# Rushmore Primary School

## Behaviour policy and statement of behaviour principles

| | |
|---|---|
| **Approved by:** | Rushmore Governing Body |
| **Date:** | 7th July 2026 |
| **Next review due by:** | Summer 2029 |

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

## Contents

1. Aims ..... 2
2. Legislation, statutory requirements and guidance ..... 2
3. Definitions ..... 3
4. Bullying ..... 4
5. Roles and responsibilities ..... 5
6. School behaviour curriculum ..... 7
7. Responding to behaviour ..... 7
8. Serious sanctions ..... 15
9. Responding to misbehaviour from pupils with SEND ..... 16
10. Supporting pupils following a sanction ..... 18
11. Pupil transition ..... 18
12. Training ..... 18
13. Monitoring arrangements ..... 19
14. Links with other policies ..... 19
Appendix 1: written statement of behaviour principles ..... 21
Appendix 2: Guidence for recording on CPOMs ..... 23
Appendix 3: Red and Yellow card behaviours ..... 27
Appendix 4: PSP ..... 27
Appendix 5: SCERTs ..... 28
Appendix 6: PBMP ..... 28
Appendix 7: Behaviours for Learning ..... 29
Appendix 8: Stay on Green ..... 29
Appendix 9: Continuum of support ..... 30

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons
- Red and yellow card behaviours at break and lunchtimes Appendix 3
- Disrespectful attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Physical abuse
    - Sexual assault (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any other items that are banned in school, e.g. mobile phones and similar devices

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

### Strategies we employ to combat bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Involving the whole school in the writing and review of the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- School council
- Ensuring that bullying is reflected in the school codes and classroom rights and responsibilities.
- Raising awareness through regular anti-bullying themed assemblies
- PHSE (Personal, Health, Social and Economic)/JIGSAW materials used from Reception to Year 6
- Regular Circle Time on bullying issues
- Children writing stories or poems and drawing pictures about bullying
- Children reading or being read stories about bullying
- Use of drama activities and role play to help children to become more assertive and teach them strategies to help them deal with bullying.
- Creation of anti-bullying posters to be prominently displayed around school
- Encouraging the whole school community to model appropriate behaviour towards one another

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy https://www.rushmore.hackney.sch.uk/docs/Rushmore_Anti_Bullying_Policy__1_.pdf

## 5. Roles and responsibilities

### 5.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

## 5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 2 for CPOMs (Child Protection Online Monitoring system) guidance)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions and plans such as pastoral support plans – PSPs, social communication, emotional regulation and transactions support - SCERTs plans and positive behaviour management plans - PBMPs) see Appendices 4, 5 and 6.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in year arrivals.

## 6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn – Rushmore's behaviours for learning expectations (Appendix 7)
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions and consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

- Children who travel to and from school independently are permitted to bring their phone into school via the main Elderfield Road entrance. On entering the building, they must hand their phone to a member of the office staff who will store mobile phones, ensuring that pupils still have access to a device for safety reasons when travelling to and from school.
- Sanctions will be implemented for using a mobile phone during the school day

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Rushmore behaviours for learning visuals
- Use the stay on green system (reasonable adjustments may be made for children with SEND) Appendix 8

- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

## 7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information https://www.rushmore.hackney.sch.uk/docs/Safeguarding_and_Child_Protection_Policy_25_26_amended_final.pdf

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Awarding house points
- Communicating praise to parents/carers via verbal praise, a phone call or written correspondence
- Certificates, prise ceremonies or special assemblies
- Whole class or year group rewards such as extended playtime or popular activity
- House afternoon celebrations

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies

https://www.rushmore.hackney.sch.uk/docs/Use_of_restrictive_interventions_policy.pdf

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Asking a the pupil to complete a reflection sheet in another class in line with the stay on green system
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSLs or a member of the SLT to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

### 7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment

- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information
https://www.rushmore.hackney.sch.uk/docs/Use_of_restrictive_interventions_policy.pdf

#### 7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them e.g. the sensory rooms, the learning mentors' room, a designated calm space or the child's prearranged safe space
- The pupil will be supervised at all times, by at least 1 member of staff. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

#### 7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty
https://www.rushmore.hackney.sch.uk/docs/Use_of_restrictive_interventions_policy.pdf

## 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy). During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the DSL and/or learning mentor team try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets or possessions.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

**Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on the school's safeguarding system - CPOMs.

**Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

**Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the

appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

**Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

**Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## 7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child

abuse
https://www.rushmore.hackney.sch.uk/docs/Safeguarding_and_Child_Protection_Policy_25_26_amended_final.pdf

## 7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or, in the headteacher's absence, one of the deputy head teacher, or in their absence a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information https://www.rushmore.hackney.sch.uk/docs/Safeguarding_and_Child_Protection_Policy_25_26_amended_final.pdf

### 7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Reflection Time

Pupils may be given time to reflect on their behaviour during playtime.

If a child receives a red slip in class, they will be asked to complete a 10 minute reflection period in another class (usually the equivalent year class) Appendix 8 – Stay on Green

If a child receives a red card during playtime, they will miss their next playtime or 15 minutes of their lunchtime.

## 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of school staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with learning mentors
- Use of teaching assistants
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment
- Following steps laid out on the continuum of support (Appendix 9)

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal.

## 8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to Hackney advice below

https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=ZrQ0rRdcL-U

https://education.hackney.gov.uk/content/exclusions

# 9. Responding to misbehaviour from pupils with SEND

## 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Use of visuals
- Adjusting seating plans for a pupil with a visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as Autism
- Interventions
- Introduction of individual calm/safe spaces
- Reasonable adjustments to stay on green/red/yellow card system for individuals

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### 9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

sendbusinesssupport@hackney.gov.uk

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Comic strip conversations
- Social stories
- Role play
- Emotional regulation interventions
- Daily check ins with the learning mentor
- PSP – Pastoral Support Plan, SCERTs - Social Communication, Emotional Regulation and Transactions Support and/or PBMP – Positive Behaviour Management Plan
- A risk assessment
- Reintegration meetings
- A school support plan (SEND)

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Training modules on Verbo
- Training modules on The Key

Behaviour management will also form part of continuing professional development.

A staff training log is accessible on school half-term overviews

# 13. Monitoring arrangements

## 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every year by the governing body.

The data will be analysed each half-term by SLT and the findings inform future actions and support for key individuals

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the SLT at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

# 14. Links with other policies

This behaviour policy is linked to the following policies:

- Hackney Education exclusions guidance
- Child protection and safeguarding policy

- Restrictive interventions policy
- Mobile phone policy
- Anti-bullying policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions policy.
- The behaviour policy is understood by pupils and staff
- The exclusions guidance explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.

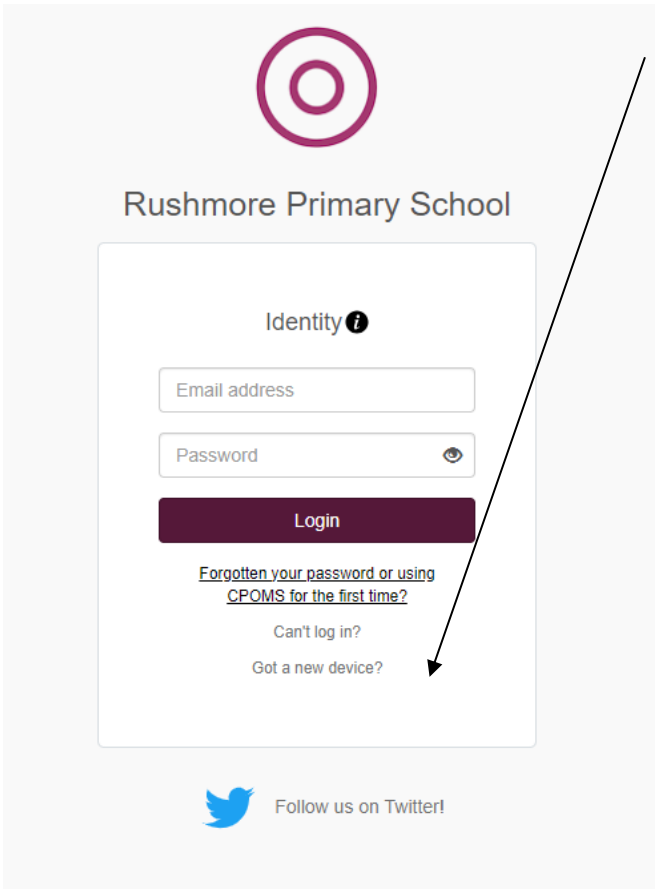
## Appendix 2: Logging Serious Misbehaviour/Red and Yellow cards and Red Slips

Teachers will log red slips on CPOMs and send an text to the office, where, on receipt, a text will be sent home to parents.

Playground staff will log red and yellow cards on ABC sheets and the learning mentor team will add this information to CPOMs and make a telephone call home to parents/carers of children who have received a red card

Step 1

Click on the CPOMS icon on your desktop

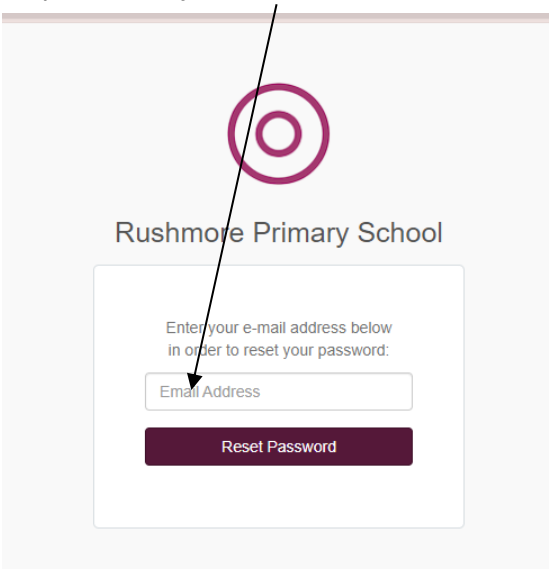



Step 2a

Select 'forgotten your password or using CPOMS for the first time?'

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

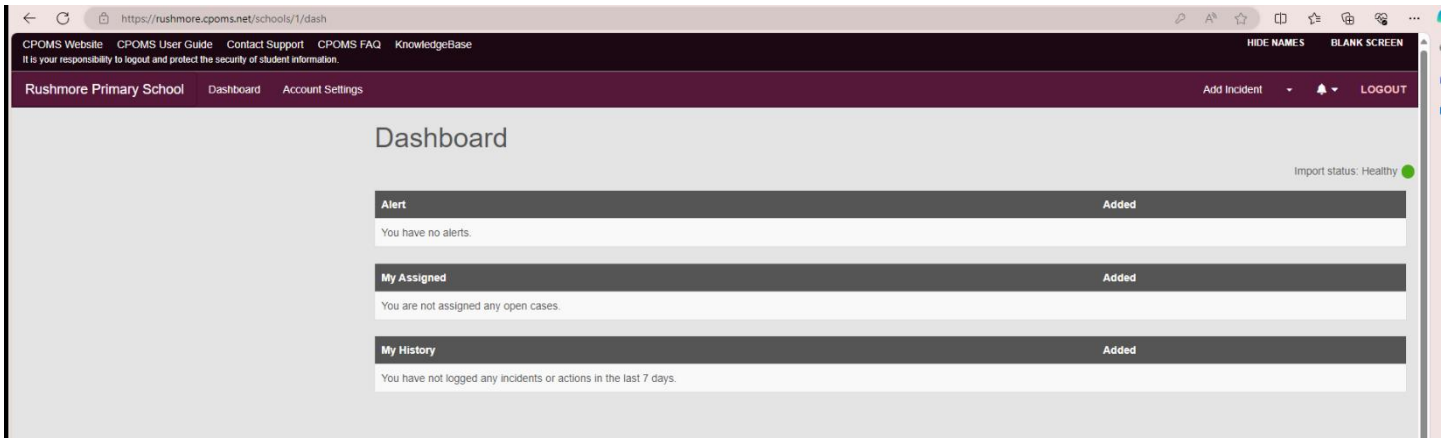
Step 2b: Enter your email address in order to reset your password:




Step 3

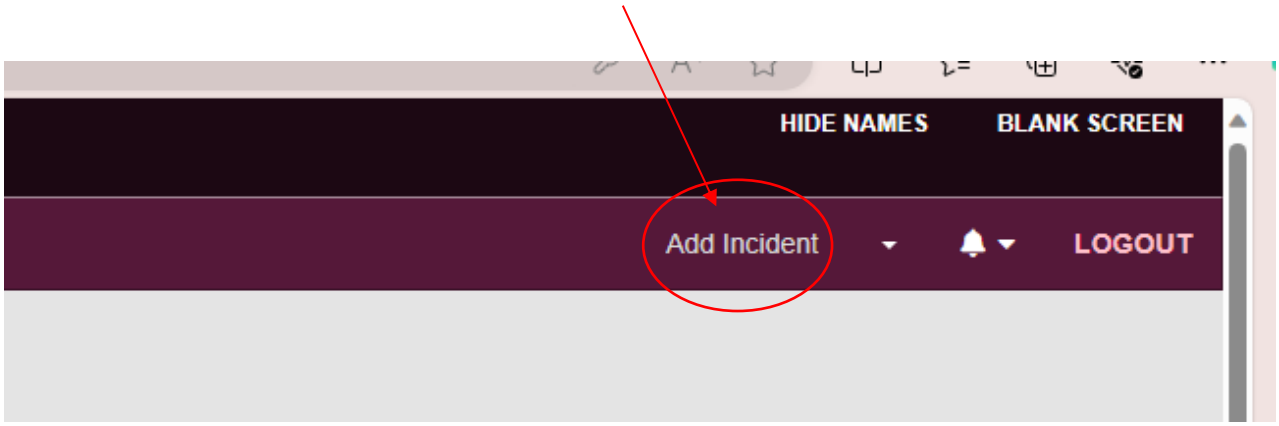
Once you have reset your password, you should be able to log in to and access CPOMS. **Please save and email your log in details (password) to yourself & for your records.**

The dashboard is where you will log incidents or concerns.

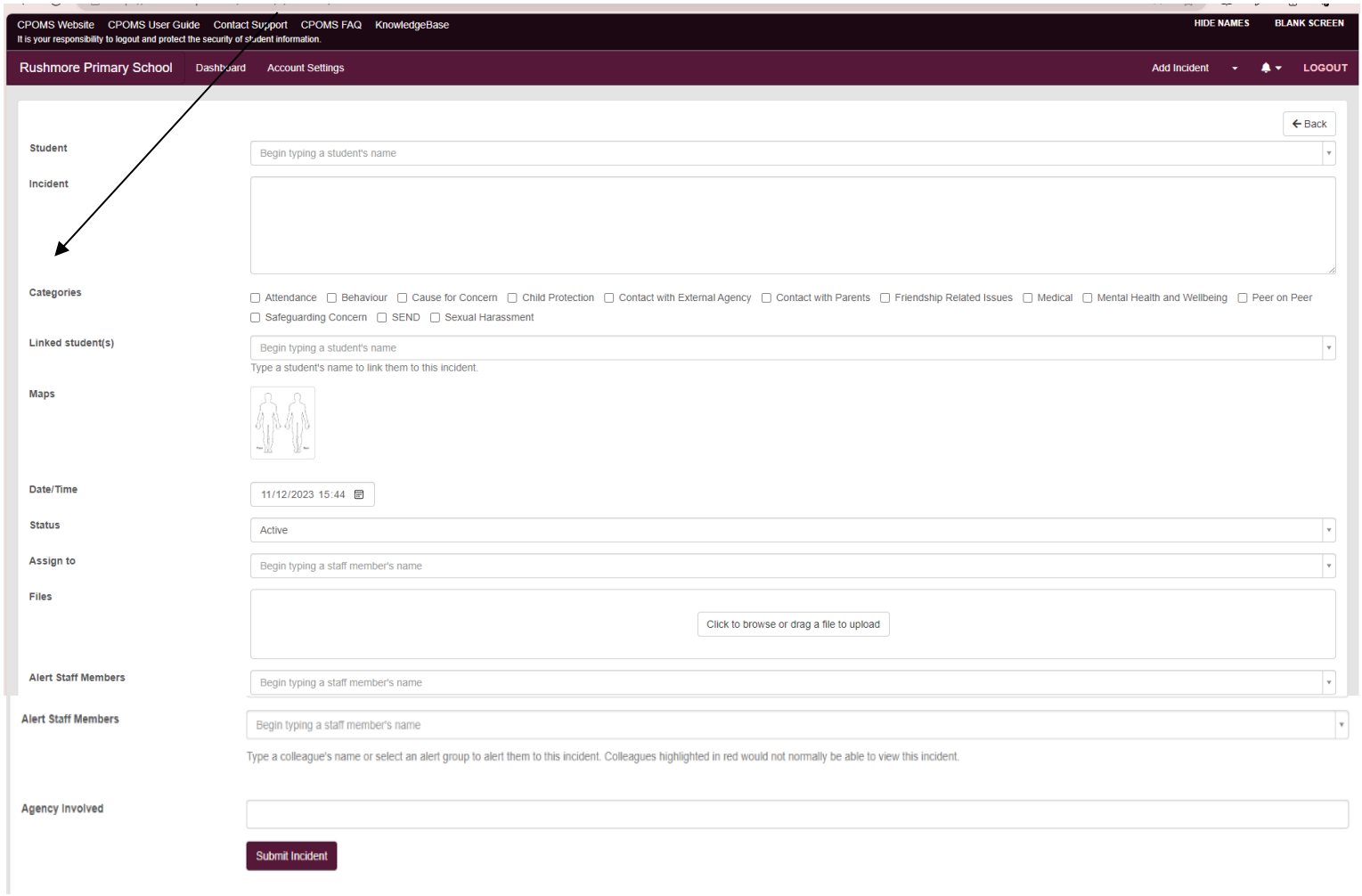



Step 4

To log an incident/concern please select the 'add incident' option on the top right corner:



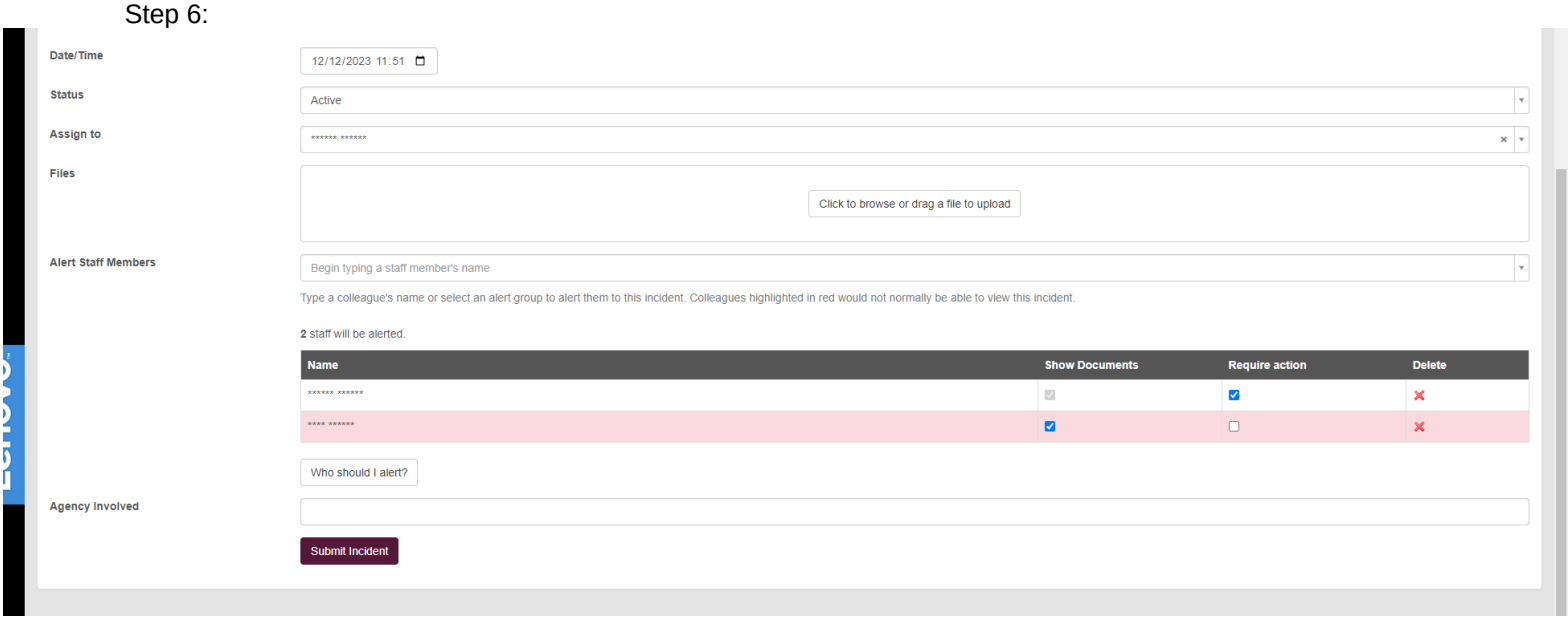
Step 5:Populate relevant fields:




Step 5a:  The ‘assign to’ option should be assigned to ….

The ‘alert staff member’ option should be the same person as above. Select require action for alerted Behaviour team member.

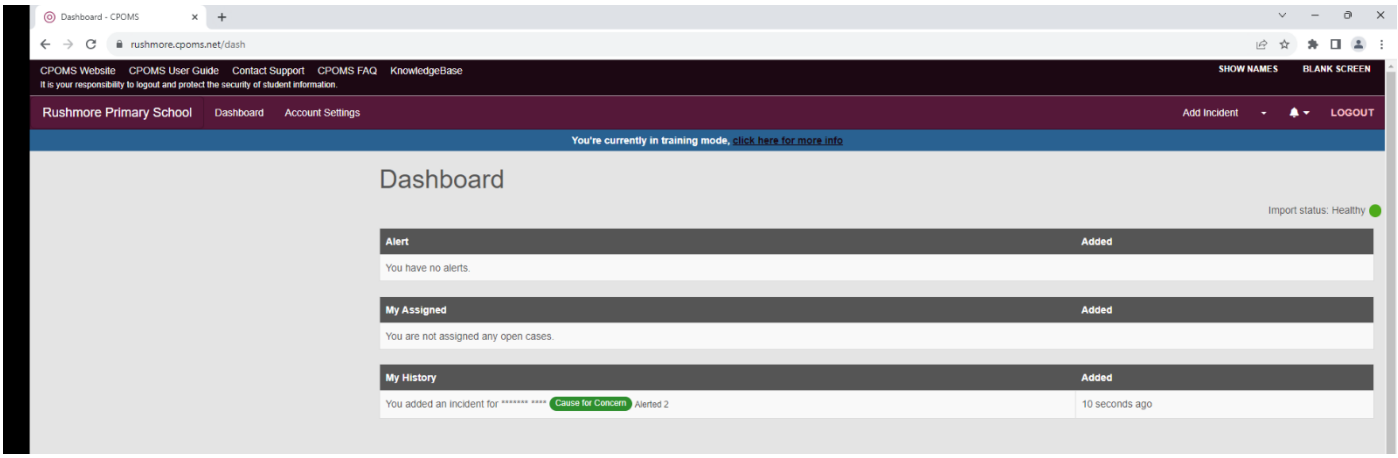
Step 6:




Submit incident – bottom button in purple

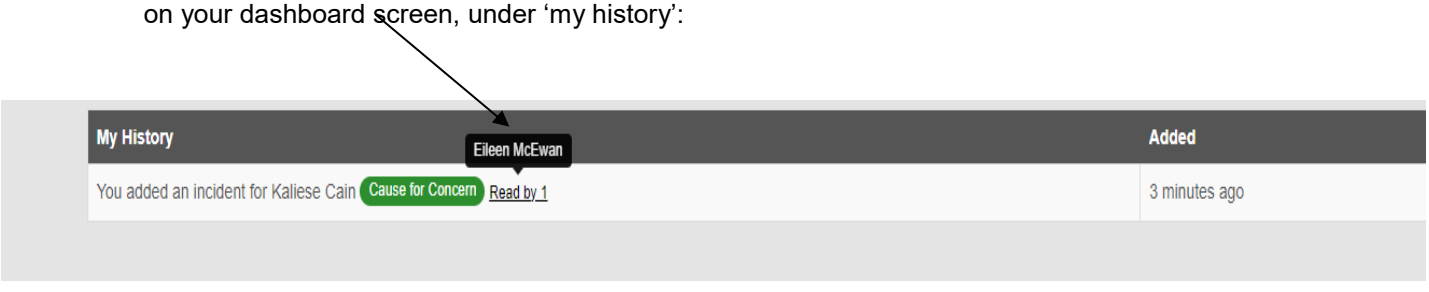
Step 7:

Click on your dashboard tab in order to see the incident/concern that you logged.




Step 8:

Once the behaviour team member reads the incident that you have logged, you will be able to see an update on your dashboard screen, under 'my history':




In this example, Eileen has read/acknowledged the concern reported by the member of staff.

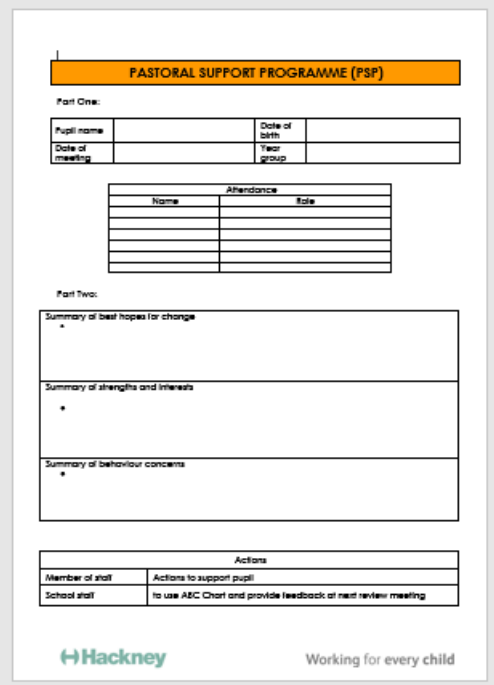
## Appendix 3: Red/Yellow card behaviours

**Yellow Card Behaviours include:**

-Play wrestling
-Answering back to an adult (Red depending on the words spoken)
-Deliberately ignoring adults (Proportionate to the situation)
-Endangering other children-e.g. pulling and grabbing (Red depending on the level of intention)
-Being verbally offensive to other children
-Entering the school building without permission (Red if they are repeat behaviours)
-Rude gestures towards another child
-Deliberately kicking and/or stepping on children's clothes
- Entering the shed without permission (Red if they are repeat behaviours)

**Red Card Behaviours include:**
-Refusing to co-operate with an adult – DH/HT informed
-Fighting – DH/HT informed
-Physically abusive
-Swearing (direct at another child or adult)
-Deliberately kicking
-Vandalism
-Stealing
-Holding a child in a headlock
-Biting
-Spitting
-Intentional racist/homophobic remarks
-Rude gestures towards an adult
-Persistent bullying – DH/HT informed
-Pushing dangerously
-Persistent play wrestling
-Repeatedly entering the school building without permission
-Repeatedly entering the shed without permission

## Appendix 4: PSP (Pastoral Support Plan)



PASTORAL SUPPORT PROGRAMME (PSP)

Part One:

| Pupil name | | Date of birth | |
|---|---|---|---|
| Date of meeting | | Year group | |

| Attendance | |
|---|---|
| Name | Role |
| | |
| | |
| | |
| | |
| | |
| | |

Part Two:

Summary of best hopes for change
*

Summary of strengths and interests
*

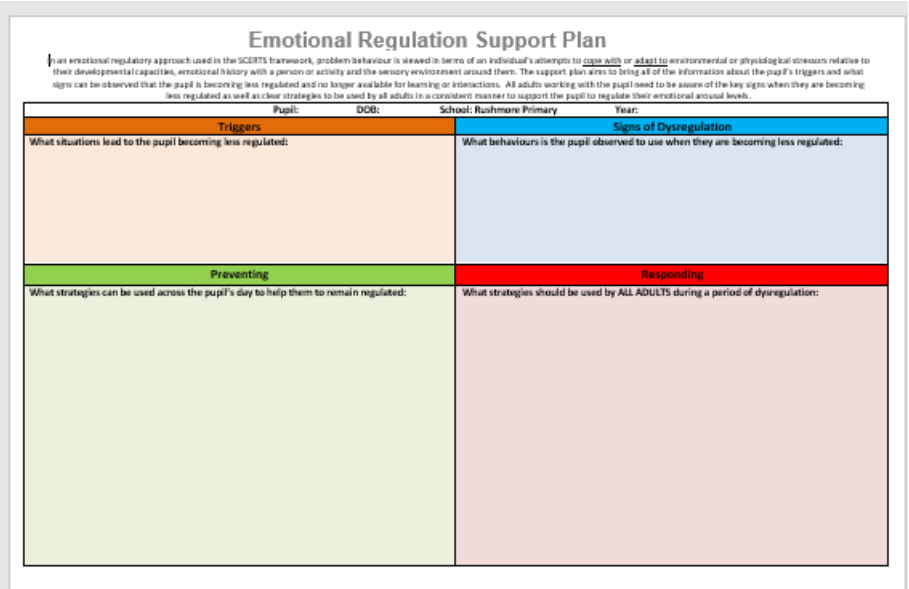
Summary of behaviour concerns
*

| Actions | |
|---|---|
| Member of staff | Actions to support pupil |
| School staff | to use ABC Chart and provide feedback at next review meeting |

Hackney Working for every child

The full version of this document can be located at Rushmore/SEND/PSP

## Appendix 5: SCERTs (Social communication, emotional regulation transaction plan)



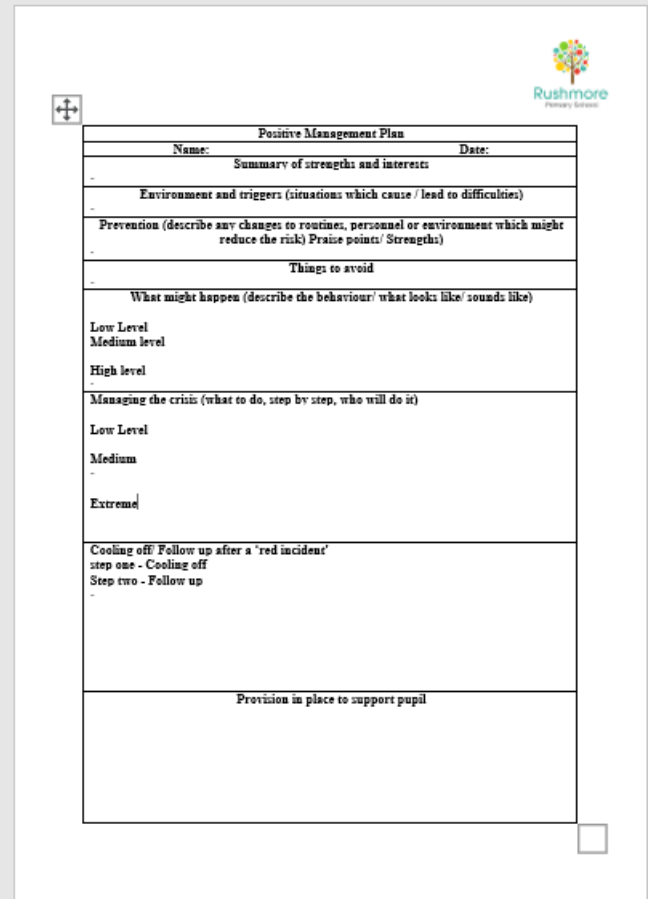
Emotional Regulation Support Plan

Pupil: DOB: School: Rushmore Primary Year:

| Triggers | Signs of Dysregulation |
|---|---|
| What situations lead to the pupil becoming less regulated: | What behaviours is the pupil observed to use when they are becoming less regulated: |
| **Preventing** | **Responding** |
| What strategies can be used across the pupil's day to help them to remain regulated: | What strategies should be used by ALL ADULTS during a period of dysregulation: |

The full version of this document can be located at Rushmore/SEND/SCERTs Plans

## Appendix 6: PBMP (Positive Behaviour Management Plan)



Rushmore

| Positive Management Plan | |
|---|---|
| Name: | Date: |
| Summary of strengths and interests | |
| Environment and triggers (situations which cause / lead to difficulties) | |
| Prevention (describe any changes to routines, personnel or environment which might reduce the risk) Praise points/ Strengths) | |
| Things to avoid | |
| What might happen (describe the behaviour/ what looks like/ sounds like)<br>Low Level<br>Medium level<br>High level | |
| Managing the crisis (what to do, step by step, who will do it)<br>Low Level<br>Medium<br>Extreme | |
| Cooling off/ Follow up after a 'red incident'<br>step one - Cooling off<br>Step two - Follow up | |
| Provision in place to support pupil | |

The full version of this document can be located at Rushmore/SEND/PBMPs

## Appendix 7: Rushmore behaviours for learning

# Behaviours for Learning

All teachers and support staff at Rushmore will use the following to promote good behaviours for learning as a whole school approach. These behaviours for learning help create a calm, inclusive learning environment for all which in turn promotes better learning for all.

- **1,2,3** for transitions – to be done quietly ( 1 to stand , 2 to push in or pull out chair, 3 to sit or walk to the line) This promotes calm and safe movement within classrooms.
- **Arm in the air** - to get pupil's attention, teachers and support staff will raise their hand in the air to signal a need for quiet. Pupils will in turn raise their hand and remain quiet. We are a 'no shouting' school.
- We remind pupils about how to sit on the carpet or on their chair to **show good behaviours for listening.**

- **No hands up** to answer questions- we want to build a culture where all pupils are switched on and ready and alert to answer questions in class. It will be the teacher's decision to choose to answer questions. However, children are always encouraged to raise their hand to ask questions.

## Appendix 8: Stay on Green

# Stay on Green

Children must go down the colour stages with the emphasis being on staying on green, getting back to green or excelling to silver.

If on silver, it is the responsibility of the person who put that child on silver, to write the certificate.

If a child is on red, they need to go to their peer year group class where they complete a refection sheet for 10 minutes.

In each classroom, to avoid disrupting teaching and learning, there will be:

A supply of reflection sheets

A 10-minute sand timer

A pencil

These items should be in a place that is accessible to the child.

A Supply of red slips will be kept by the teacher. (R/Behaviour 'Red Slips'). These are sent home to inform the parents that their child has been displaying 'red' behaviour. It is the responsibility of the person who put the child on red, to complete the red slip.

When the child returns to their classroom, they give the teacher their completed reflection sheet. It is at the discretion of the class teacher to decide when to arrange a meeting to discuss the child's behaviour with parents. These red slips and reflection sheets will evidence frequency of patterns of behaviour.

On occasion there may be instances that warrant a child being put 'straight to red' without going through colour stages in between. Examples of 'straight to red' behaviour could include: Fighting in class, deliberately hurting another child or adult, stealing and swearing.

## Appendix 9: Continuum of support

# Continuum of Support for Social, Emotional and Mental Health Needs

| | | |
|---|---|---|
| On-going pupil assessment and evidence | Universal Support | Quality First teaching<br>Challenging and Appropriate learning activities, including differentiation<br>Consistent behaviour policy: rules, rewards, consequences<br>JIGSAW ethos and curriculum<br>Circle time<br>Monitoring and evidence gathering: ABC pack, reflection sheets, completed reward charts etc. |
| | Cause for Concern<br>Pupil referred to Learning Mentor/SENCo<br>Meetings with pupil/parents/carers<br>Pupil's behaviour tracked – Stay on green/reflection sheets, home/school book/phone calls/emails to parent/carer<br>*Interventions Include:*<br>• Curriculum support/differentiation<br>• Small group nurture work<br>• Behaviour reviews with LM/key worker<br>• Meetings with pupils/parents/carers<br>• Class based targets linked to behaviour policy<br>• Alternative tasks<br>Use of the bespoke strategies to support individuals | SEND/Behaviour Support<br>SMART target setting within Support Plans/Individual Behaviour Plan<br>Targets implemented by class teacher/LSA/LM<br>Targets integrated into weekly planning<br>Weekly monitoring shared with parent/carer<br>Targets reviewed termly<br>*Interventions Include:*<br>• Circle of Friends/Playground Buddy<br>• Support /CPD for staff<br>• Young Hackney<br>• Counselling services<br>Positive handling plan |
| | Pastoral Support Program (PSP) | A PSP will supersede an IEP/IBP<br>• Multi Agency Meeting<br>• PSP Guidance and proforma to document<br>• SMART targets reviewed every 2/3 weeks<br>• 1 – 4 Reviews included within the process |
| | Re- Engagement Unit or<br>MAP | PSP in place – REU support accessed after third PSP Review<br>Six week intervention<br>Alternative timetable provision<br>Sustainability plan<br>Link back to PSP<br>PSP in place – REU support accessed after third PSP Review |
| | Fixed Term Suspension | Fixed Term Suspension Guidance |
| | Alternative Provision | PSP in place<br>Six week placement<br>Contract with clear outcomes |

| | | |
|---|---|---|
| On-going pupil assessment and evidence | | Entry and Exit criteria<br>REU support |
| | Managed Move | Managed Move Guidance<br>REU Support |
| | Permanent Exclusion | Permanent Exclusion Guidance |

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms