progress through all these stages within the graduated response. Where appropriate the behaviour is always discussed and children are supported to recognise wrong or poor choices and make positive changes by considering the impact on themselves and others.

In some circumstances, where the school has identified a child to have additional needs, our application of the graduated response approach may need to be adapted and personalised for the child. This will be with the full support of the adults in school, and where necessary, on advice from external professionals working with the school, who have detailed working knowledge of the child.

Parents/guardians will always be informed about low level behavioural incidents that are becoming more frequent or about one off incidents that require follow up discussions at home.

7. Recognition of Positive Behaviours for Learning

Our school behaviour policy is 'rooted' in research into behaviour models and neuroscience, alongside our belief and understanding of the Thrive approach (being a Thrive aware school) and Restorative Approaches, which has led to this evolved policy.

We aim to build upon promoting and enabling children's **self-regulation and resilience** in order for them to be able to increase their own capacity for '**internally regulating**' their own behaviours based upon the emotions they are experiencing. This requires all adults in school to make time to get to know your children as individuals, teach empathy, be clear and consistent in our expectations and boundaries. Positive relationships are key.

In the **Thrive Approach** we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret

children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs if appropriate. There are some key ways to be in a relationship with a child that contribute positively to the development of a significant relationship and to the development for the child of a healthy sense of self.

These are known as the Vital Relational Functions (VRFs): **Attunement-Validation-Containment-Soothing**

Remember to demonstrate these essential tools as part of your general way of being with the child.

- **Attune:** Be alert to how they are feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.
- **Validate:** Be alert to the child's experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.
- **Containment:** Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or painful sorrow a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
- **Soothe** - Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.

The Rushmere Way is to

Be Ready to Learn, Be Resilient, Be Respectful and Be Safe.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow.

It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. **Children are praised publicly and reminded in private. We thank children after giving them an instruction, rather than using the word please. This ensures the instruction is followed promptly without it sounding like a plea.**

"When people talk about behaviour, they obsessively search for the instant solution. Some magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix.

Our school has four simple rules: ‘Be Ready, Be Resilient, Be Respectful and Be Safe’. These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

8. What does good behaviour look like?

<p>In lessons:</p> <ul style="list-style-type: none"> ● All children listening, learning and on task ● Silent transitions to maximise learning time ● Children taking responsibility for their learning ● Hands up ● Responding to teacher signal to stop and listen quickly ● Effective, focused partner talk about learning ● Hands empty, body still, eyes looking, ears listening ● Helping tidy and being tidy ● Staying in seats during lessons ● Quiet learning focused whispers/indoor voices while doing independent work 	<p>At playtime and lunchtime</p> <ul style="list-style-type: none"> ● Engaged in play ● Respectful to staff and peers ● Walking to the toilets ● Inclusive play ● Friendly ● Good language ● Good table manners and tidy approach ● Eating quietly ● Flushing the toilet
<p>On trips</p> <ul style="list-style-type: none"> ● Listening to adults ● Representing Rushmere Hall Primary School ● Staying in pairs ● Being mindful of the public & respectful towards others ● Sensible and smart ● Enthusiastic ● Polite ● Quiet voices 	<p>Walking around the school</p> <ul style="list-style-type: none"> ● Slowly, silently, single file ● Staying in straight line one behind the other ● Holding open the doors ● Picking up litter/coats ● Respecting displays ● Facing the front <p>In assembly</p> <ul style="list-style-type: none"> ● Walking in and out calmly and silently ● Sitting appropriately ● Respectful - listening not talking or fidgeting

Why do we need good behaviour?

- To ensure that children’s rights to learn, to be heard and to be safe in body and mind is always respected by everyone.
- To ensure children can learn in a safe environment.
- To create resilient, well rounded citizens by ensuring children have good social skills and show respect towards each other and adults at all times.

How do we ensure behaviour is consistently good or better at Rushmere Hall?

- By all adults having consistently high expectations of all children with no excuses.
- 'Water the flowers not the weeds' - make it clear what you are looking for in children's behaviours
- Following the stages and shared strategies for rewards and consequences in the behaviour policy.
- Working in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling this at all times
- Embodying the school shared values and learning behaviours.

What is the definition of low level behaviour?

- Low level behaviour can be discrete behaviour that disrupts the learning of others.
- It can be intentional i.e. the child is aware of what they are doing or it can be 'accidental' i.e. the child is unaware that their movements/actions are disrupting learning.
- Teachers should take a positive, relational approach to low level behaviour with the strategies they use e.g. non-verbal gestures (eye contact, click of fingers), statements of reality (all the other children are sitting quietly), asking the child whether they have a problem (I notice you are having trouble focussing on your work, do you have a problem? Can I help you in any way?), and always ensuring work is accessible.

9. The Restorative Approach

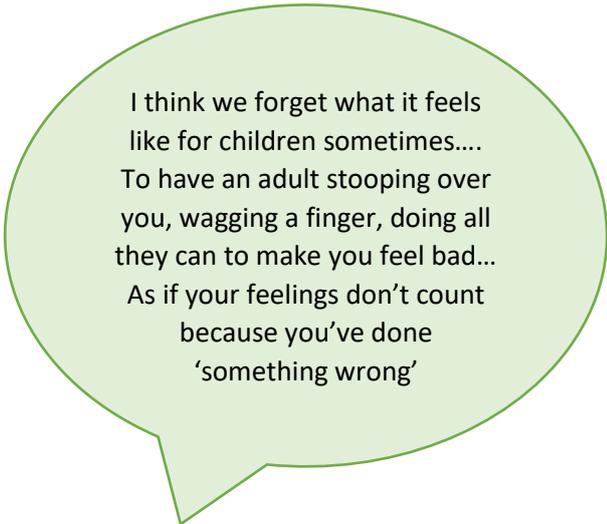
At the heart of the Restorative Approach is the intention to resolve conflict through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school rules of being ready to learn, be respectful, be resilient and be safe. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope and fairness.

If a pupil in our school has been negatively affected by someone's behaviour adults will ensure that each child's right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.



I think we forget what it feels like for children sometimes....
To have an adult stooping over you, wagging a finger, doing all they can to make you feel bad...
As if your feelings don't count because you've done 'something wrong'

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard and respected.

About Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

1. What happened
2. How did you feel?
3. What were you thinking at the time?
4. What have you been thinking since?
5. Who has been affected and how?
6. How can we put this right?

This is not about 'administering punishment' and spreading the hurt – this is about acknowledging the hurt that's been caused and finding a way to heal it'.

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines stages 1-4 Appendix 1. Restorative practice aims to:

Reduce	Improve	Develop
<ul style="list-style-type: none"> ● Exclusions ● Disruptive behaviour ● Conflict ● Bullying ● Low level disruption 	<ul style="list-style-type: none"> ● Behaviour ● Learning ● Attendance ● Outcomes 	<ul style="list-style-type: none"> ● Honesty ● Responsibility ● Accountability ● Empathy ● Emotional Literacy ● Conflict Resolution Skills ● Positive Learning Behaviour ● Positive Learning Environment ● Independence

You are not a bad person but what you did caused hurt so now we need to find a way to put things right

It's all about relationships. We want to get to the point where our relationships are so strong and secure we don't need to issue detentions. We just need to restore.

10. Rewards

1. House Team Points (TEAM)

All adults in the school can give **House Team points** - awarded to reward some and encourage others for targeted positive behaviour.

Target behaviours are those where the child has gone above and beyond and adults should use their instinct and professional judgement e.g.

- exhibiting exemplary target behaviour for learning under the four values
- attempting a challenging academic task.
- improving concentration and focus on a task.
- being well prepared and ready to learn (at a level exceptional for that child).
- working well as a team.
- finding a creative solution to a problem that helps others

Each week house points will be totalled and the winning house team celebrated and awarded a TROPHY which is added to the house team display in the dining room.

2. Learning Awards Tokens (INDIVIDUAL & TEAM)

Each week in assembly teachers will identify and select children to receive a learning award based on the 14 values.

When a child receives the award, they place a token in the tube linked to their house team.

At the end of the academic year, the winning house team has an afternoon of planned activities for them to attend.

3. Postcard and Invite to Head Teacher's Tea Party (INDIVIDUAL)

At the end of each term, teachers are invited to select one child who has worked exceptionally hard during the term.

Teachers complete the postcard explaining why this child has been selected and hands this to the Head teacher.

The Head teacher invites the children to a Tea Party where their postcards are read out, there are drinks and cakes and a mini celebration. At the end of the party, the children take their postcard home with them.

4. Weekly in class raffle (INDIVIDUAL)

During the term, teachers can provide children with raffle tickets in response for work that is above and beyond what is expected of them. The raffle tickets are placed in a draw at the end of the term and children can select from the prize box.

Children are made aware that the more raffle tickets that are added to the box, the greater their chance of winning a prize.

Aside from the above mechanisms, class teachers are encouraged not to have any other form of incentive chart, unless specifically designed for a particular pupil. The approaches above are designed to create consistency across the whole school and ensure that children are not exposed to different variations of incentives and rewards.

11. Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and it has an effect on the wider school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Children will be made aware by school staff that every incident will be investigated and some action taken. Staff will make it clear that children may not always see the sanctions taking place but this does not mean the incident has not been dealt with.

Our behaviour pathway

1. Give the child a reminder
2. Final warning
3. Space to cool off/calming time in class or in another class or in another designated space
4. Follow up/restorative/reparative conversation



Following the pathway

The stepped sanctions below use a **Positive Relational Approach**. Staff use scripts when consequences and actions are needed

1. GIVE THE CHILD A REMINDER (i.e. reinforce the 4 rules to them, privately if possible)

- I noticed you chose to ... (state the noticed behaviour).
- This is a REMINDER that we need to be ... (state relevant rule: Resilient, Ready, Respectful, Safe).
- You now have the chance to make a better choice.
- Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Walking feet. Thank you for listening.'

2. FINAL WARNING (i.e. reinforce the 4 rules to them again, privately if possible)

- I noticed you chose to ... (state the noticed behaviour).
- This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson/at break time etc.
- If you choose to break our school rules again, you leave me no choice but to ask you to move to ... the quiet area or Mr/Mrs classroom etc.
- Do you remember when ... (model of previous good behaviour). That is the behaviour I expect from you.
- Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. SPACE TO COOL OFF

A) WITHIN THE CLASSROOM

- I noticed you chose to ... (state the noticed behaviour).
- You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc).
- I will come and speak to you in two minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

GUIDELINES FOR COOLING OFF IN THE CLASSROOM

The child is sent to designated area of the classroom.

They have 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.

They need to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.

If their behaviour improves, they can return to seat. If not or if the child refuses, move to next step.

For regular occurrences: Discussion with Phase Leader, consider Behaviour Intervention/plan.

B) IN ANOTHER CLASS (Parallel class or phase leader's class)

- I noticed you chose to ... (state the noticed behaviour).
- You need to go to ... (state they need to go to another class room).
- I will speak to you later.
- *DO NOT describe the child's behaviour to other adults in front of the child*

Example - 'I have noticed you chose to continue to use rude words. You can go to another classroom and I will speak to you later. Thank you for listening.'

GUIDELINES FOR COOLING OFF IN ANOTHER CLASSROOM

The child is escorted to designated colleague or a follow up check is made to ensure the child has arrived.

They have a ten minute time out/working alone without causing further disturbance.

Staff consider possible removal of privilege playtime.

The teacher must provide work/activity for the child to complete and communicate this to the colleague, if longer than 10 minutes.

If behaviour improves, return to class.

If not or if the child refuses, radio for a response.

4. FOLLOW UP/RESTORATIVE/REPARATIVE CONVERSATION – see Section 9

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the follow up/reparative conversation then the following guidelines should be used:

Pupil is taken to a member of the Leadership Team (SLT)



Parents contacted
Parents called to school/telephone conversation
Internal Exclusion
Short Fixed Term Exclusion (1-2 days)
Longer Fixed Term Exclusion (3-5 days)
Permanent Exclusion (will be avoided at all costs)

12. Exclusion from school

The Positive Behaviour and Relationships Policy is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

Internal Exclusions

It is our duty to ensure children have their right to an education and where possible any exclusion from lessons for behaviour should be minimized. However, if interventions are exhausted or proving ineffective and behaviour that impinges on children's or adults' right to be safe is persistent or extreme, as a last resort internal exclusions will be issued by members of the SLT.

They will be Issued by members of the SLT for persistent or severe behaviours that impinge on children and adults' right to be safe.

- They may include periods of time from half a day to up to three days where the child may miss break time, lunchtime and lesson times. This fixed term internal exclusion will be supervised by a member of SLT.
- A Behaviour Support Plan will be implemented to monitor the child's behaviour during and following the period of exclusion for a suitable period of time.

External Exclusions (fixed term or permanent)

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's positive behaviour and relationships policy
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether for a fixed period (now referred to as suspension) or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation, gender reassignment or abuse relating to disability
- Indecent behaviour
- Damage to property and theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgement that exclusion is an appropriate sanction.

Suspensions (defined as: to exclude for a fixed period)

DfE guidance (2022) states: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

Suspension is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.
- Where extreme or persistent behaviour that seriously breaches adults or children's right to learn and be safe, a Specialist Education Service Outreach referral will be made for further advice regarding exclusions.
- Suspensions are of a fixed term nature and are of short duration (usually between one and three days, but can be longer).
- Following the decision to suspend a child, parents are contacted immediately where possible. A letter sent by post giving details of the exclusion and the date the exclusion ends. Parents carers have a right to reply or the right to a meeting.
- A Return to School/reintegration meeting will be held following the expiry of the suspension and this will involve the Head teacher, the child and their parents, Behaviour targets and risk assessment measures will be agreed by all. A behaviour plan will be completed with the members in the meeting. Behaviour will be continued to be monitored on return to school until all parties are happy with the improvement.
- The DfE's regulations allow the Head teacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year.

Before deciding on a suspension, the school will refer to the checklist included in the Eko Trust Suspension/Exclusion Process Checklist included in the Trust Exclusion policy.

<https://docs.google.com/document/d/1J2oCOPsKHyydT3PBQHy6Co4fvX6v9HaC/edit>

Permanent Exclusion

Permanent exclusion will always be a last resort and the school will endeavour to work with the family. In all instances, what is best for the child will be at the heart of all decision making processes.

DfE guidance (2022) states: 'The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school'.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) and persistent behaviour that breaches the school's behaviour policy
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a serious or 'one-off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff.
 - Sexual abuse or assault.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period (suspension) the Head will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into
- account the relevant policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Before deciding on a exclusion, the school will refer to the checklist included in the Eko Trust Suspension/Exclusion Process Checklist included in the Trust Exclusion policy.

<https://docs.google.com/document/d/1J2oC0PsKHyydT3PBQHy6Co4fvX6v9HaC/edit>

13. Positive Safe Handling

Rarely, but in some circumstances, for their safety and for safety of their peers/adults, positive safe handling may be needed. As a school who use the Thrive approach, de-escalation is our first approach and response. A number of staff are trained to use positive safe handling techniques. These techniques are only used as a last resort after all other de-escalation strategies have been considered. Parents will be fully informed if such techniques need to be implemented and safe handling techniques will be written into a structured risk assessment.

If a safe handling situation occurs, it is discussed with the Head Teacher with all staff involved. This is then formally recorded on a safe handling report which parents may wish to see.

We will always positively reassure all children who may be involved after any safe handling incident using the most appropriate person/s within the school at this point in time.

14. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010 x Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- It is also based on the special educational needs and disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupil's behaviours and publish a behaviour policy and a statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- DfE Behaviour in schools: advice for head teachers and school staff 2022
- DfE: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England (2022).
- DfE: Keeping Children safe in Education 2022

Appendix 1: Behaviour Guidelines – Graduated Response

Stage	Behaviour	Consequences COULD include	Action. Managed by
<p>Stage 1 Behaviours do not interfere with children’s rights to be safe or right to learn and they happen for the first time.</p> <p>FOR LOW LEVEL BEHAVIOUR (see definition)</p>	<ul style="list-style-type: none"> Low level disruption Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking. Pushing in the line. Walking around the classroom without permission. Bickering or squabbling. Telling tales/made up stories about others. Failing to complete the task set. 	<ul style="list-style-type: none"> Verbal reminder Apology - verbal Reminders about school expectations and rules Playtime exclusion writing letter of apology Letter home Meeting with parents Unfinished work to be labelled and sent home, must be completed by next day Introduce of calming methods/visual resources to aid behaviour Talking it through together and apology Instigation of a motivating reward chart Internal exclusion with year group lead, e.g. completing work within another class 	<ul style="list-style-type: none"> Restorative approach Use Restorative Questions Identify school value/rule broken Name the behaviour you have seen Tell them what you expect - give example <p>If persistent:</p> <ul style="list-style-type: none"> See stage 2 <p>Managed by class teacher</p>
<p>Stage 2 Behaviours do begin to impinge on children’s and adult’s rights, most often the right to learn. They are often behaviours that have continued from stage one and sometimes require a period of time out.</p> <p>PERSISTENT LOW LEVEL BEHAVIOUR</p>	<ul style="list-style-type: none"> Stage 1 behaviour continues after adult intervention/ warning/ consequence Deliberately breaking/damaging school property. Continually failing to complete the task set Throwing a tantrum which does not endanger others, themselves or school property. Swearing at another child. rudeness to adults 	<ul style="list-style-type: none"> As above plus Repair or replace others' property Carry out tasks in school to help raise funds for damage caused, e.g. fundraising Playtime exclusion carrying out repairs, tidying, cleaning in school Issues raised with phase leader or senior leaders Behaviour plan written in conjunction with CT/Phase leader Relevant unit of work repeated, e.g. PSHE unit on bullying 	<p>As above but in addition</p> <ul style="list-style-type: none"> Complete Restorative Justice Log, naming the child as the perpetrator and teacher/other children as the victims <u>Class teacher to speak to parents at the end of the day.</u> <p>If persistent:</p> <ul style="list-style-type: none"> Fill in behaviour plan <p>Managed by class teacher, Phase Leader,</p>
<p>Stage 3 These behaviours seriously impinge on children’s and adult’s rights, most often the right to be safe.</p> <p>ZERO TOLERANCE BEHAVIOUR</p>	<ul style="list-style-type: none"> Calling a child/adult racist/homophobic name. Physically or emotionally hurting another child or adult deliberately e.g. through hitting, kicking, spitting, scratching, biting, taunting or goading Fighting in the classroom or playground. Running out of the classroom during a lesson. Bullying (see anti-bullying policy) Sexualised behaviour or language 	<ul style="list-style-type: none"> As above plus Miss lunchtime Miss clubs for that week Behaviour plan/ for persistent behaviour Internal exclusion may be issued Fixed Term Exclusion may be issued 	<p>As above but in addition:</p> <ul style="list-style-type: none"> SLT follow up with parents and teacher Fill in behaviour plan (agreed by parents) with a clear review date approx 4 wk IF this is becoming repeated behaviour. Fill in racist/homophobic/bullying incident form Attend lunchtime nurture group during lunchtime if relevant If persistent: Consider SES Inclusion Surgery Meeting or referral to SES Specialist Teacher <p>Managed by class teacher, Phase Leader, SLT</p>
<p>Stage 4 Exclusions/Suspensions</p> <p>PERSISTENT ZERO TOLERANCE BEHAVIOUR</p>	See School’s Policy		<p>SLT to follow DFE and Suffolk exclusion policy and guidelines</p> <p>Managed by SLT</p>

