



Positive Behaviour Policy



Collaborative: is being part of a team that works operatively in partnership to achieve better outcomes



Enthusiastic: is being positive and engaged with learning; being ambitious and motivated by outcomes



Respectful: recognises the rights of every individual to have needs met, to make individual choices and be treated equally



Curious: is to follow fascination and explore; question and seek answers; to form a vision and be creative and innovative in making it a reality



Independent: demonstrate attributes that aid learning for life. These attributes include resilience, perseverance, confidence, decisiveness, responsibility, courage.

Adopted on: 10.12.18

Review Date: December 2020

Aims

1. To develop and celebrate respectful behaviours in line with Rusper school values.
2. To develop a positive attitude to learning, maturity of thought and consideration for others.
3. To protect the safety, well-being and capacity to achieve of every pupil.
4. To foster an understanding that every pupil owns their own behaviour and makes decisions accordingly; and that individual responsibility must be taken for these decisions.

Principles

The core values of the school underpin this policy. Positive behaviour management in the first instance should always make reference to the values as a model for behaviour expectations. Of key importance is the value of **individuality** and the language of **respect for rights**. This policy asserts that every individual in Rusper Primary (pupils and adults) has the right to...:

- **Learn without limitation**
- **Be safe**
- **Feel safe**
- **Play fairly**
- **Have their own opinions and beliefs**
- **Be listened to by others**
- **Access to shared resources in good condition**

Individual behaviours which demonstrate the core values and **respect** these **rights** should be highlighted, celebrated and reinforced efficiently and consistently. Individuals who uphold behaviour principals should know that they have done so.

Individual behaviours which contradict the core values or do not respect the agreed rights of every individual should be managed in a precise manner. This is that the responsible individuals are guided to understand...:

- **How they have disrespected the rights of others.**
- **That their inappropriate behaviours lead to a negative consequence.**
- **That their inappropriate behaviours come from a decision they have made.**
- **That they must take responsibility for their behaviours.**

The Role of Adults (Principles)

All adults working in a school have a **duty of care** to its pupils. In relation to this policy, it is expected that adults uphold the principles and model the values at all times. It is essential therefore that adults should always **model** respectful behaviours in their interactions with each other and with pupils. This means negative emotional responses on the part of adults are removed in all shared areas within the school. Every individual has the right to be spoken to courteously and professionally...

- Always be reacted to in a positive or calm manner, unless in the interests of safety.
- Always to be spoken to in a way that is respectful and emotionally neutral
- Always to be treated in a way which fosters a feeling of trust and safety.

When dealing with negative pupil behaviours, adults should always strive to build pupil trust and help pupils understand...:

- the importance of honesty
- how a behaviour has been disrespectful
- the consequences of the chosen behaviour
- the choices that were available to them at the time
- to take responsibility for the choice made
- which choice would have led to a better consequence

Parents are asked to support the school by upholding its values and principles. To this end consultation is sought with the parents regarding this policy's content, and a home-school agreement is signed at the beginning of every year.

Class / Shared Space Charters

Pupils must be given opportunity take ownership of the core values and behaviour principles. To this end every teacher should facilitate discussion around the core values and principles of respecting the rights of others using every day contexts that are age-appropriate, and that the pupils can relate to. From these discussions, a class charter (rules) should be written, displayed and made reference to in all forms of in class behaviour management. The language of the charter should always be positive...eg

"We will look after classroom resources by respecting that things need to be put away carefully and neatly."

"We will respect the appearance of the cloakroom by independently looking after and tidying away our own possessions"

"We will take turns to speak and listen, and stick to agreed roles when working collaboratively."

...never...

"We won't break things that are shared for everyone."

Charters should also be established for shared spaces. These will be facilitated through school council and produced by them. Shared Space charters will be referred to and upheld by all adults working in those areas.

Positive Reinforcement

The children identify the following examples of behaviour as worthy of reward:

- Demonstrating any facet of the core values: especially **independence, collaboration, spirituality**
- Respecting the rights of others to be safe, to learn without interference, to be happy
- Persevering
- Extra effort
- Being resilient (taking a positive attitude to a mistake)
- Using initiative
- Listening to others and taking turns
- Putting others first
- Respecting the school environment
- Taking responsibility for possessions/equipment/school environment

Positive behaviour principles can be recognised at different levels.

Individual

All pupils receive instant reward in the form of verbal praise. In Gruffalo class this is reinforced by the use of stickers. In all classes, a child is chosen to be **“Star of the Day”** in recognition of positive behaviour / attitudes. In Hobbit class, one or two **‘Stars of the week’** are selected by the teacher and **‘Pupil Appreciation’** awards by the pupils. These pupils receive certificates in Friday celebration assembly.

From Year 1 pupils are given team points (See **Team**). These are awarded for any demonstration of the above positive behaviours. No more than 3 team points can be given at any one time. Team points are recorded over the term and pupils receive a sticker to mark each milestone as it is achieved. An award card is presented at the end of term to reflect the highest award achieved:

Bronze	40 team points
Silver	70 team points
Gold	100 team points
Platinum	130+ team points

An annual prize is also offered each term for the child gaining most team points in each class – this will be **‘Tea with The Headteacher’** – an hour’s worth of treats and games hosted by the head.

Every child has the opportunity to gain a number of team points each week.

If no warnings are received in a day, a team point is awarded. A bonus team point is available on Fridays for those with no warnings all week.

Milestone achievements are celebrated in Friday Celebration assembly.

In addition to team points and stickers, pupils can earn a bead for demonstrating a skill associated with one of the core values. These are put in the jars in the hub, and when a jar is full, a whole school treat is planned (usually in consultation with the school council). A team point is given when a bead is awarded.

Individual pupils are recognised at home and within the community through the school website – **‘Weekly Awards’**

Class

Whole Class positive behaviour / work attitudes are reinforced through '**Golden Time Minutes**'. The principle of 'Golden Time' is an earned amount of time for the whole class for either a class treat eg movie or free time. A maximum of 90 minutes can be earned in one term and should be allocated during an agreed time slot at the end of a term. Classes have the opportunity to earn minutes towards 'Golden Time' through positive attitudes to work as a whole class. A Golden Time clock is displayed as an accumulating amount of minutes, and is added to or subtracted from (see **Work Related Sanctions**) by the class teacher at their discretion. Typical whole class behaviours to be rewarded are appropriate noise level, good listening during inputs, overall application to task, effective tidying of the classroom etc.

Team

Pupils are allocated to one of two teams on arrival in school, and are encouraged to earn team points through appropriate behaviour, effort and attainment. Children wear PE T-shirts of the appropriate colour to help their sense of corporate identity. There is healthy competition between **Swallows** (red) and **Swifts** (blue) and at the end of each term, a trophy is awarded to the team gaining most points.

Whole School

Pupils can earn a bead for demonstrating a skill associated with one of our core values. These are put in the jars in the hub, and when a jar is full, a whole school treat is planned (usually in consultation with the school council). A team point is given when a bead is awarded.

Negative Behaviours

Just as pupils make the most academic progress when learning from mistakes / misunderstandings; the same is true for behaviour. Negative behaviour presents an opportunity to learn. Effective identification of behaviours and consistently applied approaches / protocols are the most helpful to a pupil in terms of them learning to understand themselves and their actions; and to take responsibility for them.

Identifying and Categorising unacceptable behaviour

With the identification of any unacceptable behaviour, there is a responsibility on the part of all staff members to use some interpretation / judgement about the behaviour. This may vary subtly, but all staff will undertake to identify behaviours fairly and with consideration of causal factors. Where there is a lack of certainty about how to proceed with identifying and applying a sanction to unacceptable behaviour, the involvement of a senior leader must be sought. Broadly all behaviours will fall into the following categories.

1. Low Level Negative Behaviour ...is **any** behaviour which has a negative impact on the rights of others to learn or play effectively, or that which impedes the rights of a staff member to do their job properly. eg.

- Talking inappropriately whilst working on task.
- Not listening when a teacher is teaching / an adult is providing instructions.
- Not adhering to agreed rules for a game.
- Playing without consideration for other's games.
- Playing without consideration for other's safety – ie rough play, unsafe tackling
- Not waiting a turn in the dinner line.

2. Serious Negative Behaviour ... is **any** behaviour which disregards the rights of others to feel safe and happy at school eg

- Any words said from one to another with the intention to hurt feelings – ie the pupil saying hurtful comments has knowledge that it is unkind.
- Any words said from one to another, where a pupil uses inappropriate language – including swearwords, sexual references, racist comments, homophobic comments.
- Any words said from one to another (particularly from pupil to adult) which are deliberately disrespectful / show a lack of reasonable courtesy.
- Any words said from one to another with the intention to threaten or intimidate – ie a threat of violence

- Any physically violent behaviour which is intended, or shows a serious lack of concern towards the safety of others.
- Any unwanted /non-consenting deliberate physical behaviour of a sexual nature against another.
- A deliberate attempt to spit at another child or adult.

..... is **any** behaviour which disregards the school environment, equipment or property of others eg

- Deliberate damage of furniture or equipment
- Deliberate defacing or destruction of other's work

The following protocols will apply to all pupils, except pupils who have a clearly identified specific emotional / behavioural / learning need. In such cases, pupils will have an individual behaviour plan which clearly states how they should be managed by school staff; and which all staff are bound to adhere to. It is the responsibility of senior leaders to make all staff / stakeholders aware of individual behaviour plan targets and protocols.

Protocols for Low Level Negative Behaviour

In Reception, Low Level Negative behaviour results in the child's name being moved from the sun to the black cloud. Every effort is made to quickly recognise some appropriate behaviour that enables them to be moved back.

From Year 1, if a pupil chooses to demonstrate a low level type negative behaviour, a **warning** is given.

Within the same lesson / day:

Warning 2 = two minutes off the next playtime are missed for a brief discussion with the teacher to remind the child of expectations relating to behaviour.

Warning 3 = the pupil is required to miss a maximum of 10 minutes of the next playtime. The pupil will be asked to sit in the Gazebo (dry playtime) or Hub (wet playtime) and be monitored by a support member of staff.

Warning 4 = the pupil is issued a **red card** and thus an **internal exclusion**. Parents will be notified.

If this behaviour persists over a period of days, the child's parents are informed and discussions held to discuss setting up a behaviour plan with targets focussed on taking responsibility for the behaviour.

**No warnings are carried over to the next day...,
A NEW DAY = A NEW START**

Protocols for Serious Negative Behaviour

From Reception...

First offence

- Pupil will be spoken to about right or wrong and move their name onto the cloud on the zone board. Parents will be informed and their support sought re developing a positive message. A record of the incident will be recorded on **CPOMs** by the adult dealing with the incident.

Second offence

- As 1st but with head teacher being sent for to speak to pupil in person. (deputy if head absent)

Third offence

- As 1st ... Parents will be called to establish an age-appropriate **behaviour plan** with targets based around clear messages and incentives.

From Y1...

First Offence

- The child should be sent to the head teacher or deputy / senior member of staff with a **RED CARD**.
- The child will spend the next available playtime (max 10 minutes) with the head teacher (deputy in head's absence) discussing the **Behaviour Support Form**. Causal factors will be established and consequences will be discussed. The behaviour support form will be scanned and go into the child's records on **CPOMs**.
- If deliberate intent is established (head teacher's/senior leader's discretion) the child will have the **RED CARD** upheld and be given an appropriate sanction.
If the incident occurred during play, then a play ban will be issued for the subsequent playtime. (Violence during a game will result in a week's ban from that game)
If the incident occurs during a lesson, then an internal exclusion will be issued for the remainder of the lesson. The red card will go with the pupil to the established partner class, along with work for the pupil to complete.
- An incident report will be completed on **CPOMs**
- **Parents will be notified.**

Second Offence

- The child should be sent to the head teacher or deputy / senior member of staff with a **RED CARD**.
- The child will spend the next available playtime (max 10 minutes) with the head teacher (deputy in head's absence) discussing the **Behaviour Support Form**. Causal factors will be established and consequences will be discussed. The behaviour support form will be scanned and go into the child's records on **CPOMs**.
- If deliberate intent is established (head teacher's/senior leader's discretion) the child will have the **RED CARD** upheld and be given an appropriate sanction.
If the incident occurred during play, then a play ban will be issued for the subsequent playtime. (Violence during a game will result in a week's ban from that game)
If the incident occurs during a lesson, then an internal exclusion will be issued for the remainder of the day. The red card will go with the pupil to the established partner class, along with work for the pupil to complete.
- Breaks and lunches will be spent with the partner class
- An incident report will be completed on **CPOMs**
- Parents will be notified , and be given a reminder that the next step will be the formation of a behaviour plan for that child.

Third Offence

- The child should be sent to the head teacher or deputy / senior member of staff with a **RED CARD**.
- The child will spend the next available playtime (max 10 minutes) with the head teacher (deputy in head's absence) discussing the **Behaviour Support Form**. Causal factors will be established and consequences will be discussed. The behaviour support form will be scanned and go into the child's records on **CPOMs**.
- If deliberate intent is established (head teacher's/senior leader's discretion) the child will have the **RED CARD** upheld and be given an appropriate sanction.
If the incident occurred during play, then a play ban will be issued for the subsequent playtime. (Violence during a game will result in a week's ban from that game)

If the incident occurs during a lesson, then an internal exclusion will be issued for the remainder of the day. The red card will go with the pupil to the established partner class, along with work for the pupil to complete.

- Breaks and lunches will be spent with the partner class
- An incident report will be completed on **CPOMs**
- Parents will be notified, and a **behaviour plan** meeting will be called for pupil and parents. **Behaviour plan will run for three weeks before review.**

Repeated Offence: Should the same behaviour occur repeatedly afterwards or during the same term, parents will be called and either the behaviour plan will be re-negotiated or the pupil will be issued with a fixed term external exclusion.

Racist / Sexual / Homophobic Incidents

All racist, homophobic incidents are taken very seriously. The victim will be dealt with sensitively at all times. Children found using racist /sexual / homophobic comments or attacks towards other children will be spoken to by a member of the senior leadership team, who will explain the seriousness of any unacceptable actions. A meeting with the parents of all children involved in the incident, including the victim, will be held with a senior member of staff, to explain the situation and resulting procedures. It is recognised that a young child may not understand the seriousness of the racial / sexual / homophobic comment or indeed mean deliberate harm, however Governors support the school in following National and County procedures. Repeated incidents will be treated as a serious negative behaviour and follow the set out protocols.

Bullying

Every pupil has the right to feel safe and happy in school. **Under no circumstances will bullying of any form be tolerated.** All perceived notions or reports of bullying, must be treated as such until all parties feel the situation has been resolved. The teaching and non-teaching staff are to act with caution. The following steps must be taken:

- Be positive. Inform the child that you are keeping a careful watch on the situation
- Monitor the child's relationships with other children; the class teacher is to inform all teaching and non-teaching staff so that everyone has an awareness of a potential problem.
- Record all incidents on **CPOMs**
- If another related incident is reported the class teacher or other adult is to notify the Headteacher or senior leader.

- The Headteacher or senior leader will talk to the children concerned.
- The head teacher will speak to the parents of pupils involved.
- Serious Negative Behaviours will be dealt with accordingly.
- Victims of bullying will be supported using the Anti-Bullying support form.

If there are repeated incidents of bullying behaviour or reported bullying concerns, all will be dealt with supportively and seriously by the Headteacher or a senior leader.

Protocols related to negative attitudes toward work

Expectations regarding positive attitudes toward school work and home learning should be emphasised as part of daily practice. Expectations should be set high, but should also be adapted according to individual need and circumstance eg if a pupil is unwell, if a pupil has limiting learning needs. Negative attitudes toward work are not necessarily negative behaviour. Interpreting this must be done at a teacher's discretion, but as a basic identification, unacceptable attitudes to work are

- Significant underperformance against realistic expectations
- Deliberate destruction of work
- Failure to complete homework without a valid reason

In the event of any of the above, it is reasonable to expect a pupil to complete work in his/her own time (playtime, lunchtime, at home – with parental agreement)

In the event of more persistent negative attitudes towards work...:

Step 1: the pupil loses their right to **Golden Time**, instead using the time to complete missing work.

Step 2: The pupil is reported to the head teacher and a behaviour plan related to work attitudes is put in place.

Positive Handling

Sometimes it is necessary to physically restrain pupils if they become a health and safety risk to themselves or others.

The current DCSF document entitled 'Use of Force' states...

"All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging the property of others, and to maintain good order and discipline." (p.4 – Executive Summary paragraph)

Section 46 of the same document adds...

“It is advisable that at least one member of staff in every school has received recent training by expert accredited providers in physical intervention and restraint techniques (in larger schools this might be two or more). However, it should not be assumed that trained members of staff should be solely responsible for dealing with all incidents where physical restraint is required.” (P.18)

At Rusper, there are a number of colleagues who have undertaken handling training by ‘Team Teach’ which focuses on de-escalation and, when absolutely necessary, physical restraint of pupils; Team Teach is recommended by the LA. These colleagues can be found on the displayed list in the staffroom. It is the duty of all staff to keep pupils safe and this may, on occasion, require removing pupils from class away from an aggressive pupil. If a pupil reaches the stage where he/she is finding it a challenge to control his/her anger, members of the above named staff can be sent for. The de-escalation process will be followed, however, if this is unsuccessful, the pupil will be restrained, removed from class into the group room, where they can stay until they have calmed and ready to return to class. In the case of actual physical assault against another child or adult, incidents of this nature may result in fixed term exclusion.

All incidents involving the restraining of pupils will be recorded systematically on **CPOMs**.

Inclusion

All pupils have a right for inclusivity. Rusper Primary School will respect this by identifying and interpreting behaviours appropriately. Negative behaviour can be interpreted in different ways eg a pattern of negative behaviours could well indicate deep-rooted social/emotional issues for which a child needs a support (behaviour) plan, or which raises a **Child Protection** concern. It is important that adults seek to discuss negative behaviours (especially more serious types) with a child to establish causal factors. Pupils should feel trust towards an adult so that they feel able to speak honestly. Adults should also keep effective records so that evidence can be gathered to support the potential need for a **behaviour plan**. This plan should provide clear SMART targets for the pupil, and should also lead to appropriate levels of support eg counselling, learning mentor 1:1 time etc. The plan should be agreed with the pupil, class teacher, senior leader and parents, and should be closely monitored by all stated. See **Appendix B** for an individual behaviour plan. If patterns are spotted and causal factors lead to a concern, this should be quickly passed on to the head teacher to take up as CP case.

Pupils with on-going records of anger/violent behaviours should have a **risk assessment** form – see **Appendix G**. All staff should be aware of and adhere to the strategies contained within.

Exclusion

If there are occasions where discipline and good conduct cannot be maintained by a particular child or by allowing that child to remain in school would be seriously detrimental to the education or welfare of the child, or others in the school there may be no option but to exclude. This would be a last resort.

Fixed Period Exclusions

If it is deemed necessary to exclude a child for a fixed period, the pupil’s parents will be notified immediately of the specific reason and length of the exclusion. The parents will also be notified that they have a right to make representation to the governing body and the LA. It should contain the name and address of the appropriate people to contact. Parents should be invited to inform the governing body and LA in writing of their intention to make representations. The Head teacher will inform the Chairman of Governors at this stage.

The Head teacher will inform the LA of all exclusions.

The governing body has the power to direct the Head teacher to reinstate a pupil who has been excluded for a period in excess of five days. The LA may also direct reinstatement but they must consult the governing body first.

If parents give notice to the governors or LA that they wish to make representations, the governing body should arrange and convene a meeting to discuss the exclusion as soon as practicable. In the case of a short fixed period exclusion, the pupil will usually be back in school before the meeting is arranged, but the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard and perhaps setting the record straight.

The committee convened for the purpose of considering exclusion requires at least three members of the governing body, none of whom should be the Head.

If the Headteacher decides to extend the fixed period exclusion for a further period not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period exclusion with one which is permanent, the parent should be informed immediately.

The excluded pupil should receive school work to do at home and to have it marked until he or she returns to school. The governing body should keep these arrangements under review.

Permanent Exclusions

The Headteacher must inform the pupil's parents of the exclusion and the specific reason for it. The notification should provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification will be immediate and in writing. The notification should also document for reference any relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying notification of exclusion, this information will be contained in a prompt follow-up letter.

The Headteacher must notify the parents of their right to make representations to the governing body and the LA. This must be done within seven days of notification. The parents have the right of access to all curricular records of the pupil and to other educational records through a request to the governing body.

The LA must be notified of all permanent exclusions.

The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Headteacher to reinstate the excluded pupil.

The governing body have the power, but are not under any duty, to direct the head to reinstate a permanently excluded pupil. The governors will convene a meeting to consider the exclusion and any representations made by the parents, within a maximum of 15 school days of the notification by the Headteacher. The governing body will then make their view known to the LA as the LA consider their response to the exclusion.

If the governing body and the LA decline to reinstate the excluded pupil they must notify the parents of the decision. The LA must do this within 20 school days from the day the Headteacher informed them of the exclusion. Parents must be informed of their right to appeal to an Independent Appeals Committee. The notification should make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal.[61]

A direction by the LA is binding unless the governing body appeal against the direction. This must be done within five school days of the date of direction.[61]

The pupil's name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents give notice in writing that they do not intend to appeal.[62]

The above procedures have been taken from DFE Circular 10/94- Exclusions from School. In the event of exclusion reference should be made to this circular for more in depth details.

Record keeping

- **CPOMs** is the online inclusion tool where all behaviour records are stored. All staff will be familiar with how to record incident reports on this software.

- **Incident reports.** These are essential in building up a behavioural profile of a pupil. Ideally, these should be completed by the member of staff who is present during or has dealt with the serious behaviour incident, or by a senior leader, as soon after the incident as possible. All incident reports should be discussed with parents in the event of a behaviour-related meeting, and when setting up an individual behaviour plan. It is essential that the language used when filling these forms is non-judgemental, non-leading and professional. The narrative must not mention the names of third parties (other pupils involved).
- **Red Cards:** must be filled in by the member of staff issuing the card. They must then be passed to the head teacher to attach to the internal exclusion form, if required.
- **Internal Exclusion form: (Appendix C)** will be completed by any senior member of staff for all internal exclusions. Child must bring this with them during exclusion. These will be scanned and uploaded to **CPOMs**.
- **Behaviour support form: (appendix B)** will be completed by the child (if able) during a play lunch detention. They aim to immerse the child in the knowledge of the **rights of others** and of the **consequences** that can follow inappropriate behaviour **choices**. These will be scanned and uploaded to **CPOMs**.
- **Individual Behaviour Plan: (appendix E)** These are to be set up in a meeting with a senior leader, the teacher and the parents. The plan sets out targets in the language of choice and consequence. Both parents and teacher should remind pupil of targets regularly and record ticks / crosses against the targets daily. The IBP should be reviewed in three weeks. The deputy head / head teacher should be present at the set up meetings to formally remind the parents of their responsibility to support the school and uphold the **agreement** they signed on pupil entry to school, (and renewed annually). If neither are able to attend, they should be informed following the meeting. These will be scanned and uploaded to **CPOMs**.
- **Risk Assessments: (appendix G)** Will be completed in a meeting between senior leader, teacher and parents. They will follow any advice issued by external behaviour support consultants eg Learning Behaviour Advisory Team. All strategies contained within will be shared with staff and will be adhered to by all when working with the pupil in question. These will be scanned and uploaded to **CPOMs**.

Appendices

- A. Stakeholder responsibilities
- B. Serious Behaviour Support Form
- C. Internal Exclusion Form
- D. Behaviour Plan model
- E. Anti Bullying Support Form
- F. Partner Classes
- G. Adapted Behaviour Risk Assessment

APPENDIX A

Responsibility for managing behaviour

Headteacher, Deputy Headteacher and Senior Manager Overall Responsibility

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- The Deputy head will follow the above policy when deputising in the absence of the Headteacher.

SEN Leader's Overall Responsibility

- The SEN leader will inform staff of any pupils known to need behavioural support, advising of any 'Individual Behaviour Plans' or 'Early Help Plans' already in place. The SEN Leader will provide advice for any particular children and will inform staff of any protocols for informing outside agencies.

Governor Responsibility

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about making decisions about matters of behaviour.

In general

- Any staff member present has the authority to identify unacceptable behaviour and **respectfully** and **fairly** manage it using the protocols (above).
- Any staff member has the right to issue a **RED CARD** and send a child to senior leader.
- Only **senior** staff members have the authority to issue an internal exclusion.
- Only **senior** staff members have the authority to phone parents to inform about or discuss a negative behaviour incident.
- Only **senior** leaders have the authority to agree the introduction of a behaviour plan. A senior leader must attend a behaviour plan meeting alongside class teacher, parent and pupil in question.
- Only the head teacher, and the deputy head teacher in the head's absence, has the authority to issue a formal exclusion. (see exclusion protocols)

Serious behaviour support



What are the consequences? What could the consequences of your actions have been?

Who/what were you disrespecting when you made your choice of action?

What better action choices could you have made?



Internal Exclusion form

This child has been issued a red card for unacceptable behaviour...

Red Card

A large, empty rectangular box with a black border, intended for a drawing or a written explanation of the incident.

Name _____

Date _____

Please may they stay in your room for _____.

Rusper Individual Positive Behaviour Plan

Name		Set	
Year		Review	

Target	
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When I think I want to...

I can choose...

	
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These are the consequences of my choices...

	
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School		School	
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Home		Home	
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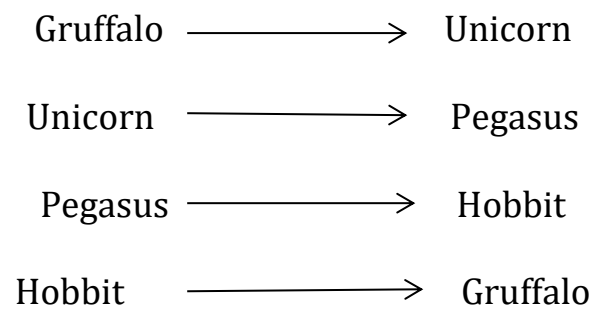
	
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Anti-Bullying Support

Name		Date
Concern		
Aims		
Agreed Actions		
Date	Progress Summary	

APPENDIX F

Partner Classes (Internal Exclusions)



APPENDIX G

Adapted DfE Risk Assessment Blank Pro Forma

School:

Pupil:

Class Teacher:

L.S.A:

Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Proactive Interventions to Manage Risk:	
Signs	Interventions
	<p>Things to avoid:</p>

Early Interventions to Manage Risk	
Signs	Interventions
Stage 1	
Stage 2	

Reactive Interventions to Respond to Adverse Outcomes

Signs	Interventions
Stage 3	<div> <input type="checkbox"/> Single Elbow </div> <div> <input type="checkbox"/> Double Elbow – one person </div> <div> <input type="checkbox"/> Double Elbow – two people </div> <div> <input type="checkbox"/> T-Wrap </div> <div> <input type="checkbox"/> Small Child Escort </div> <div> <input type="checkbox"/> Response to Deadweight </div> <div> <input type="checkbox"/> Take to Chairs </div> <div> Other <input type="checkbox"/> </div>

Stages 4 and 5 Recovery and Depression

Stage 6 Follow-Up

For staff

For pupil

Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:

Staff Training Issues

Identified Training Needs	Training provided to meet needs	Date training completed: