Rye Community Primary School Behaviour Policy

Policy control	
Title	Behaviour
Responsibility	Headteacher
Review body	Executive Headteacher and AAC
Suite	Education- Local policy
Approval date	June 2023
Review date	June 2024
Version	V2

Version	Date	Author	Note of revisions
V2	26/6/23	KMA	Updated to reflect amended in school procedures.

Contents:

Context

Rye Community Primary School is part of the Aquinas Church of England Education Trust Limited (the Trust). At Rye Community Primary School, we value good behaviour to promote a learning community and ensure classrooms are effective learning environments. It is widely recognised high-quality teaching, learning and assessment is the best way of improving behaviour. Our practices respect the diversity of our community and we place positive relationships with pupils and their families at the centre of our behaviour management policy.

This document is a statement of the principles, practices and procedures the school has set in place to ensure a safe and caring environment for pupils and adults. It also sets out the way in which the school will manage incidents of poor behaviour.

The policy covers behaviour management both inside and outside of school. It should be noted the school has the authority to manage pupil behaviour outside of school including on the way to and from school as well as educational visits.

This policy is available on the school website for families to access. **This policy should be read in conjunction with the following policies:**

Anti-Bullying Policy;

• Exclusion Policy;

• Searching, Screening and Confiscation Policy;

• Trust Equality Policy;

• Trust Positive Handling Policy;

• Trust Safeguarding Policy and Academy Child Protection Policy;

• Special Educational Needs and Disabilities (SEND).

Statement of intent

Rye Community Primary School is an inclusive school. We respect every child as an individual and work to ensure each pupil achieves their full potential across all areas of our broad and balanced curriculum.

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour- securing and maintaining high standards of behaviour in order to provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment to enable pupils to recognise the importance of a calm, caring and courteous environment;
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect, so each pupil learns to accept responsibility for their own actions;

- Allowing pupils to learn about appropriate behaviour, distinguishing between right and wrong;
- Make boundaries of acceptable behaviour explicit, by outlining any rules held by the school and foster an appreciation of the importance of adhering to rules;
- Praising, encouragement and rewarding of good behaviour- including all positive behaviour being recognised and the 'well behaved, consistently, compliant, quiet majority' are rewarded too;
- Being kind and compassionate to each other regardless of background or ability; showing respect for all pupils and adults; ensuring equality and fair treatment for all.
- Promoting a culture of praise, encouragement and caring attitudes to one another so achievements at all levels are valued;
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Have a consistent approach to behaviour which draws upon positive parental involvement and encourages positive relationships with parents.
- Acknowledge good behaviour is maintained through shared responsibility by all adults expecting compliance to the policy and procedures.
- Respecting the environment and other people's property.
- Challenging and disciplining misbehaviour.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum develops pupils' knowledge of health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their

positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Bullying of any form is unacceptable. The school has an anti-bullying policy to encourage an appreciation and respect for the diversity of our community as well as outlining the procedures to be followed where incidents of bullying occur.

This policy should be read in conjunction with the school's Anti-Bullying Policy.

1. [Updated] Legal framework

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- [New] DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy

- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The Aquinas Advisory Council and The Executive Headteacher will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Inclusion leader/SENCO will be responsible for:

- Overseeing the whole-school approach to behaviour and mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the governing AAC, headteacher and wider the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH and behaviour policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.

- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - SLT
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs regularly and in response to any serious or persistent behaviour issues disrupting the running of the school.

Where unacceptable behaviour occurs at any time during the school day, colleagues will work as a team to de-escalate a negative behaviour response as a first response.

Training is given, as required, to newly-appointed staff, and to all other colleagues as changes are made by legislation. Pupil discipline is also regularly an item at meetings that involve teachers and support staff. Where there are individual issues, guidance is given to a teacher and support staff by the leadership team or Inclusion Team.

Pupils with special educational needs, especially those with personal support plans that include objectives concerning behaviour, will often need a programme of additional strategies to meet their needs. Any additional support is targeted to the specific needs of the child and the pattern of behaviour being displayed. Staff will be supported to identify pupils with additional needs and support to find and tailor the most suitable and effective approach.

Those children with behavioural difficulties may have agreed additional procedures and strategies in place for them, but where possible the above procedures will apply. The Inclusion Team will work in partnership with the child, colleagues and parents to ensure an agreed plan of action has been agreed and implemented.

It is the expectation of the school that colleagues will be proactive in reading any materials relating to the management of specific pupils i.e. any individualised risk assignments or in school support plan.

The Assistant Head for Inclusion is responsible for coordinating matters related to behaviour. If any colleague has any concerns in this area, they should raise it with either the Assistant head or Headteacher

Managing behaviour

Expectations

We are committed to working in partnership with all members of the wider school community to meet the needs of children and we believe in acceptable standards of behaviour that reflect our values.

At Rye Community Primary School, we believe that behaviour expectations need to be modelled and reinforced by all parties (parents, families, the pupil and the school).

We are committed to working in partnership with all members of the wider school community to meet the needs of the children.

As a school, we play a central role in our pupils' spiritual, moral, social and cultural development as well as their academic achievement. As teachers discuss academic achievement in terms of progress over time, we also consider standards of behaviour in terms of the child's developing ability to meet our behavioural goals.

Our leadership team advocate an 'open door' policy and opportunities are given for children to express their views regarding behaviour daily.

Racial, sexual or discriminatory behaviours or attitudes will not be tolerated. All colleagues are responsible for recognising and challenging racial, sexual or discriminatory behaviours or attitudes.

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will consider the views of parents and families, colleagues and external agencies together with any information contained within a child's Education, Health and Care Plan (EHCP).

We will also ensure compliance with the Trust's Equality Policy considering pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

This policy should be read in conjunction with the Trust's Equality Policy.

We will not accept behaviours from children or adults that threaten the well-being of others or the school ethos. In serious cases, we will not hesitate to inform the police or prosecute in extremis.

Values

At Rye Community Primary School, we promote the core values of:

• **Independence** – We think for ourselves and develop our independent skills.

• **Resilience** – We learn from our mistakes and never give up.

• **Equality** – We treat everyone fairly and ensure that everyone has the same rights and opportunities.

• **Smart** – We follow the dress code and make sure our school looks neat and presentable.

• **Partnership** – We work together in teams to achieve our goals, strengthen ideas and solve problems as a group.

• **Effort –** We participate fully in our lessons and are fully engaged to achieve the best that we can.

• **Caring and compassionate** – We are kind, cooperate with each other and show empathy to others as well as the environment.

• **Truthful** – We are honest and take responsibility for our own actions

Alongside our core values we also advocate our learners are 'Rye Smart'. This ethos is driven through our use of language and a whole school approach whereby colleagues reinforce the expectation to our children throughout the school day to look 'Rye Smart' (uniform is well presented) and to behave in a 'Rye Smart' way (able to demonstrate effective listening/learning skills, be polite/respectful and move around the building in a calm, quiet and orderly manner).

It is everyone's responsibility to consistently reinforce the behaviour management policy.
'Good to be Green'

At Rye Community Primary School, we believe in a therapy-based system of behaviour management and use the **Therapeutic Thinking Principles alongside the 'Good to be Green' visual aid** to improve behaviour outcomes.

As part of our Therapeutic Thinking approach- the reasons for a child's behaviour are considered so there is a clear understanding of which factors may hinder a child's capacity to self-regulate and make positive choices.
A common approach is then used to ensure a child is given the opportunity to reflect upon their own behaviour choices and the impact of this on others using restorative scripts and structured conversations with a colleague.

Time is directed towards enabling a child to identify the impact of their actions and to finding a suitable solution to repairing a poor behaviour choice.

Time is then directed towards the implementation of a restorative action.

At Rye Community Primary School, we also use the '**Good to be Green'** visual aid to reinforce a behaviour expectation.

Children start off on green at the start of each school day with the aspiration of reaching gold.

Children are reminded it is good to be on the green stage of the behaviour ladder as it demonstrates a desire to learn and the core values which the school advocates.

Children who achieve the gold level of behaviour are given a 'Great to be Gold' slip to take home.

It is 'Great to be GOLD!'
It is 'Super to be Silver!'
Every day each child starts on green- because it is 'Good to be Green!' Verbal warning.
Can move back to green – just once – if they choose to use good behaviour.
Isolation table / reflection time within own class. Followed by a restorative

conversation.

Child sent to a buddy class for one lesson (only). Child sent with work and to sit in isolation in buddy class.

Agreed behaviour management consequence is implemented. If the behaviour is persistent, this may be in consultation with the class teacher, Inclusion leader and parent.

Assistant headteachers made aware. Parents contacted by class teachers and/or senior leaders.

Headteacher consulted if the behaviour is extreme and presents an immediate risk – if unavailable to go to either Assistant Head teacher.

Parents to be made aware by class teacher or school leader.

We have a clear system of behaviour management for inappropriate behaviours which is reinforced through the colour coding that sits within the 'Good to be Green' visual aid. A breakdown of the types of negative behaviours and the relevant behaviour management strategy is contained within the appendix.

The reflection time allocated will depend upon the age and understanding of the child. As a rule, it may consist of:

• Early Years up to 5 minutes

• Year 1 and 2 – up to 10 minutes

• Year 3 - 6 – up to 15 minutes

The time may be adjusted if it is felt necessary by the school leader, depending on the individual circumstances of the incident and behaviour displayed.

At Rye Community Primary School significant time is dedicated to promoting positive mental health for all young people particularly considering COVID19, so they are equipped with the necessary skills to manage their emotions within a safe and productive way.

As part of this provision all children are given the opportunity to learn about positive mental health. For some children further adjustments are made on a needs basis to remove known triggers, reduce anxiety levels and to develop children's resilience in relation to emotional self-regulation.

For individual children, behaviour management approaches will be personalised to take account of any additional needs or SEMH (social, emotional and mental health difficulties).

Strategies for managing challenging behaviour will be recorded on an individual support plan to ensure a whole school approach to each pupil and their individual needs are maintained.

A risk assessment may be required so high level behaviours are assessed and reasonable adjustments made to lower the risk rating within a school setting.

Targeted provision may be provided from the Inclusion Leader and a programme of support completed to improve a specific behaviour outcome.

At Rye Community Primary School, we believe children should be encouraged to take ownership of their own behaviour choices so they develop the capacity to reflect and self-regulate.

We encourage children to work with the school to recognise how to improve behaviour and to develop strategies so they can manage strong emotions within a safe and productive way.

It is important to recognise it is **everyone's responsibility to consistently reinforce the behaviour management policy.**

We advocate parents and families work in partnership with the school to achieve this outcome.
All forms of corporal punishment are against school policy.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Inclusion leader will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

If the teacher who is managing initial incidents of negative behaviour then pupils may be asked to also complete one of the following: depending on the individual behaviour seen, the underlying cause and the subsequent restorative conversations.

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed in line with the good to be green system:

- The pupil is sent to another class.
- The pupil is sent to the Assistant Headteacher
- The pupil is sent to the headteacher i or, in the headteacher's absence, the most senior member of staff.
- The Assistant headteacher or inclusion lead appoints the class teacher to investigate the incident and then they collaboratively decide whether it constitutes unacceptable behaviour.
- They then record the incident on the pupil's permanent behaviour record.
- The class teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

First Contact

When a significant incident has taken place (or when a colleague has concerns about an emerging pattern of behaviour) then they make the 'first contact' with the child's family.

First contact ensures the child's family hears about any causes for concern from a representative of the school first rather than from their child.

Whilst full details of incidents might not be available during 'first contact', communication should always be reassuring and transparent with a clear plan of action.

First contact represents a significant investment in our relationship with parents as we know good communication allows us to work more effectively in partnership with families.

In most cases the representative will the child's class teacher. The Inclusion Leader will work collaboratively with the class teacher when a pattern of poor behaviour is observed during lesson time, break or lunch. A member of the senior leadership team may be involved for behaviours listed within the red and black stage of the behaviour ladder.

Where behaviours are impacting beyond the school day, the Family Liaison Officer may work with pupils and families to improve outcomes.
Further advice and expertise from external agencies may be accessed when additional specialist advice is required.

Behaviour Log

For a significant breach of the behaviour policy an incident form will be completed.
The aim of this form is to record key details about the incidents and to consider an agreed sanction through the collation of information. A member of the Senior Leadership Team will identify an appropriate sanction in consultation with colleagues for behaviours within the red / black zone.
The school may also maintain a behaviour log for a child if they display a persistent pattern of behaviour. All incidents of note are recorded on the school network by the class teacher in the first instance or by the colleague who has dealt with the incident. It is the responsibility of all colleagues to maintain an accurate and objective record. A copy of the child's behaviour log forms part of the pupils' permanent educational record.

Bullying

Bullying incidents are very rare at our school. However, we are aware that in any school or institution, bullying could manifest. Bullying takes many forms and may include intimidation, isolation and, in some cases, physical aggression or violence.
It is important to recognise bullying is defined as deliberately hurtful behaviour repeated over a period, which may be verbal (including racism), physical, social or psychological. We use a simple definition: **S.T.O.P. = Several - Times - On - Purpose.**
We encourage pupils to tell a teacher or other trusted adult as soon as possible if they are being bullied or know someone who is. Serious or recurrent concerns raised by a child should be recorded on the school's anti-bullying form and passed to the Assistant Head or the Inclusion leader in the first instance, who will be able to formulate a co-ordinated response together with the teacher.

Following repeated incidents of unacceptable behaviour, or serious incidents of unacceptable behaviour the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, or serious incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

Rye Community Primary School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions are used sparingly and only as part of the overall Behaviour Management Policy.

At Rye Community Primary School an exclusion will be issued when a therapeutic thinking approach is not an appropriate response and where the behaviour presents a significant risk to either themselves or others.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and pupil referral units in England (September 2017) published by the Department for Education. This policy also takes account of the 'Changes to the school exclusion process during the Coronavirus outbreak' guidance, dated 5th October 2020. This policy should be read in conjunction with the Exclusion Policy.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

5. [Updated] Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers are encouraged to find out about a pupil's interests and motivators and use these as personalised rewards so that pupils feel valued as individuals as well as part of a collective.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Offering a closed choice- "you can choose either this or this" (ensuring that either outcome is still acceptable to the staff member's original intention).
- Always using a thereapeutic approach- "what do you think has made you feel this way? What could I say or do to help you in this situation? How can we move on from this?"

[Updated] Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention

Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. If any pupil is at risk of serious physical harm then any staff member can use physical intervention to preserve life or prevent an injury to a pupil.

[Updated] After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension or an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Fighting

Fighting is not tolerated and is treated very seriously on the rare occasions when it does occur. The school follows the Trust policy on positive handling.

This policy should be read in conjunction with the Trust Positive Handling Policy.

A formal record is made of such incidents to identify those children who may be involved more regularly than others and to identify any patterns in the causes of fights. This approach helps teachers counsel pupils in ways which they might avoid fights happening again. Pupils are consistently encouraged to remove themselves from a conflict and tell a colleague if a fight or argument may be about to happen. They are encouraged to realise retaliation will only make the problem worse.

Where a pupil starts a fight or retaliates, they are reminded we will not accept behaviours from children or adults that threaten the well-being of others or the school ethos. In serious cases, we will not hesitate to inform the police or prosecute in extremis.

Severe assaults on other children or colleagues would normally lead to permanent exclusion, unless there were extenuating circumstances. Such incidents must be reported to the leadership team.

6. Sexual abuse and harassment - Sexual Abuse, Behaviour, Harassment and Violence as defined in KCSIE part 5

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The sexual abuse of children by other children is a specific safeguarding issue in education and can be referred to as child on child abuse.

Sexual abuse, behaviour, harassment and violence is not acceptable and will not be tolerated in school or at all. Where reported in the context of child on child abuse, it must not be tolerated in any form. The academy seeks to minimise the risk of child on child abuse through the application of its Behaviour Management and Anti-bullying policies, training for staff and education for pupils. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse.

It must be remembered that a criminal offence may have been committed by the perpetrator who is known to the victim. Up-skirting is also a criminal offence and is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This is a criminal offence and should be reported to the police under the Voyeurism (Offences) Act.

Additional indicators of child on child abuse include:

- o Physical abuse such as biting, kicking and hitting;

- o Sexually harmful behaviour such as sexual violence, harassment (see KCSIE definitions),assault and touching which can occur between two children of any age and sex. Some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children. See KCSIE part 5;

- Sexually harmful language or abuse such as inappropriate sexual language or sexting will not be tolerated or considered as "banter", "just having a laugh" or "part of growing up". It can occur online or offline and some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children;

- Bullying such as physical, verbal (including gender based) and cyber bullying;

- Initiation/hazing type violence and rituals.

The initial response to a report of sexual abuse (including child on child sexual abuse) is important. Reports of sexual abuse are likely to be complex and require difficult professional decisions to be made and thus it is vital that the academy's procedures as detailed in Appendix 2 are followed.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. They should be supported and listened to without judgment. They should be supported to return to school with the necessary risk assessment and pastoral support plan in place, which should be discussed where appropriate with parents and reviewed regularly.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment and advise on the initial response. The assessment will consider:

- the victim, especially their protection and support;

- the alleged perpetrator especially in relation to child on child abuse; and all the other children (and, if appropriate, adult learners and staff) at the academy,

- especially any actions that are appropriate to protect them.

Risk assessments are recorded and should be kept under review. The DSL will ensure that the academy is engaging with children's social care and specialist services who may need to undertake additional professional risk assessments. The advice of the professional should be followed including informing the alleged perpetrator of the allegations. Where a crime has been committed it will be reported to the police in parallel to a referral to social care. Thereafter,

police guidance on the disclosure of information will be followed together with steps to be taken to protect the victim and other pupils to ensure that children are protected, and any police investigation or criminal prosecution is not compromised.

Important considerations for the academy will include:

- The wishes of the victim in terms of how they want to proceed; however, if we believe that a crime has been committed or the MASH team and or SPOA need to be notified in order to safeguard the victim we may have to act in any event. The victim must be advised on the next steps and supported.

- Dialogue with the victim should be kept open and encouraged to obtain the full picture. The victim should be able to choose his/her trusted adult.

- The nature of the alleged incident(s) and whether a crime may have been committed.

- The ages of the pupils involved, their maturity, any power imbalance if it is peer to peer abuse.

- If the alleged incident is a one-off or a sustained pattern of abuse.

- Are there ongoing risks to the victim, other pupils or staff?

- The response must be proportional to the incident and support tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

- In the case of child to peer abuse, the support for the alleged perpetrator.

- In cases of rape alleged, the alleged perpetrator should be removed from any classes they share with the victim and consideration should be given on how best to keep the victim and alleged perpetrator a reasonable distance apart in school or on transport to and from school. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

- For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes and other areas in school should be considered immediately.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

Schools may need to support victims for a long time and schools should do everything reasonable to protect the victim from bullying and harassment as a result of the disclosure.

However, ultimately of paramount concern is the welfare of a victim. Although considering the wishes of the victim is important, it is not wise to promise confidentiality as it is likely that the information will have to be shared with the appropriate professionals. Each reported allegation must be considered on a case by case basis and the academy will determine whether:

- The allegation can be managed internally where it may be a one-off incident and the children or young people concerned are not in need of early help or statutory intervention and it would be appropriate to handle the case internally in all the circumstances;

- The allegation does not require statutory intervention but the children or young people would benefit from early help;

- The case needs to be referred to Children's Social Care where the child or young person has been harmed or is at risk of harm;

- The case needs to be reported to the Police. As a part of any criminal process, consideration should be given to how the victim will be supported where the perpetrator is given bail and/or there are delays in the criminal process;

- Whichever course of action is pursued it is vital that the victim is supported at all times.

Consideration should be given to whether children and young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms can lead to children and young people being vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

This policy should be read in conjunction with the Anti-Bullying Policy

7. Smoking and controlled substances - Drugs and related paraphernalia

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

In the event of drugs or related paraphernalia being brought into school and/or being taken by pupils (except for medical purposes), the child involved would be immediately sent to the Headteacher and interviewed with another colleague present. Such an action constitutes a serious breach of the policy which can lead to exclusion. The matter would then be reported both to the parents or carers and to the police. Any drugs brought on site by adults will be reported to the police

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's 'Searching, Screening and Confiscation' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.

- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Banned items which may be searched for under the schools' statutory power.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

In the event of an offensive weapon being brought into school or onto the school grounds including folding pocket knives, firearms, pneumatic weapons or replicas, or the offensive use of any other object with the intention of causing physical harm to another, the school will consider it as a serious breach of the policy.

The Headteacher and other colleagues (authorised by the Head) have a statutory power to search pupils or their possessions without consent where they suspect the pupil has prohibited items.

Colleagues can confiscate any banned or prohibited item or anything they consider harmful or detrimental to positive behaviour management found because of a search.

When searching in these circumstances, colleagues are protected from liability for damage to, or loss of, any confiscated items. For some items, the school will always seek specialist advice, e.g. suspected illegal drugs or items which might be used as weapons.

We are committed to working in partnership with police, youth offending teams and other specialist agencies to cover such issues. We will not hesitate to access specialist support and advice, if an incident occurs.

Any item of an unlawful, offensive or hazardous nature (e.g. illegal drugs, valuable stolen items) will be handed to the police.

The school will contact parents regarding any other confiscated item. The school will arrange a suitable time for collection by the family member and a meeting with a senior leader.

All confiscations are recorded in the pupil's behaviour log.

This policy should be read in conjunction with the Searching, Screening and Confiscation Policy.

9.   Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

Pupil Code of Conduct.

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.

- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

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

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and review

This policy will be reviewed by the headteacher and senior leadership team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. Behaviour management will be under constant review throughout the school. The leadership team will monitor and evaluate the effectiveness of the policy. A regular report of exclusions will be given to the Trust.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is June 2024.

EQUALITIES

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will consider the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy considering pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the Academy and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the Academy seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye Community Primary School [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

It is good to be green	Blue - Verbal warning	Verbal warning (move back to green once the target behaviour has been displayed)	• Yellow – reflection	Pupil to isolate in their own classroom until the end of lesson.	• Orange – partner class + parent informed	Exit slip completed – pupil sent to another class for set time	• Red – Parent informed / SLT sanction	Child sent to Assistant Headteacher . Parent informed by SLT / sanction gicen.	Serious breach of policy	Final sanction given by Head teacher in consultation with Assistant Headteacher.
Kindness	• Not letting others play / join an activity. • Not sharing.		• Name calling / teasing. • Being unkind or thoughtless to another person. • Pushing as part of rough play.		• Hurtful name calling. • Being unkind on purpose. • Pushing people on purpose. • A deliberate choice to engage in dangerous play which results in another child getting hurt.		• Deliberate and/or extremely hurtful comments. • Bullying – maliciously targeting the same person several times. • Unprovoked abusive or threatening behaviour. • Deliberately hurting someone, e.g hitting, punching, kicking, slapping, etc. • Intentionally throwing an object at someone. • Racism.			
Being Truthful	• Not telling the truth straight away.		• Blaming others or not being accountable.		• Making up or speaking lies about someone. • Withholding the truth on purpose.		• Malicious or deliberate lying to help yourself or hurt others.			
Being safe	• Not listening to a safety instruction. • Not lining up properly. • Not sitting in a calm or safe manner.		• Moving around the classroom when asked to remain seated / in a particular area of the classroom. • Starting to use equipment in a disruptive way.		• Walking out of class as an isolated incident. • Use of equipment in a dangerous way within an environment but not directed towards self or others. • Causing damage through thoughtfulness.		• Persistent absconding. • Walking out of the building / school site without permission. • Threatening staff with an object. • Throwing objects with intent towards another child / adult. • Deliberate destruction of school property.			
	• Talking in the line. • Shouting out. • Encouraging		• Persistent talking when asked to stop (in assembly / adult input).		• Swearing as an isolated response. • Acting inappropriately when being spoken to about behaviour, e.g., laughing/smirking at staff.		• Deliberate use of expletives. • Spitting at someone. • Stealing.			

Respect		• others to make poor behaviour.	• Bad manners. • Persistent low level disruptions to learning through verbal interruptions. • Laughing when others are being sanctioned	• Arguing with a member of staff. • Refusal to complete task. • Shouting across the classroom		
Academic Resilience	• Distracting others/yourself from learning. • Setting a poor example for learning to other children. • Fiddling with objects when asked not to during adult input.	• Not academically focused / on task after adult support has been given. • Not implementing coaching advice. • Not completing learning to a sufficient standard	• Disturbing the learning environment through the refusal to refocus. • Use of work avoidance strategies on several occasions. • Resistant to learning instruction or task. • A deliberate choice to produce poor quality work. • Destruction of own learning or others e.g. ripping up work/ scribbling on work.	•	• Persistent and high level disruptions to learning (the class are unable to learn due to the behaviour that is being displayed). • Deliberate intent to remain off task. • Completely disengaged from the learning process.	•
•				•	• Please ensure that the exit slip has been completed if SLT support has been requested or all the relevant information has been gathered in order for the SLT to make an immediate and informed decision.	•

It is super to be silver - Children move up the behaviour ladder to silver when they are able to demonstrate a core value i.e. positive response to learning, a Rye Smart value, demonstrate a positive behaviour.

It is great to be gold – this is given when a child has independently demonstrated a core value, persistently throughout the school day. When this occurs the child should be given a gold slip and sent to a member of SLT so their efforts are acknowledged. The child should be given the gold slip to take home in recognition of their efforts.

NB: For some pupils a personalised behaviour management programme (support plan) is in place and this should always be followed in the 1st instance before SLT are consulted.

Most minor behaviour problems are dealt with through reminders of rules, verbal warnings and discussion with colleagues. However, if the behaviour is disruptive to others or themselves and it is repeated, then the school response will progress.

If serious cases of unacceptable behaviour occur a child may be placed on the appropriate level from the outset. Very serious or repeated cases of poor behaviour will be dealt with by the Headteacher .

Rewards throughout the school

At Rye Primary Community School, we feel it is important to recognise positive behaviour and we reinforce this through the issuing of:

- Verbal praise when a child demonstrates silver behaviour (i.e. sustained academic effort, demonstrates one of the core values throughout a school day, has demonstrated positive behaviour through our Rye Smart ethos);
- Verbal praise is given from the class teacher and a member of the senior Leadership Team when a child has reached the gold level. A prize is awarded from the prize box in recognition of this effort and the child has reached the top of the behaviour management system. Reaching the gold level of the whole school behaviour management policy is a significant achievement;
- The efforts of our pupils are acknowledged and celebrated within each class bubble
- From an academic perspective, resilience and progression within reading, writing and maths is highly valued within our school and individual efforts to secure this aspiration are celebrated by selecting a Reader of the week, Rye writer of the week and the class Table Times Rock star;
- Each class will also select a golden trophy winner for a child who has displays a core value throughout the week.

Personalised rewards may be given to as part of support plan and tailored to the individual needs/ interests of a child.

Behaviour incident form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Additional comments

Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments

Appendix B: Aide Memoire

Flight:

If a child runs away or is beyond the control of the school:

 • Ensure the rest of the class or the children on the playground are supervised;

 • If the child is on school premises, try to make sure they don't have an audience and calmly explain to them why they need to return to school;

• Do send a message to the office for support from another member of school staff.

• Do not run after the child or grab the child forcefully;

• Do not send other children after the child.

As soon as possible, contact the office, who will inform the Headteacher, Designated Safeguarding Officer or member of the leadership team who in turn may, contact the family explaining the situation and the police, if the child has run off the premises.

 When the child returns to school with the family, the child's behaviour and its effect on the other children and staff members will be made clear. A behaviour agreement and appropriate consequences will be put in place. A risk assessment may be undertaken.

Fight:

• Attempt to stop the fight without physical intervention;

• Enlist the help of other staff to implement safety advice i.e. move other children away from the incident / use de-escalation strategies;

• If the children will not stop fighting and there is an immediate risk of injury, then the use of positive handling may be required by staff members – please refer to the guidance within the positive handling policy.

 • The class teacher, TA or Family Liaison officer will record each child's point of view on the incident.

• Refer the incident to the leadership team for guidance in terms of sanctions.

The reasons for the fight and the effects of their behaviour will then be thoroughly discussed. Then an action plan (i.e. verbal agreement as to what will happen next) and appropriate consequences will be put in place. When the children have calmed down, their behaviour and its effect on the other children and staff members will be made clear. A behaviour agreement and appropriate consequences will be put in place. A risk assessment may be undertaken.

 Bullying:

 Bullying takes many forms such as intimidation, isolation and, in some cases, physical aggression or violence. We use **STOP** to help pupils understand bullying**: Several Times On Purpose (STOP).** We encourage pupils to tell a teacher or trusted adult as soon as possible if they are being bullied or know someone who is. Serious or recurrent concerns raised by pupils should be recorded on a 'concerns form' and passed to the Inclusion Team who will formulate a co-ordinated response.

Appendix C: Positive Handling Incident Record Form – STAFF

Date: _____ Time: _____

Report author(s): _____

Location of positive handling: _____

Name of pupil:

_____

Name of staff completing positive handling:

Adult 1 ---

Adult 2 ---

Adults who witnessed positive handling:

_____

Reason for physical handling (please circle):

• Physical risk to self

• Physical risk to others

• Physical aggression to others (children / adults)

• Attempted to leave school site / refusal to transfer into school building

• Non-compliance

• Child presents as a hazard i.e. blocking fire exit or entrance / exit points

Why was positive handling required?

_____
___

_____
___

_____
___

A B C of the incident:

Antecedents: how did the incident happen? What factors may have led or contributed to it?

_____
___

_____
___

_____
___

_____
___

_____
___

_____ (please continue on reverse if necessary)

Behaviour: what actually happened and who was involved?

_____
___

_____
___

_____
___

_____
___

_____
___

_____ (please continue on reverse if necessary)

The nature of the force used, degree and type of hold

_____
___

_____
___

_____
___

_____
___

_____
___

_____

Consequences: what happened afterwards?

_____
___

_____
___

_____
___

_____
___

What action do you recommend should be taken to help prevent a reoccurrence of the event?

_____
___

_____
___

_____
___

_____
___

Checklist:

Were de-escalation strategies used before the decision was taken to use positive handling?

Was advice sought before the decision was taken to use positive handling from either the class teacher / Inclusion Team or SLT?

Has the child got a personalised risk assessment in place? yes / no / not known

Appendix C: Incident Report Form

Reported by:

Date(s) of incident(s):

Time(s) of incident(s):

Location(s) of incident(s):

Incident detail: tick all that apply

Physical aggression Damaging property or taking personal possessions

Verbal threats Deliberately ignoring adult instruction

Name calling and teasing Use of inappropriate language

Cyber bullying Absconding

Other (define)

Details of incident

Details of actions taken because of the incident

Completed by:

Role:

Date:

Checked by:

Role:

Date: