



Rye Community Primary School Policy

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| Policy Title: | Behaviour Management |
| Leadership Responsibility: | Head of School |
| Review Body: | Executive Headteacher/Advisory Council |
| Date: | July 2021 |
| Review: | July 2022 |

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).

Policy aims

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. The aims and principles of our policy are to:

- Secure and maintain high standards of behaviour in a safe, calm and caring environment;
- Allow pupils to learn about appropriate behaviour, distinguishing between right and wrong;
- Foster caring attitudes to one another so achievements at all levels are valued;
- Encourage self-discipline so each pupil learns to accept responsibility for their own actions;



- Ensure
- positive behaviour is recognised and the 'quiet majority' are rewarded;
- Have a consistent approach to behaviour which draws upon positive parental involvement;
- Make boundaries of acceptable behaviour explicit, by outlining any rules held by the school;
- Acknowledge good behaviour is maintained through shared responsibility by all adults.

The aims and principles of our policy are that pupils will:

- Recognise the importance of calm, caring and courteous environment;
- Understand the difference between right and wrong;
- Be kind and compassionate to each other regardless of background or ability;
- Be self-disciplined;
- Be encouraged and praised for demonstrating good behaviour;
- Show respect for all pupils and adults;
- Appreciate the importance of adhering to rules;
- Respect the environment and other people's property.

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.

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.
- **Proud** – We have pride in ourselves, our school and our community.
- **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).



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.

We believe acceptable standards of behaviour are outcomes to be worked towards rather than expectations which are either met or not. 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*.

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' ethos** 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 use the **'Good to be Green'** ethos 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.

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| 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. |
| Calming down / reflection time within class bubble. Followed by a restorative conversation. |
| Agreed behaviour management system is implemented if the behaviour is persistent in consultation with the class teacher, Phase Leader or Inclusion Team and parent. |
| Head of School 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' ethos. 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 within their class bubble. 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 Assistant SENCO 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.

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 be the child's class teacher. The Assistant SENCO 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' 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 Phase Leader in the first instance, who will be able to formulate a co-ordinated response together with the teacher.

Sexual Abuse, Behaviour, Harassment and Violence

The sexual abuse of children by other children is a specific safeguarding issue in education and also referred to as peer on peer 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 peer on peer abuse, it must not be tolerated in any form. The academy seeks to minimise the risk of peer on peer 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 peer on peer 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 peer on peer abuse include:

- Physical abuse such as biting, kicking and hitting;
- 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 the government guidance on sexual harassment (May 2018);
- 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 peer on peer 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 peer on peer 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 peer 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.

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.

Drugs and related paraphernalia

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 **Head of School** 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.



Weapons

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 Head of School and other colleagues (authorised by the Head of School) 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.

Exclusion

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.

Staff guidance and training

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 problems, guidance is given to a teacher and support staff by the leadership team or Inclusion Team.

It is important all pupils have equal access to rewards within the system. It can be easy to overlook most pupils who work calmly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis.

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.

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 (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 Phase Leader or Head of School.

Monitoring and evaluation

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.

Reviewing

The policy will be reviewed annually by the Head of School.

November 2020 BBL

July 2021 BBL



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.

Appendix A: Sanctions

| It's Good to Be Green! | Blue Verbal warning | Yellow Reflection | Orange Partner class | Red Parent informed / SLT consult / agreed consequence implemented | Black Serious breach |
|--|---------------------|--|---|---|--|
| Kindness <ul style="list-style-type: none"> Not letting others play / join an activity. Not sharing. | Verbal warning. | <ul style="list-style-type: none"> Name calling / teasing. Being unkind or thoughtless to another person. Pushing as part of rough play. | 2 nd verbal warning and move back to green when positive behaviour has been displayed. | <ul style="list-style-type: none"> 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. | Head of School consulted and agreed consequence implemented. Parent(s) informed. |
| Being Truthful <ul style="list-style-type: none"> Not telling the truth straight away. | | <ul style="list-style-type: none"> Blaming others or not being accountable. | | <ul style="list-style-type: none"> Making up or speaking lies about someone. Withholding the truth on purpose. | |
| Being safe <ul style="list-style-type: none"> Not listening to a safety instruction. Not lining up properly. Not sitting in a calm or safe manner. | | <ul style="list-style-type: none"> Moving around the classroom when asked to remain seated / in an area of the classroom. Starting to use equipment in a disruptive way. | | <ul style="list-style-type: none"> 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. | |

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| Respect | <ul style="list-style-type: none"> Talking in the line. Shouting out. Encouraging others to make poor behaviour choices. | | <ul style="list-style-type: none"> Persistent talking when asked to stop (in assembly / adult input). Bad manners. Persistent low-level disruptions to learning through verbal interruptions. Laughing when others are being sanctioned | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Swearing as an isolated response. Acting inappropriately when being spoken to about behaviour, e.g., laughing/smirking at staff. Arguing with a member of staff. Refusal to complete task. Shouting across the classroom. | | <ul style="list-style-type: none"> Deliberate use of expletives. Spitting at someone. Stealing. | | |
| Academic Resilience | <ul style="list-style-type: none"> Distracting others/yourself from learning. Setting a poor example for learning to other children. Fiddling with objects when asked not to during adult input. | | <ul style="list-style-type: none"> Not academically focused / on task after adult support has been given. Not implementing coaching advice. Not completing learning to a sufficient standard. | | <ul style="list-style-type: none"> 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. | Calming down / reflection time within class bubble. Followed by a restorative conversation. | <ul style="list-style-type: none"> 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. | | |
| | | | | | | | When blue level is persistently being reached an agreed behaviour management system is implemented in consultation with the class teacher, Phase Leader or Inclusion Team and parent. Red level – SLT consulted and suitable consequence agreed / implemented. | | |



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 **Head of School**.

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 through the issuing of stickers, dojo points or certificates;
- 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.

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 Executive Headteacher, Head of School, 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: 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 | <input type="checkbox"/> | Damaging property or taking personal possessions | <input type="checkbox"/> |
| Verbal threats | <input type="checkbox"/> | Deliberately ignoring adult instruction | <input type="checkbox"/> |
| Name calling and teasing | <input type="checkbox"/> | Use of inappropriate language | <input type="checkbox"/> |
| Cyber bullying | <input type="checkbox"/> | Absconding | <input type="checkbox"/> |
| Other (<i>define</i>) | <input type="checkbox"/> | | |

Details of incident



[Empty rectangular box for reporting details]

Details of actions taken because of the incident

[Empty rectangular box for reporting details]

Completed by:

Role:

Date:

Checked by:

Role:

Date:



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?

ABC 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?