Rushwick CE Primary School

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Behaviour Policy

Updated following the publication of Behaviour in schools, advice for Headteachers and school staff – September 2024

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
VMP	LAB	September 2026	v1	September 2027

Our Vision

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values.

At Rushwick, working with and for others, we endeavor for all our community to know how much they are valued by one another and God. Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

Our School Values

We believe that as a school, we work in partnership with parents and carers to lead, guide, encourage and instruct children within a framework of rights, responsibilities, values and rules. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's faith, rights and responsibilities are addressed.

We are a Church of England Primary School where we respect and promote all Christian values. We have the highest expectations of conduct – we believe in the importance of good manners and in treating others with care and respect at all times, both in and outside of the classroom.

School Values:
Respect
Kindness
Trust
Compassion
Gratitiude
Courage

Through consistent implementation of this policy we aim to:

- Support the improvement of standards of attainment of all our children, Reception to Year 6, and ensure that every child has the opportunity to achieve their best.
- Establish and maintain a happy, calm and safe working environment.
- Create an atmosphere where achievement is respected and valued.
- Have clear and high expectations of children's work and behaviour.
- Establish good working relationships and encourage mutual respect.
- Form an effective partnership with parents and children to maintain good discipline and behaviour.
- Celebrate the demonstration of good conduct and behaviour for learning.

At Rushwick, we aim to promote positive attitudes and respect through our three core rules:

Ready, Respectful, Safe

We are ready to learn. We are respectful to each other and school/others' property. We keep ourselves safe in and out of school and online.

All staff use these rules to highlight the behaviour they want to see around school, which ensures rewards and consequences are applied consistently. Expectations are reinforced through worship and in the way that staff and pupils interact throughout the school, each and every day.

ROLES AND RESPONSIBILITIES

In implementing this policy, it is expected that:

All staff will:

- Treat all children fairly and consistently.
- Expect high standards of work and behaviour.
- Take appropriate action immediately when any child fails to meet the school's expectations for behaviour.
- Recognise, acknowledge, praise and reward good work and behaviour.
- Take action when poor work or behaviour is encountered.
- Follow the defined Positive Behaviour Procedures and rewards and consequences policy without exception.
- Work in partnership with parents and other staff to achieve good behaviour.
- Participate in professional development with regard to this policy as appropriate and relevant.
- Children will:
- Actively be involved in agreeing the school expectations.
- Accept consequences if required.

Parents and carers will be expected to:

- Work in partnership with the school to encourage respect, hard work and good behaviour.
- Support the school's policy on rewards and sanctions.
- Attend meetings with teachers to discuss their child when necessary.
- Formally agree to their child's school behaviour plan when the child's behaviour is non-compliant with behaviour expectations in school.
- Agree to work in partnership with agency referrals.

Behaviour Lead/SLT will be expected to:

- Work with and support individual children who have behavioural difficulties.
- Follow the defined Positive Behaviour Procedures and rewards and sanctions policy without exception.
- Liaise and work in partnership with parents of children with behavioural difficulties.
- Provide support, practical and professional help to classroom teachers in dealing with children who have behavioural difficulties.
- Inform and work in partnership with class teachers and the Head in keeping them informed on issues, developments and concerns regarding behaviour and attendance.
- Follow school's policy and procedure regarding behaviour when working with individual children, groups of children or classes.

- Coordinate assessment, support and Individual Provision Maps for children with Social, Emotional and Mental Health needs including, behavioural support in accordance with the SEND Code of Practice.
- Respond to referrals of children requiring behaviour support.
- Work in partnership with parents, teachers and professionals to coordinate meetings and communication regarding children with SEMH needs.
- Liaise with relevant external agencies.
- Report to Governors / LAB (Local Academy Board) as appropriate and when required.
- Facilitate discussions on the effectiveness of behaviour policy and on effective classroom management.
- Support teachers in their classes in maintaining good behaviour, with appropriate rewards and consequences, and following up incidents.
- Play an active role as defined in the school's Behaviour Policy.
- Monitor, evaluate and review the Behaviour policy on a regular basis.
- Monitor referrals, emergency support and suspensions and liaison with external agencies.

Governors / LAB members will be expected to:

- Monitor suspensions, part time timetables and the effectiveness of the Behaviour Policy annually.
- Provide a panel to consider suspensions and appeals.
- Identify a Governor / LAB member with responsibility for Inclusion.
- Liaise with the WCF to ensure adequate provision for children with behavioural difficulties.

THE SCHOOL

The physical environment and school's ethos create an atmosphere that strongly influences behaviour and attitudes. An environment that is well kept and attractive, that communicates clear messages about the purpose of the school and that values children's work and achievements will encourage them to take pride and respect in their school.

The school will provide:

- A welcoming entrance
- Adults and children who welcome and approach visitors helpfully.
- Effective maintenance of the building and grounds.
- Children's work on display around the school.
- Displays which reflect the life and activities of the school.
- A clean and tidy environment.

THE SCHOOL DAY

Effective management of the school day helps provide a predictable and secure environment for the children which increases their sense of belonging and reduces uncertainty:

The SLT (Senior Leadership Team), in partnership with other staff as appropriate, will:

- Ensure that all areas of the school are properly supervised at the beginning and end of the school day as well as during break times and lunch times to encourage a calm and safe atmosphere.
- Ensure that teachers and other staff carry out break duties as designated.
- Ensure that lunchtime supervision is in place with adults who provide engaging activities and who understand they are part of the behaviour management strategy of the school.

- Ensure that teachers formally receive and dismiss children, provide them with adequate supervision at all times and establish routines.
- Encourage all in the school to make respectful, supportive and cheerful personal contact with one another to help create a positive daily experience.

CURRICULUM

Good behaviour is supported when children experience success and enjoyment and are excited by their learning in school. To achieve this, we will:

- Plan and review the curriculum to ensure that it is delivered in a differentiated manner to meet the varying needs of each and every child in school.
- Employ varying teaching approaches.
- Develop our curriculum framework in an innovative way with the aim of engaging the children's interest and make their work exciting and challenging.
- Ensure that every child experiences success and develops high self-esteem.
- Promote a climate and ethos in which learning is valued.
- Develop an understanding and awareness of the different learning styles and individual needs of our children.
- Offer additional enrichment to support SEMH needs.

EQUAL OPPORTUNITIES

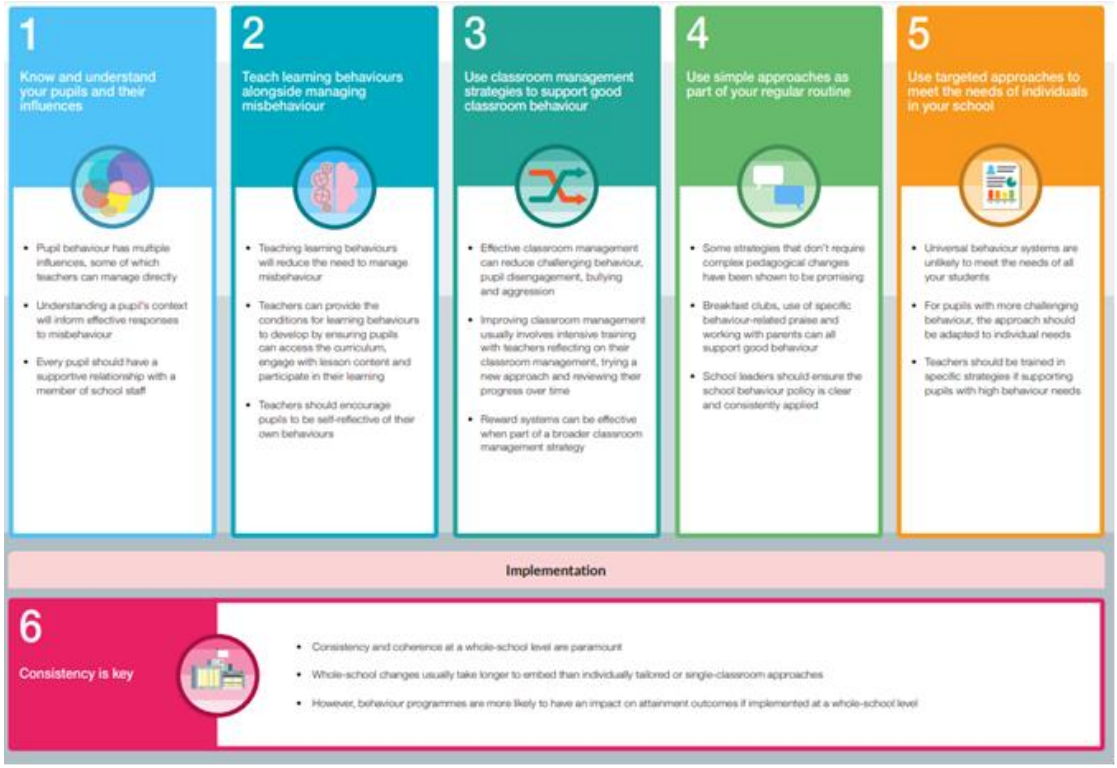
The policy must be implemented with regard to the Equal Opportunities Policy at all times.

POSITIVE BEHAVIOUR PROCEDURE

Good behaviour, which forms the basis of a calm, orderly and a secure learning environment, is essential to the achievement of high standards. The establishment and maintenance of good behaviour is therefore a primary objective for Rushwick.
The following procedure for the establishment of good behaviour has proved to be very effective but to be so it requires that every member of staff applies it consistently and without favour.

PRINCIPLES

The principles of our positive behaviour procedure stem from the evidence informed guidance report from the EEF



- Praise must significantly outweigh criticism and sanction
- Rules should be short, limited in number and be clearly understandable.
- Sanctions for poor behaviour, which gradually progress from a verbal reprimand to suspension, must be applied without exception or favour. **CONSISTENCY IS ESSENTIAL.**

Whole School Reward System

Each child, Reception to Year 6, will be placed in one of our 4 school houses: Foxes, Deer, Rabbits, Adders. Year 6 House Captains are voted for at the beginning of the year, who then keep track of the points for each house, announcing the scores in Celebration Worship on a Friday. Children gain points for their house on a daily basis, adding these to their House Points Charts. Full charts are shared and celebrated every week on a Friday. At the end of each term, the winning house will gain themselves a reward during the final week of the term. A House Point Cup is awarded at the end of the year.

For consistency in awarding House Points, we use the following guide:

Effort/specific praise for learning, manners, politeness, demonstrating school values	1 house point	**Above and beyond**	3 house points
Excellence in learning	2 house points	**SLT - exceptional circumstances**	Maximum of 5 house points

In-Class Rewards

Verbal Praise, House Points, Headteacher's Award

Good behaviour, work and effort should be praised and celebrated so as to clearly define to the children what is expected and valued of them. In the classroom, the children can gain rewards for positive behaviour (showing they are Ready, Respectful, Safe), demonstrating one of the school's core values, going above and beyond, making progress in their learning, or showing excellent learning behaviours; these rewards include regular, specific verbal praise (as appropriate this should be drawn to the attention of the whole class), House Points and Headteacher's Awards.

Class Rewards

Each teacher selects a focus to work on as a whole class. The children vote for a reward e.g. free play, watching a film, which they have to work together as a team to achieve; this is usually by collecting an agreed amount of marbles, for example. Once the children have earnt their marbles and gained their reward, the process starts again. Each class is also given a £50 budget to use across the year for their class rewards.

Randomised Rewards

We have randomised rewards, whereby children may have the opportunity to have a 'dip' in the class box (bucket of love) of prizes when they demonstrate one of the positive behaviours outlined herein.
Sending children to share work with another teacher/Senior Leader:
Teachers and Teaching Assistants may choose to send a child/ren to another member of work to celebrate and recognise their success. This might be a Senior Leader, or could be the Subject Lead.

Recognition Boards - The Rushwick Way

Each class has a Recognition Board, called a Proud Cloud. All children and staff strive to get the name of each child on the class Proud Cloud, sharing specifically with the child why they can add their name. Children do not have their names removed from the Proud Cloud for poor behaviour choices. This is because the child has had specific praise regarding an aspect of their learning that should be recognised and celebrated. Any poor behaviour choices are dealt with separately and appropriately according to the Behaviour Policy.

Those children on the Proud Cloud by the end of the day earn 1 house point. However, where a whole class is on the Proud Cloud before the end of the day, the names should be reset to enable the children another opportunity to be acknowledged and rewarded.
Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required. Staff may also choose to make a randomised phone call home to celebrate a child's successes with their parents/guardians.

End of term rewards

At the end of each term, two children from each class are recognised in the following categories: behaviour, attitude towards learning, maths, reading and writing. Activities include but are not limited to seasonal crafts, a small gift or other privileges, i.e. extra play time.

End of school rewards

For children in their final year at Rushwick, rewards become awards. As part of the Leaver's Service, some children are nominated and awarded with a shield or trophy or gift for their contribution to school life and/ or efforts in a particular area of the curriculum. Awards include the following areas: creative sketchbook; sporting achievement, music values, contribution to school life, reading, mathematical thinking.

School Expectations

To ensure children are Ready, Respectful and Safe, all staff expect and support EVERY child at Rushwick to do the following:

Ready	Respectful	Safe
Arrive at school on time. Have our equipment ready. Show that we are listening and ready to follow instructions. Follow instructions and routines. Try our best – don't give up! Wear the correct school uniform and PE kit. Move around the school sensibly by walking and using a quiet voice.	Speak calmly and politely to everyone. One voice. Listen and follow instructions. Respect the views and opinions of everyone. Respect the property of our friends and the school, and our environment. Use good manners and treat everyone with kindness. Support the learning of others by not distracting them. Celebrate diversity.	Move around school in a safe manner. Follow instructions to keep ourselves safe around school and on school trips. Use equipment safely. Keep our environment tidy and safe. Stay safe online and outside of school. Show zero tolerance to bullying by reporting to a trusted adult.

The wording of these expectations can be amended to suit different age groups e.g. Reception compared to Year 6, but the spirit and intention of the expectations should be retained.

Consequences and Graduated Behaviour Support

At our school, we believe behaviour is a form of communication. All staff are trained in the PACE approach to help support children.

We are committed to maintaining high expectations whilst ensuring that all children are supported in a fair, consistent and inclusive way. Not upholding school values and expectations will result in a consequence which escalates where appropriate. Staff should aim to deliver consequences calmly, quickly and efficiently, including during playtimes, and with minimal disruption to learning. Where consequences are issued, staff should reinforce positive behaviour by drawing attention to examples of good choices and conduct shown by others.

For our youngest learners in Reception, the progression of consequences is adapted to match their age and stage of development whilst retaining the intention of the expectations.

As a school, we recognise that some behaviour incidents may arise because of Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, trauma, communication difficulties, sensory needs or mental health concerns. Reasonable adjustments may therefore be required in how staff respond to behaviour incidents in order to meet individual needs and maintain safety. This is set out in our three-tiered approach.

Progress through the list of consequences on a regular basis will result in a review of the child's behaviour and reported to parents so they are informed and involved. The key to the success of our behaviour policy and procedure is CONSISTENCY and FAIRNESS. All staff are therefore required to apply policy and procedure without exception. No "second chances" are to be allowed. If a child breaks a rule / consequence is applied automatically.

SCHOOL BEHAVIOUR SYSTEM

TIER 1 - UNIVERSAL SUPPORT

*High expectations *Positive relationships *Clear routines *Praise good behaviour *Behaviour is a form of communication

WHEN EXPECTATIONS ARE NOT MET

LEVEL 1	**Verbal reminder** Calm reminder of expected behaviour
LEVEL 2	**Supported reflection in class** Supervised time out within the classroom/learning environment/playground Move away from the situation and observe good behaviour of others
LEVEL 3 Log CPOMs Level 3	**Change of space/face** 15 minutes in linked classroom then return to class 3-5 min timeout on playground
LEVEL 4 Log CPOMs Level 4	**Reflection time** Miss part of break/lunch with class teacher. May also complete missed work or reflect on behaviour choices Log on CPOMs Level 4
LEVEL 5 Log on CPOMs Level 5	**SLT reflection** Internal isolation with SLT. Incident recorded on CPOMS Level 5 by class teacher with additional SLT notes. Parents informed of persistent breaches.

If behaviour continues or serious incident occurs, refer to SLT.
May result in further consequences e.g. suspension.
Y6 after school detention may be used for serious breaches.

Every day is a fresh start - where possible, consequences from the previous day are not carried over.

LINKED CLASS	
R	1
1	R
2	3
3	2
4	5
5	6
4/5 PM	6
6	5

TIER 2 - TARGETED SUPPORT

*Personalised strategies *Early identification *Reasonable adjustments *Additional adult support *Review meetings with parents/carers

WHEN EXPECTATIONS ARE NOT MET

Use Level 1 and 2 (universal) with reasonable adjustments as needed.

ADAPT STAGE 3 & 4

Adjust consequence to meet individual needs eg:
Alternative space (not another c/room if this increases dysregulation)
Sensory/movement break
Shorter time with adult support
Regulation strategies eg Emotion Toolkit
Visual supports - Now/Next - social stories

ONGOING CONCERNS

Implement targeted support:
Behaviour targets/monitoring
Pastoral support
SEND support plan
External Agency involvement, if needed

Communicate with parents/carers.
Review and adapt support regularly
Escalate to Tier 3 if needs increase

TIER 3 - SPECIALIST SUPPORT

*Highly individualised support *Multi-agency involvement *Risk assessments *Safety/Positive Handling Plans *Behaviour/Pastoral Support Plans

INDIVIDUALISED RESPONSE

Consequences and responses will be adapted to the child's Behaviour Support/Pastoral Support Plans

May include:
Planned safe space/reduced timetable
Therapeutic/restorative approaches
Bespoke regulation strategies
Restrictive intervention (last resort, in line with policy)
Alternative repair/reflection process

ONGOING REVIEW

Review plans with parents/carers
Child (where appropriate)
School staff
External agencies

All support is individual, proportionate and focused on safety, regulation and long-term positive outcomes.

SERIOUS INCIDENTS - IMMEDIATE RESPONSE

SERIOUS INCIDENT OCCURS	REPORT IMMEDIATELY	INVESTIGATE	DECISION	OUTCOME
For example: Serious unprovoked physical assault Serious unprovoked verbal assault Serious unsafe behaviours Bullying Discriminatory language linked to Protected Characteristics Safeguarding	Report to SLT by witnessing adult or the adult to whom the incident was reported to. Adult to log on CPOMS Level 5	SLT to review and investigate	Appropriate action taken based on findings. May bypass Level 1-5. May result in suspension or exclusion (in line with policy)	Communicate with parent/carer Record additional notes on CPOMs log. May include period of monitoring. May result in suspension or exclusion (in line with policy)

Tier 1 – Universal Behaviour Support (All Children)

These systems and consequences apply to all children and are designed to promote consistency, predictability and positive behaviour across the school.

The consequences progress as follows:

Level 1 – First Verbal Reminder

A calm verbal reminder of the expected behaviour.

Level 2 – Supported Reflection within the Classroom

'Time out' within the classroom or learning area. The child moves away from the situation and is supported to regulate whilst observing positive behaviour modelled by others. A restorative conversation is held with the child before returning to their learning place. This is always supervised.

Level 3 – Change of Face/Space

A short period (approximately 15 minutes) in a linked classroom or agreed learning space before returning to class.

Recorded on CPOMS as Level 3. Further details may be added to the Incident Summary. A restorative conversation is held with the child before returning to their learning place.

Linked Classes

Year group:	In lesson change of face/space class:
R	Year 1
1	Year R
2	Year 3
3	Year 2
4	Year 5
5	Year 6
Y4/5 PM	Year 6
6	Year 5

Where this behaviour occurs outside, a child may be asked to 'stand to the side' for this time.

Stage 4 – Reflection Time with Class Teacher

If behaviour is continued on returning to learning, the child is to miss part of playtime with the class teacher. Add to CPOMS.

A child may also complete missed work or reflect on learning behaviours where they have significantly disrupted their own or others' learning.

Where this behaviour occurs outside, a child will be asked to 'stand to the side' for this time and then have a restorative conversation with the adult (and other child/ren, if appropriate). Class teacher to be informed.

Where poor behaviour choices are repeated across several days, the class teacher should communicate with parents/carers by phone call or discussion at the end of the school day.

Stage 5 – Senior Leader Reflection

Internal reflection time with a member of the Senior Leadership Team.

The incident is recorded on CPOMs by the class teacher, with additional notes added by SLT where appropriate.

Parents/carers will be informed of repeated breaches of behaviour expectations or serious incidents.

Where poor behaviour continues, or a serious incident occurs, the child may be referred to the Headteacher or member of SLT. This may result in further sanctions, including suspension, in line with statutory guidance.

For pupils in Years 6, after-school detention or extended reflection time may be used for serious breaches of the Behaviour Policy.

Every child begins each day with a fresh start. Wherever possible, consequences from the previous day will not be carried over.

Tier 2 – Targeted Behaviour Support (Children with Additional SEND/SEMH Needs)

Some children may require adapted behaviour responses in order to meet their additional needs. This may include children with identified or emerging SEND, SEMH difficulties, neurodiversity, attachment needs, communication difficulties or mental health needs.

Reasonable adjustments may include:

- adjusted language and processing time;
- movement or sensory breaks;
- access to a safe regulation space;
- use of visual supports or now/next systems;
- differentiated reflection or restorative conversations;
- support from a trusted adult;
- adapted 'change of face/space' arrangements;
- shorter reflection periods;
- individual reward systems;

- co-regulation strategies.

For some children, consequences such as moving to another classroom may increase distress or dysregulation and therefore alternative approaches may be used.

Where behaviour concerns are ongoing, the school may implement:

- behaviour targets;
- behaviour monitoring;
- pastoral support;
- SEND support plans;
- risk reduction strategies;
- outside agency involvement.

Parents/carers will be involved in reviewing support strategies where concerns persist.

Tier 3 – Specialist Behaviour Support (Children with EHCPs and/or Complex Needs)

A small number of children may require highly individualised behaviour support due to complex SEND, significant SEMH needs, trauma, safeguarding concerns or behaviours that present a risk to themselves or others.

These children may have:

- an EHCP;
- Positive Handling Plans;
- Risk Assessments;
- Safety Plans;
- Individual Behaviour Support Plans;
- Pastoral Support Plans;
- external agency involvement.

In these cases, behaviour responses and consequences may differ from the universal staged system and will be determined through an individualised approach based on assessed need, safety and professional guidance.

Strategies may include:

- bespoke regulation support;

- planned safe spaces;
- reduced timetables;
- adapted consequences;
- specialist intervention;
- therapeutic approaches;
- positive handling, where legally permitted, proportionate and necessary to maintain safety.

All specialist support plans will be developed in partnership with parents/carers and relevant professionals and reviewed regularly.

Restrictive Interventions

Restrictive physical intervention refers to the use of reasonable force by trained staff to prevent a pupil from:

- hurting themselves or others;
- causing serious damage to property; or
- seriously disrupting good order and discipline where there is a risk of harm.

Restrictive interventions will only ever be used as a last resort, in line with the school's Restrictive Interventions policy which can be found here: INSERT RESTRICTIVE INTERVENTION POLICY LINK

Serious Incidents

Some serious incidents may result in an immediate referral to SLT or the Headteacher without progressing through earlier stages. Examples may include:

- unprovoked physical violence;
- deliberate unsafe behaviour;
- discriminatory language;
- bullying;
- serious defiance;
- behaviour presenting a significant safeguarding risk.

Serious incidents occurring during break or lunchtime must be reported to SLT by the witnessing adult or the adult to whom the incident was first disclosed.

Some lower-level incidents, such as friendship difficulties, reciprocated rough play or unkind comments (not hate-related), may be resolved appropriately by the class teacher through restorative conversations, reflection tasks, apologies or support from a trusted adult.

Consistency, Inclusion and Fairness

The success of our behaviour policy relies upon consistency, fairness and strong relationships.

All staff are expected to apply the policy consistently whilst using professional judgement and making reasonable adjustments where required for children with additional needs or disabilities.

Consequences should be predictable, proportionate and supportive rather than purely punitive. This behaviour policy can be adapted for unstructured times, i.e lunch time and school trips/ residentials. For example, instead of reflection time at a separate desk within the classoom, a child may be asked to stand next to a duty supervisor to reflect.

The aim is always to help children learn, regulate and make positive behaviour choices in the future.

Every day is a new day.

Refusal to Engage in Learning

The school recognises that, at times, pupils may have trouble engaging with learning. Refusal to complete learning activities is viewed as a barrier to learning and is addressed through supportive and graduated responses rather than immediate sanction. For pupils with SEND, staff may choose to avoid this by setting out clear expectations of what needs to be completed in the whole day, e.g. 'to complete' and 'completed' trays.

Definition: for the purpose of this policy, *refusal to engage in learning* refers to a pupil deliberately declining to begin, continue, or complete learning tasks despite appropriate instruction, support, and reasonable adjustments having been provided.

School Response

Where a pupil refuses to complete learning, staff will:

1. Check for underlying need
   Staff will use PACE strategies to consider whether the refusal may be linked to:

    a. unmet learning needs

    b. emotional distress or regulation difficulties

    c. lack of understanding of the task

    d. social or environmental factors

2. Provide appropriate support and adjustments, which may include:

    a. task scaffolding or differentiation

    b. additional explanation or modelling

c. chunking of work

d. movement or regulation breaks

e. supportive adult check-in

f. change of seating or environment

3. Use encouragement and relational approaches to re-engage the pupil, making expectations clear while maintaining dignity and respect.

When Refusal Persists

If, after reasonable support and adjustments have been provided, a pupil continues to refuse to engage with learning, the school will take steps to ensure that lost learning time is addressed.
As a last resort, the learning that was not completed in school will be sent home. This will be accompanied by a cover letter explaining that:

- learning time was lost due to refusal to engage
- the school provided appropriate support before this decision was made
- the purpose of sending the work home is to reinforce the importance of learning time and shared responsibility between school and home

This measure is not intended as a punishment, but as a restorative step to ensure learning is not missed.

Parental Communication

Parents/carers will be informed when this step is taken. Communication will be framed around:

- supporting the child to succeed
- reinforcing expectations about learning
- working in partnership to prevent recurrence

Where refusal to engage is repeated, further discussion with parents/carers may take place to explore underlying causes and consider additional support.

Safeguarding and Additional Needs

If patterns of refusal indicate possible unmet SEND, SEMH needs, or safeguarding concerns, these will be explored through appropriate school processes rather than managed solely through behaviour procedures.

Refusal to Enter School Premises

The school recognises that some children may experience difficulties entering school due to anxiety, emotional distress or other individual needs. We are committed to supporting pupils to access education and will provide appropriate support once a child has entered the school site and is under the school's supervision.

Parents and carers remain responsible for the supervision and safety of their child until they have entered the school premises through the main school gates or via the fobbed main door by the school office and have been 'handed over' to school staff. Parents and carers remain responsible for the supervision and safety of their child outside the school premises, such as car parks, driveways, footpaths, and the office waiting area.

Where a child is refusing to enter school, parents and carers are expected to remain with and supervise their child until they are safely on the school site. School staff are unable to provide one-to-one support, supervision, or physical assistance to pupils in external areas before responsibility has transferred to the school.

Once a pupil has entered the school premises, staff will make reasonable adjustments and provide appropriate support in line with the child's needs and any existing pastoral, SEND, or attendance support plans.

Where difficulties with school attendance or school entry become persistent, the school will work collaboratively with parents, carers, and relevant professionals to identify barriers and implement appropriate support strategies. Further information can be found in our Attendance Policy.

Staff will always aim to work collaboratively with parents/carers to agree appropriate strategies to support the child's transition into school. Any agreed support plan will prioritise de-escalation and least restrictive practice.

Conducting searches

As stated in our Restrictive Interventions policy, the headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their belongings if they have reasonable grounds to suspect that the pupil may have a prohibited item.

Searches will always be carried out lawfully, respectfully and with consideration for the age, understanding and individual needs of the pupil. Wherever possible, pupils will be encouraged to hand over the item voluntarily before a search is considered.

The school may search for prohibited items, including knives or weapons, alcohol, illegal drugs, stolen items, tobacco/ vape products and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Searches will be carried out by authorised members of staff in accordance with current statutory guidance. Staff will seek to preserve the dignity, privacy and welfare of the pupil at all times and will consider whether any additional support or adjustments are required for pupils with special educational needs or disabilities.

Where a prohibited or banned item is found, the school will take appropriate action, which may include confiscation, disposal of the item where permitted by law, informing parents or carers, and, where appropriate, involving the police or other relevant agencies.

A written record of any search involving prohibited items, or where force has been used to conduct a search, will be made and parents or carers will normally be informed as soon as reasonably practicable, unless there are safeguarding reasons why doing so would place a child at risk.

Further information can be found in the school's Restrictive Interventions Policy and in the Department for Education's statutory guidance *Searching, Screening and Confiscation*.

Suspensions and Exclusions

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Make sure all suspensions and permanent exclusions are carried out lawfully

Further information is within the Elements 2.0 Suspensions and Exclusions Policy 2026-2027 which can be found here: Elements 2.0 Suspensions and Exclusions Policy 2026-2027

Monitoring and Review of Behaviour Incidents inc. Behaviour Support Plans and Pastoral Support Plans

All behaviour incidents across the school are recorded and monitored consistently to ensure early identification of concerns, and appropriate support for pupils. Behaviour records are reviewed on a weekly basis by senior leadership.

Over time, monitoring can identify a pattern of behaviour, or an increase in reported incidents, at which point parents/carers will be contacted to discuss concerns and to work collaboratively on next steps. This may include the introduction of a home–school communication book to support consistency, communication and monitoring between school and home.

In cases where incidents involve physical or verbal behaviours, records will be reviewed in detail to identify any potential provocation, triggers or contributing factors. Consideration will be given to the context of the incident, the pupil's individual needs, and whether the response was proportionate.

Where a child needs additional personalised support to manage their behaviours, outside of the universal offer in our Behaviour Policy, a Behaviour Support Plan will be written by the class teacher, identifying specific behaviours exhibited by the child, triggers and ways to de-escalate, and shared with parents/carers.

Where a series of incidents occur and a pupil's response is deemed disproportionate, or where behaviours escalate despite support (including strategies in the Behaviour Support Plan), the pupil may be considered at risk of a fixed-term exclusion. At this point, a Pastoral Support Plan will be written by the class teacher and shared with parents/carers, who will be contacted by phone/email and invited to a meeting with relevant staff to discuss concerns and to work together to consider what factors may be affecting the pupil's behaviour, agreeing strategies and interventions aimed at preventing further incidents. This is in line with the Elements 2.0 Suspensions and Exclusions Policy 2026-2027 which can be found here: Elements 2.0 Suspensions and Exclusions Policy 2026-2027

For children at risk of Permanent Exclusion, in addition to this, they will have a Pastoral Support Plan, which sets out the interventions and strategies in place to support the child.

Both documents will be shared with Parents/Carers and signed to add to their file.

Protected Characteristics

Where incidents incur linked to the Protected Characteristics, which area aspects of a person's identity that are protected from discrimination under the Equality Act 2010, a member of SLT will be informed immediately and this incident will be investigated by either the class teacher or a member of SLT, depending upon the context.

(PCs are: *Age, Disability, Gender reassignment, Race, Religion or belief, Sex, Sexual orientation, Marriage or civil partnership, Pregnancy and maternity.)*

Bullying

Bullying will also immediately be escalated to Senior Leadership to invoke the school's Anti-Bullying Policy. Suspensions & Exclusions: Please see Elements 2.0 Suspensions and Exclusions Policy 2026-2027 which can be found here: Elements 2.0 Suspensions and Exclusions Policy 2026-2027

Monitoring and evaluation of the policy:

The Head monitors the effectiveness of this policy on a regular basis. They will also report to the LAB on the effectiveness of the policy and, if necessary, make recommendations for changes and improvements. Questionnaires completed by the whole school community, together with surveys, focus groups, and bullying incident recorded on CPOMS will be used to gauge the effectiveness of the policy. The school will keep a variety of records of behaviour incidents. The class teacher will record incidents on CPOMS. The Head will keep a record of any pupil who is excluded for a fixed term or who is permanently excluded on Arbor. It is the responsibility of the LAB to monitor the rate of suspensions and to ensure that the school policy is administered fairly and consistently.

Review:

The governing body / LAB will review this policy every three years. The governors / LAB may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body / LAB receives recommendations on how the policy might be improved.

This policy is based on advice from the DFE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf