



# RUSHEY GREEN

## BEHAVIOUR POLICY

<b><u>Date of Policy:</u></b>	<b>September 2025</b>	<b><u>Approved By:</u></b>
<b><u>Renewal Date:</u></b>	<b>September 2027</b>	<b>Full Governing Body</b>

## **Behaviour policy**

Rushey Green Primary School is a place where staff and pupils feel safe and happy. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning - we have high expectations of our pupils and for our pupils. This includes providing a strong, consistent focus upon **active learning** and the development of **calm, nurturing relationships** with our pupils, staff, parents and families.

At Rushey Green, we understand that all pupils are different - pupils have individual learning (emotional and behavioural differences) and we endeavour to get to know and actively support every child.

Everyone at Rushey Green is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviour and dynamic interventions that support staff and learners.

This policy will ensure that everyone in our school community has a shared understanding of well-being, positive relationships and behaviour that reflects our school vision, values and aims. We have high expectations and aspirations for everyone; we want our pupils to feel:

- Safe
- Healthy
- Nurtured
- Respected
- Responsible
- Confident
- Included

We are a nurturing school, endorsing the nurturing principles and believe that:

*'All behaviour and presentation is a form of communication.'*

Our policy is informed by the: **Five Pillars of Pivotal Practice** and Paul Dix's 'When Adults Change Everything Changes.'



## The Five Principles of our Practice



1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult conversations
5. Restorative follow up

### Aims of the Behaviour Policy

- To encourage a calm, purposeful, productive and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where efforts and achievements are valued

- To provide a high quality education which supports and challenges our pupils, fosters creativity and develops critical thinkers through stimulating and engaging learning experiences
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To recognise and give attention to positive behaviour using this as a model of good practice for others
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose
- To help children to develop the self-regulation, discipline and motivation needed to succeed and achieve in our society
- To raise children's self-esteem and recognise individuality
- To develop a strong sense of self value and a commitment to upholding the moral and social values of our society.

### **Expectation of adults**

#### **All adults should:**

- Take time to welcome pupils at the start of the day, **meet and greet** at the door setting high expectations.
- Build emotional currency by making pupils feel valued, important and included.
- Always redirect pupils by referring to '**Be Ready, Be Respectful and Be Safe**'
- **Model positive** behaviours and **build** relationships.
- **Plan** lessons that **engage, challenge and meet the needs of all learners**. Make your feedback on work personal, thoughtful and kind.
- Use positive postcards each week to recognise children who have gone **over and above**.
- Use a recognition board to highlight pupils who are behaving 'over and above' your expected standards.
- **Be calm** and give 'time out' when going through the steps (pupils need to be regulated to be able to engage).
- **Never** walk past or ignore pupils who are not meeting expectations

#### **The Head teacher and The Senior Leadership Team should:**

*SLT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.*

- Be a visible presence around the school
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours
- Model to staff the approach, ethos and expectation at Rushey Green

#### **Members of staff who manage behaviour well:**

- Consistently **catch pupils doing the right thing** and **praise** them in front of others
- Know their classes well and **develop positive relationships with all** pupils
- Relentlessly work to **build mutual respect**
- **Remain calm** and keep their emotion for when it is most appreciated by pupils
- Can **'tear and repair'** relationships.

**Demonstrate unconditional care and compassion**

**Pupils should:**

- Follow all school and Rights Respecting classroom charters.
- Do their best
- Contribute to their own learning - **be ready to learn**
- Treat others, their belongings and the environment with respect - be **respectful**
- Show consideration for others
- Consider the effects of their actions on others - **be safe**
- Adhere to the home/school contract (See appendix)

**Parents' Responsibilities**

- Parents and carers have an active part to play in shaping the behaviour of their children and are, therefore, expected to support the school's Behaviour Policy.
- To make their child(ren) aware of their behavioural choices
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules and expectations
- To adhere to the home/school contract (See appendix)

**Principles of behaviour policy:**

**BE RESPECTFUL**

**BE SAFE**

**BE READY TO LEARN**



**'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'**  
(Paul Dix)

Our language around the three principles will help to promote the behaviour we would like to see around school.

Through framing our language around the behaviour we want to see, it enables children to reflect on what behaviours they are displaying and the impact this will have on themselves and others. Our behavioural management approach will always be to encourage children to behave in a safe and respectful way and be ready to learn.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to recognise good behaviour.

At Rushey Green, we promote positive behaviour at all times. All staff are expected to model correct behaviour in all aspects of school life and have high expectations for the children across the whole school.

### **Recognition and rewards**

We recognise and reward learners who go ‘over and above’ our standards. Our staff understand that the use of praise in developing a positive classroom culture and environment is key in developing positive relationships, including those learners who are the hardest to reach.

Pupils and staff are recognised for going ‘over and above’ in terms of demonstrating the **core values, upholding school rules** and **displaying positive attitudes**. Pupils are encouraged to show initiatives by playing an active role in positive behaviour.

*‘The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct and making the consistency palpable, audible and highly visible.’ (Paul Dix)*

At Rushey Green, we recognise positive behaviour, effort and conduct in the following ways:

Strategy	Approach
<b>Non verbal praise</b>	Non-verbal praise, like a high-five, thumbs up, or a smile can strengthen relationships, motivate individuals, and enhance learning experiences. This will be used throughout the school day by all stakeholders.
<b>Recognition board</b>	A recognition board will be used to encourage social or learning behaviours or school values. For example: One voice, Kind words, Over and above are written on the board.  When a child displays a <b>behaviour, quality or value</b> from the board, their name is placed on the <b>behaviour, quality or value</b> displayed and they are praised by the teacher. This means that the attention is focused on positive behaviours. The behaviour(s), value(s) and qualities are chosen based on what the class needs to develop. The aim is for all pupils to work together as a team to ensure everyone's name is on the board.

	<p><i>'This is not intended to shower praise on the individual, it is a collaborative strategy - we are <b>one team</b> focused on <b>one learning behaviour</b> and moving in <b>one direction.</b>' (Paul Dix)</i></p>
<b>Recognition at Rushey</b>	<p>These will focus on pupils going 'over and above' in terms of school values and their behaviour over the course of the week. The celebration will link to one of the school's core values. Each teacher chooses two children in their class for a star certificate; this is presented to the children in an assembly and later published in our school newsletter.</p>
<b>Headteacher certificate</b>	<p>These are a school-wide award given by the headteacher to acknowledge significant achievements or positive contributions. These recognise significant achievements or positive contributions across the entire school. It may be for academic excellence, positive behaviour and pupils going 'over and above' in terms of school values. These will be presented during a headteacher assembly and later published in the school newsletter. Assemblies will be half termly.</p>
<b>Positive note/postcard</b>	<p>These will focus on pupils going 'over and above' in terms of the school's values and their behaviours. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out depending on the pupil. Teachers have a pile of postcards accessible in the classroom for cover teachers.</p> <p>Children can nominate a member of the class for a positive note/postcard.</p> <p><i>'The positive note enables you to mark the moment with the child.'</i> (Paul Dix)</p>
<b>Positive phone call home</b>	<p>Any member of staff is encouraged to call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.</p>
<b>Whole class mystery reward</b>	<p>This will focus on pupils working together towards a reward based on the school values. This is a whole class approach to build a positive class culture. – A reward is hidden behind post-it notes. Once the children have completed and removed all of the post- it notes, the reward is revealed.</p> <p><i>'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction.'</i> Paul Dix</p>

## Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults:

Pupils and adults are expected to demonstrate:

1. Marvellous manners
2. Wonderful walking
3. Eyes watching
4. Fantastic focus
5. Legendary lines

Staff will use non verbal forms of communication to signal what routine they are looking for, for example using their fingers to show the number 2 - wonderful walking.



#### Policy Blueprint and Classroom Plan Behaviour Policy Blueprint (See Appendix)

This is a concise document that all school staff refer to for a consistent approach to the behavioural and emotional needs of the children.

### **Classroom Plan**

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan is used by every teacher to ensure consistent language and steps are being used throughout the school and expectations and consequences for the children are clear.

### **Scripted Response**

As part of the classroom plan, a 30-second script will be used to reinforce expectations when the behaviour shown is not reflective of our school values. The purpose of the script is to provide a quick, consistent and non judgemental dialogue with the children to encourage positive choices. The scripted response should be delivered calmly in order to prevent escalation (see behaviour blueprint).

### **Restorative Approach**

***'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix.**

Pupils are taught that **every** adult in our school has the ability to deal with behavioural incidents. If an incident takes place in the playground at lunchtime, this will normally be responded to by the midday meal supervisors or teaching assistants who will use the same approach as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. In order to reduce the impact on teaching time, support staff and leaders (when needed) will be expected to release the class teacher if a restorative meeting is required.

### **Restorative Meetings and Conversations**

***'The positive relationships you form with pupils depend on a restorative approach being your default mode.'* Paul Dix**

At Rushey Green, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with the tools they need to avoid similar incidents occurring in the future.

### Classroom plan

Behaviour	Steps	Actions
<ul style="list-style-type: none"> <li>● Talking, distracting others</li> <li>● Slow to complete work</li> <li>● Arguing with peers, shouting out</li> </ul>	<p style="text-align: center;"><b>Step 1</b></p> <p><b>Reminder</b></p>	<ul style="list-style-type: none"> <li>● A reminder of our three simple rules: Ready, Respectful, Safe (delivered privately).</li> <li>● The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</li> <li>● Repeat reminders if reasonable adjustments are necessary.</li> <li>● Praise will be given if the learner is able to model good behaviour as a result of the reminder.</li> </ul>
<ul style="list-style-type: none"> <li>● Continual talking</li> <li>● Refusal to follow instructions</li> </ul>	<p style="text-align: center;"><b>Step 2</b></p> <p><b>Redirect</b></p>	<p>A <b>clear verbal warning</b> delivered <b>privately</b> wherever possible, making the learner aware of their <b>behaviour</b> and clearly outlining the <b>consequences</b> if they continue. Use the phrase: 'Think carefully about your next step.'</p>
<ul style="list-style-type: none"> <li>● Rudeness to staff</li> <li>● Throwing small equipment</li> <li>● Disruption of learning</li> </ul>	<p style="text-align: center;"><b>Step 3</b></p> <p><b>Reinforce</b></p>	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> <li>● I have noticed that you are... (having trouble getting started, wandering around etc.) right now.</li> <li>● At Rushey Green, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>● Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>● See me for 2 (or up to 5) minutes after class/during break.</li> <li>● Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>● That is who I need to see today...</li> <li>● Thank you for listening... then give the child some 'take up' time.</li> </ul>
<ul style="list-style-type: none"> <li>● Continuation of steps 2 -3 incidents</li> </ul>	<p style="text-align: center;"><b>Step 4</b></p> <p><b>Reflection</b></p>	<p><b>Year Group Leads</b> Time out is a short time away from their learning space in the calm corner/space It is a few minutes for the child to: calm down, breathe, look at the situation from a different perspective and compose themselves. <b>5 minutes maximum.</b> Reset expectations and settle back in.</p>
<ul style="list-style-type: none"> <li>● Physical unwanted behaviours towards a child/adult</li> </ul>	<p style="text-align: center;"><b>Step 4</b></p> <p><b>Reflection</b></p>	<p><b>Headteacher, Deputy or SENCOs</b> (If the behaviour is deemed serious (see below) then time out may be with a member of SLT or with a member of staff</p>

<ul style="list-style-type: none"> <li>● Racist incidents</li> <li>● Homophobic incidents</li> <li>● Upturning Furniture</li> </ul>		outside the classroom).
<ul style="list-style-type: none"> <li>● Physical violence towards pupils or staff</li> <li>● Leaving the school grounds</li> <li>● Climbing on school property</li> <li>● Continual usage of inappropriate racist or homophobic language</li> </ul>	<p><b>Step 5</b></p> <p><b>Repair</b></p>	<p>This might be a quick chat at break-time in/lunchtime, out of the classroom or a more formal meeting.</p> <p><b>Restorative Practice:</b></p> <p>5 questions below will be used:</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. Who has been affected?</li> <li>3. How have they been affected?</li> <li>4. What should we do to put things right?</li> <li>5. How can we do things differently in the future?</li> </ol> <p><b>Headteacher, Deputy or SENCOs</b></p>

### Consequences

***'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix**

At Rushey Green, we encourage positive behaviour that reflects our ethos. Our behaviour management approach is based upon building strong relationships between adults and children. The use of **positive reinforcement** strategies will **always** be our default **approach**. If a child is not responding to these strategies, there are clear, consistent consequences chosen by the adult dealing with the specific incident. These are designed to hold the child accountable to our high expectations at Rushey Green. Pupils are reminded that after every incident it is a **'fresh start'** and they are coached and encouraged in how to put things right and respond differently the next time.

Consequences always encourage the child to reflect on their behaviours and, through a restorative style, encourage the child to make good choices in the future.

## Consequences

'Pay time back' - refusal to complete work  
Communication with parent/carer and work sent home

If a child is not completing accessible learning, they will 'pay time back' by completing work at break or lunchtime with their class teacher or teaching assistant. The class teacher must inform parents. If work is still not completed work to be sent home for completion with a slip for parents to sign and return the following day. This must be recorded on CPOMS.

If it happens persistently then class teachers should raise concerns at year group meetings.

Communication with parent/ carer

If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.

E.g.

- Not following instructions
- Talking when others are talking
- Talking when the teacher is talking
- Not following the relentless routines
- Not keeping themselves/others safe
- Not being respectful
- Not ready to learn

A formal meeting with SLT and parents/carers.

If a child has three or more incidents in a week (or regular incidents) requiring reflection a formal meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.

Weekly behaviour meetings

Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings over a 2 week period to discuss their behaviour with a member of SLT. A formal meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS. (intervention support)

Pupil profile

Children who regularly receive more than 5 reflections in a week will have a behaviour support plan. A formal meeting will be arranged with SLT and parents/carers. This must be recorded on CPOMS.

A serious breach may lead to a fixed term exclusion. This must be recorded on CPOMS.

Exclusion	
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Inappropriate behaviour or behaviour that is deemed unsafe, will be dealt with firmly and fairly. To ensure consistency all staff will follow the same guideline

<b><u>Unacceptable behaviours</u></b>	
Unacceptable behaviours may include: <ul style="list-style-type: none"> <li>● Physical/verbal/emotional behaviours with intent to cause distress and/or harm</li> <li>● Defiance / rudeness towards any adult</li> <li>● Rudeness towards a peer(s)</li> <li>● Persistent taunting, teasing and bullying behaviour</li> <li>● Stealing</li> <li>● Spitting</li> <li>● Swearing</li> <li>● Homophobic comments that cause offence</li> <li>● Racist comments that cause offence</li> </ul>	Fixed term exclusion will be given to children at the discretion of the HT.

### **Dealing with children in a heightened emotional state**

Children display behaviours that are challenging because there is an unmet need being displayed, but they have not been given the tools to explain what that is. When children are unable to manage their own emotions and self-regulate, they can often be in a state of **fight, flight, freeze or fawn**, and it is the role of the adult, to be able to acknowledge this and support and use this as a teaching moment. Adults will use these opportunities to co-regulate with pupils. Children who exhibit behaviours that challenge as a result of identified social, emotional and mental health concerns or social communication differences are supported by a graduated approach. Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them.

Waves of support document:

<https://drive.google.com/file/d/1Ab1Dkec4WltE8U7fKHrfBD9skWTXx8PI/view?usp=sharing>

In line with the DfE Guidance '***Promoting and supporting mental health and wellbeing in schools and colleges November 2022***', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Rushey Green.

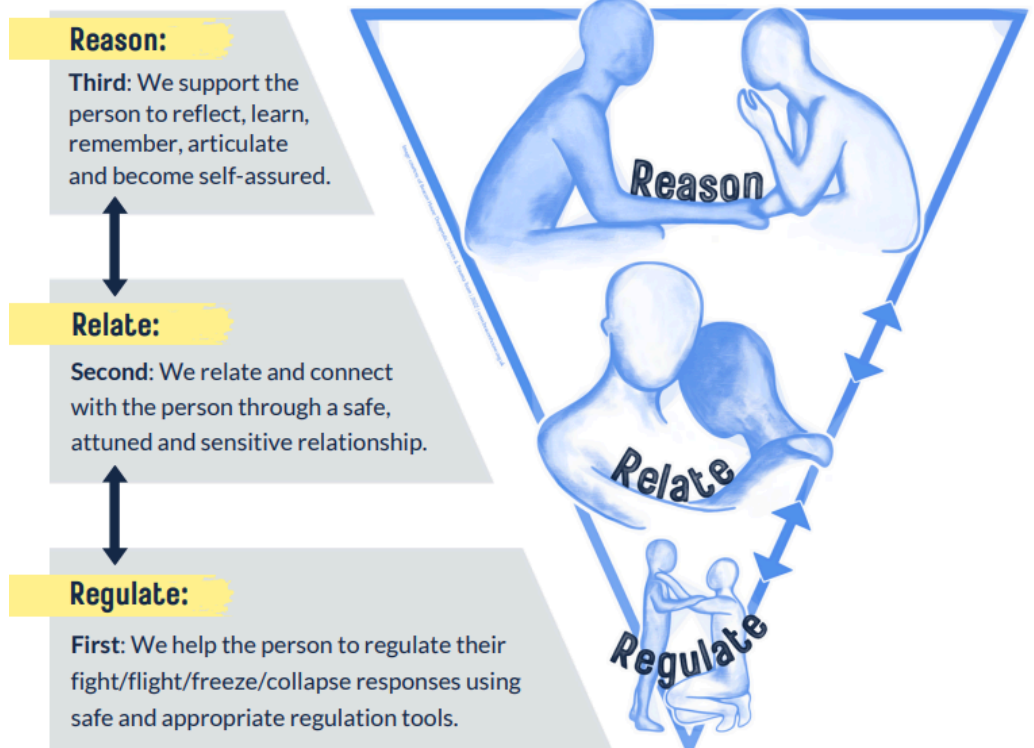
All staff are expected to implement the behaviour policy in a calm, consistent and skilful manner using every method possible to **minimise confrontation** and **deescalate** the situation. However, it is recognised that from time to time there will be a situation where a child may be in a heightened emotional state.

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma has shown that to help a person who has experienced trauma to learn, think and reflect, we need to support them in a sequence which prioritises regulation first so that the brainstem can be calmed.

- **Regulate**
- **Relate**
- **Reason**

**Regulate:**

Adults will support pupils to regulate by co-regulating with them. The use of Zones of Regulation supports pupils to identify self-regulation as a skill, which needs to be taught during a place of calm, not alarm, so new neural pathways can be built when a child understands what this should look and feel like.



All staff will assist in regulating all children, even if they are not children in their class, as that child may perceive that person as their safe person.

- Adults will ensure that before they speak to a child to support them in regulation, they have understood their own emotional regulation. If needs be, staff can use their own personal emotional toolkit, before engaging with a child who is dysregulated.
- Adults will get down to the child's level, and have an understanding of what they need to regulate
- Adults will focus on using strategies to calm the child down and not speak about the behaviours displayed.

Adults are to be mindful of a child's stress response in these situations. For example, if a child's stress response is flight, this is going to cause them to want to run and be on their own. We should make a conscious effort to allow the child to react to their stress response and then support them in regulation after. There are special exemptions for a child who is in danger to others and themselves in this instance.

**Phrases to be used:**

- **You are safe**
- **I will stay with you, we can do this together**
- **I am here to help**
- **I am in the green zone (ZOR)**
- **It is ok to feel angry or sad, I sometimes feel those emotions**

- **This is really tricky, but let's navigate this together**
- **Seems like we need a little brain break, lets go and ...**

### **Relate:**

Once the child is calming down, they will begin to come out of their stress response (fight, flight, freeze, fawn).

To relate, talk to the child calmly and help them feel heard and seen.

- Adults will be actively aware of the child's and others emotions
- Adults will show empathy and compassion by understanding why the child has reacted in the way they have and use this as a teaching moment.
- Adults will use this time to build connections with them and show them that even in seemingly small situations, you will not leave them alone in their distress.

### **Phrases to be used:**

- **I can see you are calming down**
- **I am proud of you for remembering your emotional toolkit**
- **It is really difficult growing and having big emotions**
- **It is ok to be scared, worried or angry**
- **I am here to listen to you**
- **I am not going to leave you**

### **Reason:**

This is where you can access a child's higher-level brain to talk about what occurred and practise different, healthier, ways to respond. This may look like:

- role playing
- reading a book together that teaches a skill they need to work on
- having a chat about what to do differently next time.

In this 'R' you will help them reflect on what just happened and how to learn from it

This can be done by:

- Encourage them to tell their story. Support them to remember and reflect
- Actively listen to the child or young person
- Help them to understand their feelings and behaviour in a non-judgemental way
- Help them know that negative emotions are normal and that there are ways of expressing them that don't harm others or themselves
- If necessary help them to re-interpret the situation or reframe it
- Using an approach such as Comic Strip Conversations to develop understanding of the situation at hand

### **Natural consequences**

Children will be encouraged to think of a natural consequence based on the behaviour that has occurred and will allow them to take ownership of the behaviour displayed, once the teaching moment and reflection has occurred.

### **Pupils with SEND**

This behaviour policy acknowledges the school legal responsibilities under the Equality Act 2010 in respect to pupils with SEND.

Some pupils with SEND can behave in a manner which may be described as '*emotionally dysregulated*' sometimes resulting in behaviours that challenge/ verbal or physical unwanted behaviours.

We understand that all behaviour is a form of communication, so when we are supporting pupils with SEND who are presenting with dysregulated behaviours, we endeavour to understand the reasons behind the behaviour and what we can do to remove or reduce the stress. We seek to understand the potential unmet needs of pupils with SEND, when we encounter dysregulated behaviours, so that we can effectively support pupils to a more regulated state.

It is helpful to identify triggers or underlying difficulties, which then enable us to remove the trigger or provide support, thus reducing the frequency of behaviour concerns. To do this, we use a [Behaviour Analysis STAR chart](#).

### **Absconding from School**

If a child leaves the school premises the staff will assess the situation and decide:-

- That the child can be retrieved and returned to school safely and successfully - This would be the most common action for younger children.
- That it would be safer not to follow a child and therefore prevent a chase which could possibly cause the child to run into danger e.g. crossing a road. This would probably be the most common occurrence for an older pupil.
- Parents and then Police would then be informed immediately. (See child missing policy)

### **Positive handling**

In extreme circumstances where a child is a danger to themselves or others, restraint procedures (Positive Handling) will be implemented for the health and safety of themselves, other pupils and staff. Only trained staff should restrain a child unless there is immediate danger to a child's safety or someone else's, which will be appropriately logged onto CPOMS, with accurate detailing.

### **Legislation**

Section 93 of the Education and Inspections Act 2006 allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils (see paragraph 5 below), to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

### **Suspensions and Permanent exclusion**

Head teachers retain the power to suspend pupils on disciplinary grounds. Any decision to suspend should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, 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 pupil or others in the school.

We expect schools who have permanently excluded a pupil to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

### **[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)**

The "Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England, including Pupil Movement" guidance (August 2024) sets out the legal responsibilities and processes for managing suspensions and permanent exclusions in England. Here's a summary of key points:

#### **Legal Framework and Responsibilities**

- Headteachers (or their equivalents) have the authority to suspend or permanently suspend pupils based on disciplinary grounds. This must align with the law and take into account guidance on safeguarding, the needs of pupils with SEND (Special Educational Needs and Disabilities), and equality laws.
- Governing boards and academy trusts must review exclusions, particularly where exclusions last over five days, or are permanent.
- Local authorities play a role in supporting suspended pupils, especially for vulnerable groups.

#### **Reasons for Suspension and Exclusion**

- Exclusion can only be used as a last resort when a pupil's behaviour breaches the school's behaviour policy, and lesser measures have been exhausted.

#### **Processes for Exclusion**

- For suspensions, parents will be informed of when the child will be allowed to return to school. This will be made clear in the letter to parents on the day of the suspension.

- Permanent exclusion should only be considered in response to serious breaches, such as violent behaviour or persistent disruption.
- Parents will be informed immediately in writing, outlining the reasons for the exclusion, the length of suspension, and the right to challenge the decision.

### **Review Process**

- Governing boards must review permanent exclusions and suspensions over 15 days in a term. For suspensions under five days, parents can still challenge the exclusion.
- If a governing board overturns the exclusion, the pupil should be reinstated immediately.
- Parents have the right to request an independent review panel if they disagree with the governing board's decision.

### **Pupil Movement**

- Managed moves (moving a pupil to a new school) must be voluntary, agreed upon by the pupil, parents, and the new school, and should not be used as an alternative to exclusion.
- Off-site direction (temporary transfer of a pupil to another educational setting) can be used as an intervention, but not as a form of exclusion.

### **Pupils' conduct outside the school**

Under the Education and Inspections Act 2006 schools have the statutory power to discipline pupils for misbehaving outside the school premises. The school will respond to any incidents of pupils misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school. Examples of unacceptable behaviour outside the school may include when a child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or unacceptable behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

### **Searching, Screening and Confiscation**

Searching, screening and confiscating items from pupils in schools is set out in the Education Act 1996, and further clarified in the Searching, Screening and Confiscation - advice for schools policy, published by the Department for Education.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

The headteacher or a member of the Leadership Team (DSL) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched.

Prohibited items can include:

Knives and weapons, alcohol, illegal drugs, stolen items, an item that a member of staff reasonably suspects could be used to commit an offence, cause personal injury or damage of a property, tobacco, fireworks or pornographic images.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

### **School Rules - mobile phones and smart watches**

Mobile phones are banned on the school grounds in all circumstances. Only in special circumstances are children in year 5 & 6 permitted to bring a phone to school if they travel to and from school alone. Parents will complete a mobile phone to school agreement (see appendix). This is in agreement with the headteacher.

If a child is using their phone on school premises the phone will be confiscated and must be collected by the parent.

The power to search pupils is part of broader behaviour management and safeguarding policies, and the use of this power will be carried out with consideration for the pupils welfare and rights.

Smart watches are banned in school. Any child wearing a smartwatch will have it confiscated and a parent/carer will have to collect it from a member of SLT.

### **Allegations of Abuse against Staff**

Any allegations of abuse that are made against staff will be taken seriously and dealt with quickly and fairly in accordance with the schools Child Protection and Safeguarding Policy. Following any false allegations the pupil will be sanctioned and this may include a fixed term suspension or permanent exclusion.

### **In-Service Training Needs**

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training. We work with a range of external partners to undertake training and to support our children.

## Appendix (home school agreement)

### **Parents/Carers**

I / We will do my/our best to:

- Ensure my child attends school regularly
- Ensure my child is punctual for school
- Ensure my child is properly equipped to learn
- Inform the school of the reason and evidence for absence on the first day that he / she is away.
- Make sure my child arrives at and is collected from school on time.
- Support the school in upholding policies and behaviour guidelines.
- Ensure that my child wears the correct full school uniform.
- Ensure that my child wears the correct full PE kit to school.
- Encourage my child to always do their best.
- Ensure that my child's homework is completed and returned on time.
- Attend parent meetings/evenings, parent workshops, class assemblies and discussions about my child's progress.
- Support all staff in their efforts to create a caring community which values children and their rights.
- Treat all members of the school community with respect and politeness.
- Work in partnership with the school

Parent name:.....

Relationship to child:.....

Signed:.....

### **The School**

We will do its best to:

- Provide a safe, secure and caring learning environment
- Teach and encourage children to do their best at all times and achieve their full potential
- Develop positive values and a caring attitude towards the school community and the environment
- Treat children fairly, care for them and ensure their happiness.
- Keep parents informed about school activities through newsletters, emails, notices, the website etc.
- Provide a broad and balanced curriculum to match the needs of individual pupils.
- Promote high standards of behaviour to ensure a safe and caring environment
- Encourage children to do their best at all times.

- Provide opportunities for parents to be involved in school events/school life.
- Inform parents of their child's progress at regular meetings at least once a term.
- Inform parents about any concerns or problems that affect their child.
- Encourage children to take care of each other and their surroundings.
- Set and monitor homework which is appropriate for the child's year group.
- Develop pupil understanding of how to value and respect different cultures within the school and within the community.
- Help your child to develop a sense of responsibility, show empathy, believe in themselves and support them to make right choices.

### **The Pupils**

I will:

- Be ambitious and resilient (thriving) by always trying my best and working hard to learn.
- Demonstrate the Rushey Green values
- Be respectful
- Be safe
- Be ready to learn
- Follow the school rules and behaviour policy
- Be punctual for school
- Regularly attend school
- Be responsible by wearing the correct school uniform
- Complete my homework regularly and return it to school on time.
- Follow the class charters and respect the school values.
- Take good care of the equipment, building and the environment of the school.
- Not bring toys, phones or play things of any kind to school without the permission of my parents/class teacher.

## Appendix: Mobile phone agreement

### Parent/carer

Pupil's Name:.....

Class: .....

- I wish to give permission for my child to bring his/her mobile phone to school.
- I agree it is their full responsibility to abide by the School's mobile phone rules. I understand permission can be refused should there be any misuse in school.
- I understand that bringing his/her phone to school is done so at his/her own risk.

Signed: ..... (Parent/Guardian)

Name (please print): ..... (Parent/Guardian)

Relationship to child:.....

Date: .....

### Pupil

- I know that having a mobile phone is both a privilege and a responsibility.
- I am allowed to bring my device to school in order to help me communicate with my family before and/or after school just before I enter the school site and when I leave the school site.
- I understand that bringing my phone to school is done so at my own risk.

I agree to follow these rules when I bring my device into school:

- I will turn my phone off when I arrive at the school gate and ensure it remains off for the school day.
- During the school day I will make sure my phone is stored in a box/basket provided by my teacher.
- I will not use my device whilst at school for any reason, unless asked to by an adult.
- I will wait until I am outside of the school gates to turn on my device and use it at the end of the day.
- I will not share my phone number with any other children without the permission of my parents.
- I will never give away the pin, password or any other access information that would allow others to use my device.
- I will not use my device to make videos or take photos of myself or other children whilst in, or near to the school.
- I agree to follow these rules when bringing my device into school

Child's name : (please print) .....

Sign (child):.....

Class: .....

Date : .....

Signature of Parent/Carer : .....

Name (please print): ..... (Parent/Guardian)

Relationship to child:.....

The school reserves the right to refuse permission for a child to walk home alone depending on the distance and concerns the school may have at that time.

We would advise no KS2 child walks home alone even if authorised by their parent/carer but walks in a friendship group. All children must be collected from after school clubs by an adult unless written permission is given for the child to walk home – again this comes to the Headteacher as above.

- No adult other than those named will be allowed to leave the school with a child. In the event that someone else should arrive without prior knowledge, the school will telephone the parent/carer immediately and await their advice.
- If a child is to be collected before the end of the school day, the school is to be notified on the same morning. On arrival at school to collect the child the parent/carer will report to the office staff. The child will then be brought, by staff, to the reception to be taken home by the parent/carer.
- If the parent/carer or alternative nominated adult is going to be late to collect their child, staff must be informed of this on arrival.
- If no one arrives to collect a child and the parent cannot be contacted within half an hour of the end of the school day and we have not been advised of any change of arrangements or delays, the school will contact social services to inform them we have an uncollected child on the premises.

**Walking home agreement: Permission for pupils to walk to and from school unaccompanied.**

*Person with parental responsibility to complete and return this reply slip to school*

- I wish to request that my child can walk to/from school on a regular basis.
- I will notify you immediately should this arrangement change.
- I have read and understood the guidelines, systems and reasonable precautions

Signed: ..... (Parent/Guardian)

Name (please print): ..... (Parent/Guardian)

Relationship to child:.....

Date: .....

## Appendix: classroom plan

### Rushey Green Primary School

#### Growing future leaders

At Rushey Green, high expectations of learning, behaviour and respect for each other underpin everything we do.

#### Every adult will:

- Meet and greet
- Model behaviours
- Build relationships.
- Plan lessons that

engage, challenge and meet the needs of all learners.

- Recognise pupils who have gone over and above
- Be calm
- Never walk past or ignore pupils

#### Relentless routines:

1. Marvellous manners
2. Wonderful walking
3. Eyes watching
4. Fantastic focus
5. Legendary lines

#### Restorative conversation

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

#### Our ethos:

Be respectful

Be safe

Be ready

#### How we recognise pupils:

Non-verbal praise

Recognition board

Certificates

Positive note

Positive phone call home

Mystery reward

#### Classroom plan:

1. **Reminder:** 3 rules (privately)- be respectful, be safe, be ready
2. **Caution** (outline the behaviour and consequence)
3. **Last chance** (30 second script intervention)
4. **Time out/Time in** (calm corner)
5. **Repair** (restorative conversation)

#### Above and beyond:

Values

Attitudes

Effort

Initiative

#### Microscript (30-Second Intervention)

- I have noticed that you are... (having trouble getting started, wandering around etc.) right now.
- At Rushey Green, we... (refer to the 3 school rules – ready, respectful and safe)
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 2 (or up to 5) minutes after class/during break.
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.