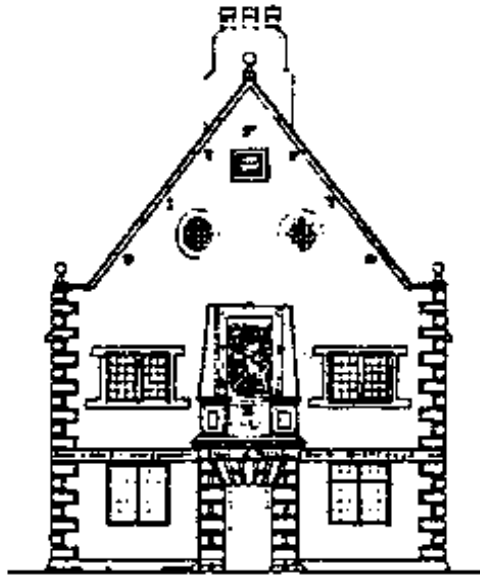


Bunny C of E Primary



Behaviour and relationships Policy

Summer 2026

Policy updated – Autumn 2021, Autumn 2023, Summer 2025, Summer 2026

Adopted by Staff and Governors – Autumn 2021

Date for Review – Autumn 2022, Autumn 2024, Summer 2026, Summer 2028

Bunny CE Primary School

Behaviour and relationships Policy including behaviour statement

Introduction

Bunny School is a small rural primary school. The school serves the villages of Bunny and Bradmore, but around 36% of children come from outside the catchment area. There are four mixed age classes: Willow, Chestnut, Oak and Hawthorn. The school has a caring, family like ethos, and standards of behaviour are high. This policy provides a positive framework to encourage good behaviour and a structure with which to respond to difficulties.

At Bunny C of E Primary School, we aim to promote positive mental health for every pupil and member of staff. We pursue this aim using universal whole school approaches and targeted approaches for the more vulnerable.

At our school, we recognise that the well-being and mental health of our pupils, staff and wider school community play a vital role in the successful implementation of this policy. We understand that emotional well-being directly impacts learning, behaviour, relationships and overall outcomes.

When developing, reviewing and implementing this policy, we give careful consideration to its potential impact on mental health and well-being. We are committed to fostering a safe, supportive and inclusive environment where everyone feels valued, respected and able to thrive.

Whole School Vision

“Do everything in love” 1 Corinthians 16:14

In our school we believe every person is unique and valuable, created by God to flourish and thrive in community.

We seek to provide the best education for all, enabling everyone to reach their potential. We aim to model a world which is peaceful, just and loving through our relationships with God and with other people.

Aims

As a Church of England primary school founded on Christian values and attitudes we aim to encourage secure and caring relationships, developing everyone to their full potential. We seek high levels of involvement from and have high expectations of pupils, staff, parents and governors alike.

Our school aims are:

- For all of our children to be happy, enquiring and motivated learners.
- 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 Christian 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
- To meet the needs of each child so they become considerate and capable members of school and citizens of the future.
- To work alongside parents, carers, parish and the local community.
- To promote the growth of individual confidence, self-esteem and self-reliance.
- To celebrate the children as individuals through their varied achievements and talents.

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

Roles and responsibilities

The governing board

The full governing 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

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the full 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
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

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 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

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)
- 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.

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 reminders 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 mid-phase arrivals.

Equal opportunities

The policy aims to provide equal opportunities: academic, emotional, social, physical, recreational and spiritual for all involved in the life of Bunny School: pupils, staff, parents, governors and the wider community.

The school is committed to understanding and meeting the needs of all parts of the community that it serves.

The principles of "natural justice" relating to fairness are advocated:

- that both sides of a dispute are heard
- that nobody can judge in his or her own case

How to behave at Bunny School

We have high expectations of behaviour at Bunny School and expect our children to behave in a positive, friendly manner and to treat each other as they would wish to be treated themselves.

Misbehaviour is defined as:

- Disruption in lessons, in corridors/ shared areas between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or 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
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- 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)
 - Mobile phones or smartwatches (see mobile phone policy for further details)

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.

Each class has its own class rules which are decided with the class and teacher at the start of each year. They are displayed clearly and they are referred to during the day. These are linked to our school values of:

Courage, Honesty, Aspiration, Peace, Love, Respect

We have also in conjunction with the children, agreed a set of school rules which are displayed in each class and around school, linked to our school values. These are used consistently by all staff and children in school and are used as a shared language by all stakeholders.



Recognition boards

Each class will have a "Recognition board". The focus will be discussed with the children and clearly identified on the board i.e. the behaviour we want to see displayed or the school value we would like the children to show. The teacher and children have the opportunity to recognise and celebrate someone who has set a good example or followed the value in their class.

Their name will be displayed on the board to show praise for the individual. This is a collaborative strategy. "We are 1 team focussed on 1 learning behaviour".

The aim is by the end of the week every child will have their name on the recognition board. 1 child in each class who has been nominated by their peers will then be rewarded with a special "Recognition award" certificate in STAR assembly for their efforts and success for following the chosen value in that class for that week.

How We Promote Positive Behaviour

Giving positive messages	Create a positive classroom ethos. Catch pupils doing something right <i>at any time during the school day</i> and give praise (at an age appropriate level). Remember some pupils react better to private praise.
Having clear expectations	Pupils need to be clear that a rule has not been followed. Behaviour problems may occur in the classroom if the children are not clear about the teacher's expectations. Teachers set boundaries, make expectations clear and do something if they are not met.
Letting pupils know about consequences	The consequences of breaking rules must be known in advance by pupils. Pupils need to be clear that they are making a choice to behave in an unacceptable way knowing the consequences.
Being consistent	Being consistent across the school and across pupils is essential. Without consistency across the school pupils test each teacher to find out the limits.
Anticipating and pre-empting	If unacceptable behaviour can be anticipated and pre-empted it can usually be prevented - strategies include scanning the classroom; moving around the classroom; changing activities and pace; moving pupils; letting the child know that their behaviour is starting to become unacceptable by using the positive class behaviour chart in KS1 and Early Years to give them time to make the right choice.
Giving appropriate rewards	Dojo points, positive behaviour ladder in Willow class, Happy visit to Headteacher, STAR assembly - showing work, certificates, class privileges/ incentives and stickers are used by all members of staff to reward positive behaviours. This can be for consistently high standards of work, extra effort, displaying good manners, helping a peer and so on. When a child earns 50 house points (multiples of 50 thereafter), they receive a House point achievement certificate.
Giving appropriate reprimands	It is better to give private reprimands than public ones. Pupils with low self-esteem will go to their peer group for validation if they are reprimanded in public. Rules for effective reprimands: criticise the behaviour not the child; consider when it might be more effective to use private rather than public reprimands; avoid hostile remarks, avoid unfair comparisons, avoid reprimanding the whole class, be clear about expectations.
Dealing effectively with confrontation	Make maximum use of non-verbal strategies to deal with unacceptable behaviour as with some pupil's verbal strategies can quickly lead to confrontation.

Rewards

We use positive reinforcement to encourage development of positive attitudes and good behaviour. Praise by members of staff is a key element to this. In addition, a Dojo point system is also in place.

- Dojo points will be given as a reward for good work, effort, behaviour, and kindness.
- Dojo will keep a record of house points awarded.
- At the end of the week, children who have achieved a total of 50 or 100 house points, will be rewarded at Star Assembly with a certificate.
- Each class teacher chooses one child, who has achieved something special during the week, to be presented with a trophy at Star Assembly. The children are chosen for one of four reasons – STAR: S: sensational effort; T: teamwork; A: achievement; R: remarkable writing/ reasoning.
- In STAR assembly each week a child will be chosen from each class by their peers or class teacher who has followed one of the school values.
- Children with excellent behaviour at lunchtime are identified by the mid-day supervisors and awarded with having lunch on the “Top table” on a Friday.
- A Head Teacher award is given out to one child weekly that has deserved a special recognition for either behaviour, kindness or academic achievement.
- Individual class teachers may use additional incentives or Golden Time to reward their class for a particular achievement. For example, this may be a class assembly performance or collective behaviour on a public occasion.

School Procedure and Sanctions We Use if Pupil's Behaviour is Unacceptable

Sanctions will be applied as a consequence of exhibiting behaviours which are unacceptable to the rest of the school community. Sanctions are the consequences of unacceptable behaviour, which the child knows in advance. The sanction is therefore **a choice** for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour.

The sanction system is separated from the reward system. The removal of rewards if a child misbehaves reduces the child's motivation to behave appropriately.

We give careful consideration to the choice of sanction we apply to unacceptable behaviour.

If positive reinforcement of good behaviour fails, then all staff follow a progression of sanctions for *in class* disruption which would prevent others from learning

1. Reminder of class rules / positive praise to others
2. Quiet verbal warning
3. Reminder of verbal warning
4. Loss of 5 mins of playtime/ lunchtime
5. Sent directly to Senior Teacher deputising for the Head Teacher (Miss Taplin/Mrs Bee)
6. Sent directly to Head Teacher (Mrs White)
7. Informal discussion by class teacher with parents at pick up time
8. Formal meeting between the class teacher and parents/guardians (*)
9. Follow up formal meeting with the Head teacher, class teacher and parents
10. Temporary Isolation from class – working in another classroom for a set period of time
11. Planned timetable of reintegration – time isolated: time integrated back into class – building up to 100% back in class over a fixed period of time.
12. Further actions (see below)

*Bunny C of E Primary School is a very caring school. At every opportunity parents/guardians should be kept informed face to face if their child has displayed behaviour which has led to a series of sanctions beyond step 3 or if there has been repeated low level disruptive behaviour.

In the case of a severe incident: (e.g. violent action, abusive language...) the teaching assistant/class teacher/senior teacher responsible should complete an incident report on My Concern and tag in the relevant adults. This will be followed up by a Senior teacher/ Headteacher.

Behaviour at playtimes/lunchtimes

We encourage the children to play properly and considerately, including all who wish to play in their games. Children should not say to another "It's my game, you can't play" – all games are owned by everyone and at Bunny school, everyone is welcomed and encouraged to play. Games involving any form of violence are not allowed, including play fighting.

If a child reports to an adult that something is happening that is upsetting or hurting them, it is imperative that the concern is taken seriously. The adult responsible should listen to what the child has to say and intervene if necessary. This should be done positively if possible. Often the appropriate action is to help the children apologise or to intervene to ensure the children play appropriately. If a serious issue is reported, (e.g. violent behaviour, name calling...) it should be investigated and recorded on My Concern.

Sequence of sanctions at playtime/lunchtime:

- Quiet verbal warning
- Reminder of verbal warning
- Time out on a bench (2 minutes)
- Time out on a bench (5 minutes)
- Loss of some playtime – to sit in the entrance lobby and teacher informed.
- Sent directly to the Head teacher / most senior teacher (at lunchtime)
- Class teacher to have informal chat with parents at home time
- Informal meeting with parents
- Formal meeting with class teacher, Headteacher and parents
- Lunchtime exclusion
- Further actions (see below)

In the case of a severe incident: (e.g. violent action, abusive language etc.) the teaching assistant/class teacher/senior teacher responsible should complete "My Concern" and tag this as a behaviour related incident and pass this on to the Head Teacher or (senior teacher who deputises in her absence) immediately. If another member of staff is witness to the incident (MDSA, Office staff) then they should consult the senior teacher or Head teacher to complete "My Concern" together.

Midday staff are mindful to promote positive behaviours both in the lunch hall and outside on the playground. Each week 2 children from each class who have demonstrated good behaviour, good manners etc will be chosen to sit at the "Top table" on a Friday. This is a way to reinforce positive behaviours and is a treat for the children to aim for.

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.

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 Physical Intervention and Restrictive Practice Policy for more information.

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 such as “the Warren”, classroom if its playtime or lunchtime
- 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.

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 found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil but will be returned to a parent at the end of the school day.

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, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. 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 headteacher or designated safeguarding lead, to 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, 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, possessions, desk or locker.

'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:

- Trays
- 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 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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system – My Concern.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. 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.

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.

Recognising the impact of SEND on behaviour

Bunny C of E Primary 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.

Our approach may include

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Training for staff in understanding SEND conditions
- Use of separation spaces where children can regulate their emotions e.g. TheWarren

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.

We 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.

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.

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

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

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

Behaviour Incident Recording

My Concern will be completed for serious misbehaviour e.g. violent action, abusive language. My Concern will be monitored regularly by Senior leaders/ DSL's to identify patterns, e.g. a child frequently misbehaves, or is frequently a victim.

Further action will be taken if behaviour is repeated frequently or in the case of extreme behaviour (e.g. unprovoked or extreme violence)

Further Actions

In some circumstances, a more formal approach may be needed to improve the behaviour of a child. To facilitate this, the child may be given a Provision Map through the school's special needs provision. This will involve setting clear, measurable targets for improvements in behaviour and providing the child with support and strategies to help them achieve these.

Internal and External Exclusions

The final sanction available to the school is exclusion (either temporary or permanent).

We would endeavour to not get to this point as stated in our school vision, we "believe every person is unique and valuable created by God to flourish and thrive in community" and we would avoid excluding anyone as far as we could. Our (and God's) love for each child motivates us to help every child however hard we might find it.

The school senior leadership team will become involved in very serious individual incidents or persistent unacceptable behaviour. Arrangements may be made to internally exclude the pupil from the playground or class by having them educated away from the class for a period of time. In some cases, the school may suggest to parents that it is felt necessary to involve external behaviour support services e.g. SBAP, EPS, CAMHS.

Should the child continue not to meet the school's expectations then fixed term exclusions will be the consequence. The school will follow the DfE processes for exclusions using the guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England,

including pupil movement – August 2024' and follow Local Authority advice provided by Nottinghamshire County Council.

Bunny C of E Primary School may, if necessary, exclude a pupil for a fixed term period or multiple fixed term periods of up to 45 days in any academic year. Alternatively, the school may find it necessary to permanently exclude a pupil. Parents have a right to appeal this decision and may do so by contacting the Chair of Governors in writing. The school approach will do all it can to support a pupil to attend and a clear, identifiable, concrete presentation of risk will have been demonstrated before a pupil is excluded. Any exclusion for Bunny C of E Primary School must always be viewed as a last resort and only when there is a safety risk. Exclusions may only be agreed by the Head Teacher (the Senior Teacher in the absence of the Head Teacher) and clear reasons given to the child, if possible, relating to keeping them and others safe.

Exclusion would only be considered for the most extreme behaviour – either an extremely serious incident or where serious misbehaviour has continued and/or escalated, despite the application of other strategies. Permanent exclusion would normally only be considered if fixed term exclusions had not resulted in any behavioural improvements. Exclusion should not be considered as one of the schools' usual sanctions, but only be considered as a last resort, or where the misbehaviour was of such seriousness that such a strong action was required.

Please see the suspensions and exclusion policy for further details.

Bullying

All issues of bullying are taken very seriously and are recorded onto My Concern.

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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)

For detailed policy and procedure regarding bullying please refer to the anti-bullying policy.

The Anti-bullying coordinator for our school is: **Mrs V White**

Working with parents

We are committed to working closely with parents to ensure good outcomes for children in all aspects of their school life, including educational achievement, social well being and standards of behaviour.

In setting policy for informing parents about behavioural incidents involving their child, we need to balance the following demands -

- The child's need to take responsibility for their own actions
- The child having the opportunity to take responsibility for improving their behaviour.
- Parents' wishes to know what their child is doing at school.
- Achieving a manageable system that can be reliably and consistently applied.

As a result, we will contact parents if:

- A child suffers an injury that leaves a mark or makes them feel unwell (whether caused accidentally or deliberately).
- A child repeatedly misbehaves, or regularly demonstrates the same inappropriate poor behaviour.
- In case of serious misbehaviour e.g. serious violent behaviour, use of extreme language, disrespect to members of staff, deliberate damage to school property.
- If we suspect a child may be being bullied, or may be bullying
- If a formal approach to improving a child's behaviour were required

If a parent has a concern about the behaviour of their child, or that their child is suffering from the misbehaviour of another child, they should in the first instance report this to the child's class teacher.

The teacher will investigate the issue, and if further support is needed, pass the issue to the Head teacher. If the issue is serious, the parent may prefer to raise the issue directly with the Head teacher. Either way, all concerns will be recorded and logged on My Concern.

The school (through either teacher or Head teacher) will endeavour to investigate the issue raised, by hearing all sides of the issue and, where appropriate, considering the accounts of any independent witnesses. However, the school has to make a judgement as to how much time to spend investigating a behavioural incident, based on the severity of the issue being considered, to ensure that we concentrate on our core purpose of providing high quality education to all the children at Bunny School.

Parents must also recognise that often when an incident is investigated and all sides are heard, the incident does not prove to be the same as their child may have reported to them. The school will strive to be fair to all concerned and to act in the best interests of all the children.

If a parent is not happy with the outcome they should discuss this further with the Head teacher. If the matter cannot be resolved between the head teacher and the parent, the school does have a formal complaints procedure (found on the school website) which could be followed.

Links with other policies:

This policy should be read in conjunction with:

Anti-Bullying policy
Equality policy
Suspension and permanent exclusion policy
Child protection policy
Mobile phone policy
Physical Intervention and Restrictive Practice Policy

Appendix 1

Statement of Behaviour principles

- Every pupil has the right to feel safe, valued and respected.
- All members of the school community are treated fairly and with dignity.
- 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 Physical Intervention and Restrictive Practice Policy
- The behaviour policy is understood by pupils and staff.
- 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.
- Violence, abuse and discrimination are not tolerated.
- Pupils are supported to learn from mistakes and repair relationships.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions