RRSA Behaviour Policy

Date Written: May 2019

This policy was last reviewed and amended by G Patrick in September 2026.

Next review date: September 2027

Respect

We believe that our vision relies on the school being able to establish a whole school culture that promotes mutual respect amongst us all, makes us feel safe in all situations and promotes a lifelong love of learning.

We believe that our Rights Respecting Behaviour Policy (RRBP) is an integral and crucial policy that enables the school to fulfil its vision and to ensure the wellbeing of us all. This policy however should be read in conjunction with a number of our policies and the Nurture Schools' Principles that support the RRBP in various ways- where this is the case we have made reference to them.

Our Ethos

Ashbury Meadow Primary School is a values-led, Rights Respecting School. Over the past few years the school has developed with the help of pupils, staff and governors six values which can be seen throughout the school and which are discussed during assemblies so that all pupils know the values and know why they are important to us.

The values are

- Be kind and friendly
- Show respect to others by keeping hands, feet and objects to yourself
- Respect adults by following instructions
- Walk around school quietly
- Take care of yourself, respect each other and our school
- Think before you speak, think before you act.

Being respectful is non-negotiable as a Rights Respecting School. We believe that through these values we are able to ensure our commitment to UNCRC Rights Respecting School's work that forms the basis of whole school policy and practice to ensure that all the

children's rights within the convention form part of everyday life for all our children at Ashbury Meadow Primary School. These are:

- The right to be listened to A12.
- The right to be safe A19.
- The right to be healthy A24.
- The right to an education A28.
- The right to become the best we can be A29.
- The right to relax and play A31.
- The right to be treated fairly A37.

We believe that through our RRBP all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others.

In consultation with the children, staff, parents and governors at Ashbury Meadow Primary School we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

Being a values-led and Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

How we devised our ethos

We have divided our RRS Behaviour Policy into three areas:

1. Behaviour for Respect.

2. Behaviour for Learning.

3. Behaviour for Safety.

Through this policy we will create an ethos that will:

- promote an awareness of everybody's individual needs and ensure that all are valued within the school community
- ensure that every child is aware of the whole school values, their rights and will have helped to produce their Class Charter at the beginning of each new year and other charters within school, such as a playground charter.
- expect good behaviour to be modelled by all adults in the school
- expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues

- expect all staff to treat children fairly, consistently and sensitively,
- celebrate and praise children's achievement and success
- value parental support in working collaboratively to find solutions to behaviour management issues
- teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights
- ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to After School clubs
- provide children, staff and all adults within the school community with a safe environment that promotes learning and supports each individual and encourages and supports the very best attendance from all
- ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate
- establish clear procedures for dealing with and managing unacceptable behaviour
- encourage the active and early involvement of parents in supporting positive behaviour
- work in partnership with parent/carers in supporting children's social and emotional development
- demonstrate that discipline in schools must respect children's human dignity (Article 28)
- ensure that all staff and children develop a sense of responsibility with how they act and what they say.

1.Behaviour for Respect

This underpins the whole policy. Children and adults will show each other respect and respect for their environment. Everybody will use Rights Respecting language and adults will remember they are the bearers of children's rights and everybody will show respect for those rights.

2. Behaviour for learning

At Ashbury Meadow Primary School we believe that our RRBP forms an integral part in enabling all children to make the most of all the opportunities by making them feel safe and valued at all times and eager to come to school.

We believe that our RRBP is crucial in enabling the school to develop the inclusive learning environments that inspire all our children to be successful as learners, develop a high level of self-esteem and ultimately maximise their full potential, whatever this may be.

How we will make this happen within Early Years

In Early Years all staff will use specific praise and rewards to reinforce and celebrate positive behaviour.

Staff will model positive behaviour within the environment and use language that will promote our school's values and rights respecting ethos. Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others. This learning will also be embedded through a Personal, Social and Emotional curriculum (Development Matters). During the first part of the autumn term this PSE curriculum is a main emphasis, the Reception classes are also introduced to our school values and explore their meaning through social stories. They also develop class charters showing the rights that they have and the way they should behave to respect these rights and the rights of others.

How we will make this happen within KS1 and KS2

Whole School and Class Charters

All members of the school community have roles and responsibilities in promoting and following these principles. Within class this is promoted by the creation of a class charter for each class throughout school. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour. This charter is developed at the start of each new school year.

Our whole school charter will reflect the principles for behaviour in the school which have been agreed by the whole school community. This charter will be developed in September 2018 and added to this document when finished.

These principles will also be reflected in the lunchtime charter and the playground charter. These charters include our school values and the rights of everyone in the school.

What children can expect of staff to promote behaviour for respect

- To know they will be treated fairly and consistently when they have not behaved according to expectations or charter agreements. They will be listened to and expected to explain their actions.
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them.

- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices.
- The school uses restorative approaches in terms of finding positive solutions when things go wrong in school. Therefore, children will always have the opportunity to repair any harm caused by reflecting on their behaviour and understanding the impact it has on others. The victims of poor behaviour will also have a chance to explain how that person's behaviour has made them feel and a solution, with the support of an adult can be found.
- For children with SEND a verbal apology may be more appropriate.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school. Pupils who show random acts of kindness will receive blue tokens from Senior Staff and visitors to school. These go towards a class treat.
- To provide Circle Time and a Personal, Social, Health, Communication and Emotional (PSHCE) curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. Bullying is defined as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period of time and where it is difficult for those being bullied to defend themselves.
- That all staff will know and understand the Rights Respecting Behaviour Policy and that new staff will receive induction to make sure behaviour is treated consistently throughout the school.

What adults in school expect of children to promote behaviour for respect

Early Years

- To respond positively to boundaries that are set by staff, with support where needed.
- To listen to adults and to each other.
- To take part in activities that will help them understand their own needs and those of others.
- To begin to think about others and show a developing awareness of other peoples' needs.
- To play safely – indoors and outdoors.
- To show kindness towards others and always use gentle hands.

KS1 and KS2

- To treat everyone within the school community with respect and consider their rights, as learners, children, teachers and adults.
- To follow the whole school Rights Respecting Behaviour Policy, Class Charter, lunch/ playtime
  charters and behave appropriately. To know that consequences will be put in place if these
  expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in
  school are looking after the best interests and rights of all children.
- To attend every day, arrive on time and enter school eager and ready to learn.
- To participate and play an active role within school.

What school expects of parents/carers to promote behaviour for respect:

The school will:

- ensure children have access to a broad, balanced and exciting curriculum which develops the whole child.
- care for children's happiness, wellbeing and safety and supporting each child's every need and act as rights bearers.
- inform parents and children each term about the planned work to be covered so that parents can support learning at home.
- inform parents and children of their progress at regular meetings.
- encourage children to develop a high level of self-esteem and be ambitious in their learning.

Our parents/carers will:

- communicate issues with school either verbally or through a communication book
- ensure pupils attend school daily and arrive on time
- encourage children to develop a high level of self-esteem and be ambitious in their learning.
- care for their children's happiness, wellbeing and safety and supporting each child's every need and act as rights bearers.

Together we will:

- support all needs and care for each other and encourage the very best attendance.
- communicate honestly and openly, telling each other of any significant changes that are
  affecting the child.
- support the children's learning to help them achieve their full potential.
- discuss any problems or barriers to children's learning at the earliest opportunity.

How we will support children with special educational needs or disabilities:

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our RRS Behaviour Policy in the same way as the rest of the school are considered to be 'children beyond' (a term used by Jenny Mosley). Children with these needs may be supported by an Individual Needs Assistant who is able to implement personalised rewards and sanctions as part of a Behaviour Plan. This ensures that they continue to learn about making the right choices and the consequences of their actions but also allows them to be included during the whole school celebration assemblies each week.

As mentioned above, personal support for inappropriate behaviour as a result of additional needs is put in place through a Behaviour Plan.

The Behaviour Plan:

- will include support that may have been identified by the class teacher/ SENDCO or another agency eg Educational Psychologist eg 'now' and 'then' cards
- may include a therapeutic intervention to help them:

- become more confident
- feel safe
- have an increased ability to learn with others
- have a quiet time to help them to remain calm (this may include sensory breaks) as part of a alternative pastoral timetable
- may have some adult support from the Pastoral Support Team identified at key times of the day in order for them to succeed
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress

- can last for a year or even longer

However, this does not mean that the child is unable to follow most of the school Behaviour Policy.

They will be expected to try their best but individual needs will be taken into account whilst also considering the needs of all the children in our school.

The school has set up provision for SEND and vulnerable children during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult. This is run by Pastoral Support.

They will also, where necessary, have an individual pupil risk assessment to ensure that measures are put in place to ensure the safety of themselves and others.

3. Behaviour for Safety

Movement in and around School

All movement in and around school should be quiet, safe and purposeful. The majority of the time children should be suitably supervised when moving around the school. When moving around the school, pupils are expected to walk quietly, with respect for other classes and staff. All staff are expected to take responsibility for the safety and behaviour of pupils in their charge throughout the day around the school site and during any transitions between locations until handed over to other designated staff or adults, for instance during assembly or at lunchtimes or at the end of the school day.

Challenging Behaviour

We believe that challenging behaviour can lead to children and staff not feeling safe in school.

Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given some opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then a Personal Support Plan (PSP) will be put in place to support the child and so prevent a suspension or exclusion. Where a PSP is needed, the school will work closely with parent/carers to prevent a possible suspension /exclusion. Pupils will also have an individual pupil risk assessment to ensure that measures are put in place to ensure the safety of themselves and others.

Zones of Regulation

In order for children to make good choices with regards to behaviour, we believe that children need to be supported to understand and regulate their emotions. In order to achieve this, the school has implemented the Zones of Regulation curriculum. This teaches a variety of social-emotional skills to children, including:

- **Identifying your emotions** by categorising feelings into four zones (blue, green, yellow or red)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers:** Learning what makes you "tick" and why
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behaviour vs unexpected behaviour:** This also covers perspective taking and how your behaviour affects the thoughts and feelings of the people around you

The Personal Support Plan (PSP)

- is a way for school and home to work together
- lasts for a short amount of time, approximately 6 weeks
- helps a child to become aware of their behaviour and then to make the right choices
- has targets set with the child and parents/carers
- targets need to be achieved and behaviour improved over the given time
- targets will be reviewed every 2 weeks with the child, parent/carer and INCOs to ensure progress is being made
- therapeutic intervention may form part of this process, as will rewards for achieving targets
- the Local Authority will be informed that the child is at risk of exclusion and a copy of the PSP

- will be sent to them

When all the targets set have been achieved the expectation is that the child will no longer need a PSP and can follow school expectations.

Behaviour targets cards are also used to support pupils, they act as a reminder and are specific to individual pupils. Pupils take their cards to the head teacher or another member of the leadership team to receive praise for meeting, and even exceeding their targets or be given help to meet their targets the next day.

REWARDS AND CONSEQUENCES

Good behaviour is rewarded and praised at Ashbury Meadow Primary School. We actively look for good behaviour and praise and reward children for this in a variety of ways recognising that this raises pupils' sense of self-worth and their place within the school community.

We will strive to acknowledge all known efforts and achievements of children, both in and out of school through celebration assembly, newsletters, head teacher awards, random acts of kindness, acknowledgements, team points and verbal praise.

The Headteacher writes individual postcards to children who have experienced success in their learning; demonstrated the school values or positive behaviour.

Staff will celebrate good behaviour through communication with parent/carers each day

One child each week from each class will be chosen to be Star of the Week, this may be for behaviours for learning/learning dispositions such as completing tasks (resilience) or trying hard with a new skill (courageous).

Houses: Children will be part of colour houses across the school (Foundation Stage onwards). Children will receive points towards their house for good behaviour, achievement etc. At the end of the year, the team with the highest number of points is the winning team and they are rewarded with team trip. Results are announced during celebration assembly.

Lunchtime organisers chose a VIP each week from each class for good manners, behaviour and thoughtfulness. The VIPs chose a friend to have an early lunch and longer play with and have a certificate awarded in Celebration assembly.

Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. Consequences for inappropriate behaviour choices will be

enforced so that all children understand that there will be consequences for their poor choices.

EYFS

Rewards for positive behaviour

- Immediate praise will be given for positive behaviours
- Stickers are used to give immediate praise for positive behaviour
- In Foundation stage children are rewarded for their good behaviour by putting marbles in a jar.
  - When the marble jar is full a reward is organised.
  - Marbles will be given to reinforce positive behaviours that demonstrate our school values such as - making good choices, sharing, cooperating with others, using gentle hands and kind words, being helpful to others and using good manners

Consequences

Changing Inappropriate Behaviour
As a staff we have discussed and agreed upon procedures to help change unacceptable behaviour through:

- Regular staff discussions about school organisation and its effect on behaviour
- Continuous promotion of 'Good Behaviour'
- Review of the continuing appropriateness of any school values
- Constant reminders to children about making correct choices
- Through restorative justice carried out by our pastoral support team

It is important that staff:

- Explain and demonstrate the standards of behaviour we expect to see.
- Ensure that **all** children are praised for behaving well.
- Recognise and highlight good behaviour as it occurs.
- Greet by first name and welcome them with a friendly smile.
- Encourage children to be responsible for their own behaviour.
- Listen to and be part of their conversation.
- Show a caring interest over their recent or current difficulties/achievements.
- Entrust to the children responsibility for others and the school environment.
- Reward their efforts both academic and social through positive comment or tangible reward.
- Encourage children to praise and support each other.
- At every opportunity inform parents about their children's good behaviour.

Staff should avoid the following:

- humiliating it breeds resentment
- shouting it diminishes the person who shouts
- overreacting the problems will grow
- blanket punishments the innocent will resent them
- over-punishment never punish what cannot be proved
- sarcasm it is damaging
- promising sanctions but then not carrying them out

And do all they can to:

- use humour it builds bridges
- keep calm it reduces tensions
- listen it earns respect
- be consistent pupils value fairness and clear boundaries
- be positive and build relationships
- know your pupils as individuals
- use Rights respecting language and refer to the class charter and other whole school charters that have been written and agreed by the children.

Remember: condemn the behaviour not the child

Support is available from the leadership or pastoral support team should any member of staff need it.

Consequences for inappropriate behaviour

- Consequences are only given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling.
- Children will be given a clear explanation of the consequence that might happen if they continue with an inappropriate behaviour.
- Children always have the opportunity to 'turn' their behaviour round.
- Consequences for our young children are immediate and relatively short, this could include time out with a sand timer, reflection time in a quiet area or time out in another class which is appropriate to the Childs' age and needs. Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done. SEND children may complete a social story and/or make a verbal apology depending on what is appropriate.
- Where behaviour is disrupting other children or threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by an adult. If this happens, parent/carers will be informed and the teacher will record the incident on CPOMs.
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development.

If a child in the classroom has to be reminded about appropriate behaviour they will receive a verbal warning explaining that their behaviour may be preventing others from having the rights that are included in their classroom charter.

Two Verbal warnings will be given then a pupil will be moved to the yellow zone. Emphasis should be given to the language of choice and respecting others rights. Eg. ------ I have already given you a warning for that and you are preventing other children from the right to an education / play safely etc. If you continue to choose to behave like that you will be choosing to be moved to the yellow zone. Children can choose to have time out to calm down. If the behaviour continues, then they are moved into the red zone, given a red card, go to their partner class until the end of the session, or the next one if nearly at the end, and miss 5 minutes golden time. If the child disrupts the next class or refuses to go, then they are sent to the deputy head or head session there. If they are then further disruptive parents/carers are contacted.

- A new session is a new start in terms of warnings.
- Red cards must be used for behaviour not work-related issues.
- Red cards need to be recorded by the class teacher/teaching assistant on CPOMS.
- Staff in the partner class do not comment or discuss with child why they have been sent to them.
- Staff should ignore secondary behaviour so that things don't escalate.
- Children who are sent out with a red card must have easy work to do in their own red card book.
- A bank of **easy,** reinforcement work that does not require any teaching, should be ready for children to do if out of class.
- On return, teachers must hold a debrief with the child and establish a new start.
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On some occasions, it may be appropriate to use the sanction of a detention, of between 5 and 15 minutes, at playtime or dinnertime. This is usually takes place outside the Pastoral support office or headteacher's office.

A serious offence such as fighting, any other violence, swearing, racism, goes straight to a red card. If children are fighting, physically violent to another person or verbally abusive to an adult then they will be internally suspended and a letter sent home. They will work and have their dinner separately from the other children. A record is kept of these internal suspension on CPOMS.

Prefects

Year 6 pupils are made prefects and have particular responsibilities around school, such as, helping in assembly, counting up team points for their team. Prefects are expected to have good behaviour and lead by example. If a Year 6 pupil has serious misbehaviour or repeated red cards, then they will lose their prefect status. They have the opportunity to earn it back through a change in their behaviour. Parents are kept informed.

Each class operates a behaviour zone table which both acts as a reward and sanction. Pupils all start the day in the green zone. Good behaviour is rewarded by moving pupils up towards the gold zone, poor behaviour is sanctioned by moving pupils down towards the red zone. Pupils who have been sanctioned always have the chance to turn their behaviour around and move back up towards the gold zone.

Behaviour at Dinner Time

The principles of catching children being good and rewarding good behaviour are effective at dinner time as much as at any other time. Children who are kept occupied are less likely to get into trouble. Games are used indoors and outside. Lunchtime organisers check, put out and put away equipment. Children choose one of six activities, L.Os are trained to act within the ethos of our rights respecting school and use rights respecting language when talking to pupils.

Techniques for Managing Behaviour at Dinner Time:

- Fairness and consistency are very important to children. Don't shout except where necessary to gain initial attention over a noise.
- Keep your voice at a low pitch it is much more effective.
- Expect children to behave well and reward them with praise, team points and stickers.
- Talk to children with respect.
- Be on the lookout for children making the right choices.
- If behaviour is not acceptable, 2 individual warnings should be given then on the next occasion apply a sanction such as time out. Refer to the SLO if a child continues to misbehave or is rude.
- Do not accept rudeness from children. If we tolerate it we are condoning it.
- In the case of repeated misbehaviour the SLO records the incident on CPOMS and any follow up actions.
- Don't expect children to stand in lines for a long time. Keep the lunch queue in the hall short only three or four in each queue. Call one class at a time to line up at the hall door.
- Ensure all games stations are set up and pupils are engaged.

Any lunchtime incidents should be reported via CPOMS

Child on child sexual violence and Sexual harassment and harmful sexual behaviour KCSIE 2026 Part 5

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate, may cause long-term developmental damage, and is referred to under the umbrella term "Harmful Sexual Behaviour" (HSB).

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary school through to secondary stages. This behaviour can happen in

person, online, or across a fluid combination of both spaces. It includes incidents where a group of children sexually assaults or sexually harasses a single child or a group of children. Our school recognizes that low-level behaviours—such as sexist comments, misogyny, misandry, or the sharing of digital images—exist on this same continuum. If left unchallenged, they can escalate into severe harm. Therefore, all behaviours on this spectrum will receive an immediate, protective, and proportionate safeguarding response.

Child on child abuse

Children can abuse other children. This is referred to as child-on-child abuse and can take many forms. This can include, but is not limited to:

- Bullying (including cyberbullying, prejudice-based, and discriminatory bullying)
- Discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- Abuse in intimate personal relationships between children (also known as relationship abuse)
- Harmful sexual behaviour, sexual violence, and sexual harassment
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including online elements that facilitate or encourage physical abuse)
- Physical assault and harm, or the threat of harm with a weapon
- The making or sharing of nude or semi-nude images (including digitally altered or AI-generated deep fakes)Initiating/hazing-type violence and rituals

Sexism

We want everyone to feel included, respected, and safe in our school. We maintain a zero-tolerance approach to verbal abuse, which includes sexist comments, misogyny (contempt or prejudice against girls), and misandry (contempt or prejudice against boys).

Sexist behaviours are those which discriminate based on sex, regardless of gender identity, and include actions, language, or attitudes that reinforce harmful social stereotypes. Such behaviours will never be dismissed as "just banter" or a normal part of growing up. All staff and pupils are required to recognise, challenge, and report this behaviour immediately so it can be handled under our child-on-child abuse procedures.

If pupils make these comments, we will:

- Record the incident on CPOMs
- Use a restorative justice approach and ask the perpetrator to apologise to anyone the comment was directed at
- Support and educate the child to improve their behaviour and attitude
- Monitor their behaviour and attitude for any recurrence
- Involve parents if the pupil refuses to apologise in the first instance or this attitude re-occurs

Sexual harassment is defined as unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting the making or sharing of nude or semi-nude images (including digitally altered or AI-generated content). We take a zero-tolerance approach to

sexual harassment, meaning that it is never accepted, will never be dismissed as "banter" or "harmless growing up," and will not be tolerated. Any incident of sexual harassment will be investigated and our response will be proportionate, considered, supportive and decided on a case-by-case basis, following the recommendations as set out in Part 5 of KCSIE 2026.

All incidents of sexual harassment will be recorded on CPOMs and the Designated Safeguarding Leader will support and listen to all of the pupils involved. In all cases, the alleged perpetrator(s) will be educated and supported so that they can change their behaviour and a restorative justice approach will be used. All incidents of sexual harassment will be reported to the perpetrators' parents/carers and depending on the severity, to the victims' parents/carers. Subsequent behaviour and attitudes will also be monitored for any recurrence.

Depending on the nature and severity of the incident we may:

- Manage the incident internally
- Refer to children's social services
- Report the incident to the police which may result in a fixed term exclusion

When deciding on a consequence we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support

Depending on the severity of the incident, possible consequences include:

- A verbal warning
- A red card
- An internal suspension
- A suspension

Our Relationships, Sex and Health Education curriculum covers what healthy and respectful behaviour towards one another looks like.

Bullying

Any form of bullying (including homophobic and cyber-bullying) will not be tolerated at Ashbury Meadow. The school treats all incidents of bullying seriously. Children are made aware in class sessions, assemblies and PSHE lessons that if they feel threatened by another child, they should tell an adult immediately in order that the matter can be dealt with effectively. (See Anti Bullying Policy). Racial harassment will not be tolerated in any shape or form and any incidents will be recorded and reported back to governors and parents or carers. The Leadership Team is responsible for monitoring consistency in the use of these sanctions. The Headteacher is responsible for evaluating their impact on improving pupil behaviour and progress

Use of Reasonable Force

Occasionally, it may be necessary for school staff to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In Acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

Reasonable force can be used to prevent pupils from hurting themselves or if they refuse to leave a room when instructed to do so; to prevent pupils from damaging property or from generally causing disorder, but is only used as a last resort and when all other options have been exhausted.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parents will be informed of serious incidents involving the use of reasonable force. In the rare event that a pupil makes a complaint when force is used, then this will be thoroughly, speedily and appropriately investigated. The use of reasonable force as stated above is permitted and pastoral support will be provided for any member of staff who is subject to an allegation following a use of force incident. For further details about the use of force and other physical contact, please see the School's Positive Handling Policy.

We play a crucial role in preventative education
This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This is underpinned by:

- This behaviour policy and linked policies
- Our pastoral support system
- Our affiliation to the Rainbow Flag Award
- Our planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Items banned in school (Dept for Education advice Feb 2014)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. These include;

· weapons, eg knives

· alcohol

· illegal drugs

· stolen goods

· tobacco products, eg cigarettes

· pornographic images

· fireworks

· anything that has been, or is likely to be, used to cause injury or commit an offence

Recording of pupil behaviour

All behaviour issues should be recorded on our safeguarding system, known as CPOMS, if there are follow up meetings / phone calls with parents about incidents then these should be recorded also be recorded on the CPOMS

Suspension and Permanent Exclusions

Suspension and Exclusion from Ashbury Meadow Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive and follow the Manchester Inclusion Strategy. We understand that some pupils require a more personalised behaviour management and deal with this accordingly through personalised plans. We also understand that suspensions and exclusions can make pupils more vulnerable and as such try to manage issues internally, rather than through suspension or exclusion.

A separate policy based on the DfE recommendations from 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

The Role of the Head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998 section 6.1 (Responsibility of governing body and head teacher for discipline), to implement the school RRS 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 head teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by training staff, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

There may be some instances where a child's behaviour is so extreme it may warrant immediate action including- contacting parents and a possible fixed term exclusion. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or threatening behaviour.

Pupil Behaviour Outside the School Gates

This policy applies in school and also when children are taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. Additionally, if misbehaviour could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school, this will also be dealt with as appropriate under the Behaviour Policy or the School's Anti-Bullying Policy.

In the event that there is bad behaviour or bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school this will be dealt with as appropriate. Parents will be informed and procedures may be applied in accordance with the School's Anti-bullying Policy or Behaviour Policy as relevant.

Everything in this policy should be applied in accordance with the School's Safeguarding Policy, Child Protection Policy, Special Educational Needs Policy, Equality Policy and Racial Equality Policy.

False allegations against members of staff

Allegations of abuse against members of staff are taken extremely seriously and will be dealt with in line with the policy for submitting a complaint and guidance from Manchester City Council.

Ashbury Meadow School will make every effort to maintain confidentially in a way that provides protection for the pupils and supports the person who is the subject of the allegation.
Suspension of the accused member of staff will not necessarily be the default action of the school.

Pupils who are found to have made malicious accusations against members of staff will face the minimum sanction of a five-day exclusion which subject to the allegation and the time taken to investigate, may be increased at the discretion of the Head teacher .

This policy is linked to the equality policy, bullying policy, positive handling policy, SEND policy, Rights Respecting Policy. Suspension and exclusion policy.