Rush Common Behaviour and Anti Bullying Policy

Summary of changes:

Full Anti-Bullying policy added to end of Behaviour policy.

Details of 5 Key Principles of Restorative practice added to section 2.2.4

School rules poster added to Appendix B

Restorative conversation cartoon for pupils added to Appendix D.

Details of new school 'Restrictive Interventions Policy' added and new government policy 'Restrictive interventions, including use of reasonable force, in schools April 2026'.

Information added to Pupil Voice section

Contents

I

Rush Common Behaviour and Anti Bullying Policy I

Summary of changes: I

Mission Statement 3

Introduction 3

Aims and Expectations 3

Implementation 4

Positive Behaviour Management 4

Establishing and Maintaining Clear Boundaries 4

School Behaviour Expectations 4

Use of Reasonable Consequences in Response to Negative Behaviour 5

Internal Suspension 7

Suspension 7

Permanent Exclusion 7

Regulating the conduct of pupils when they are not on the school premises and are not under the lawful control/charge of a member of the school staff 8

Child on Child Abuse 8
Incidents of Racism or Homophobia 9
Legal Position - Use of Reasonable Force 9
Preventing Radicalisation 10
Roles and Responsibilities 10
The Role of the Class Teacher 10
The Role of the Phase Leader 11
The Role of the Headteacher 11
The Role of Parents/Carers 11
The Role of the Local Academy Committee (LAC) 11
Monitoring 11
Anti Bullying 13
What is bullying? 14
Types of bullying: 15
Bullying outside of school 16
Possible indicators of bullying 16
School initiatives to prevent and tackle bullying 17
Reporting – Roles and Responsibilities 18
Dealing with an Incident 19
Stage 1 19
Stage 2 20
Stage 3 20
Stage 4 21
Safeguarding 21
Special Educational Needs and Disabilities (SEND) 21
Recording and Reporting 22
Pupil Voice 22
Monitoring and Evaluation 22
Appendix A Guidance for Staff 23
Pupils entering the school site 23
Pupils coming in from outside (break times and lunchtime) 23
Pupils going outside 23
Moving around school 23
End of school day 23

Lunchtime 24
Choices and Consequence 24
Appendix B 26
Appendix C 27
Appendix D 28
Appendix E 29
Appendix F 30
Appendix G 34
..... 35
Appendix H 36

Mission Statement

We aim to provide a supportive and positive environment, in which everyone is safe, kind and respectful. All members of the school share responsibility for implementing this ethos successfully.

Introduction

At Rush Common School we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all: Be Safe, Be Kind, Be Respectful. We aim to promote an environment where everyone feels happy, safe and secure to provide the platform for effective teaching and learning.

Our policy and school approach to behaviour is based on four key principles:

1. Respect- for everyone by listening to others' opinions and learning to value them
2. Responsibility- take responsibility for own actions and building self esteem
3. Repair- developing the skills within our school community so that its individual members have the necessary skills to identify solutions that can repair poor choices and ensure these behaviours are not repeated
4. Re-integration- working through a structured, supportive process that aims to help the child long term allowing them to reach their full educational potential

At Rush Common School no form of bullying will be accepted (please refer to Anti-bullying section of this policy).

Aims and Expectations

- To ensure the safety and wellbeing of all children, staff and visitors to the school.
- To provide an environment where effective teaching and learning can take place.
- To develop and maintain a consistent approach to behaviour management, supported and followed by the whole school community: children, staff, parents/carers and Governors.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To develop emotional literacy and improve the emotional health of children, staff and parents/carers.

- To encourage and praise effort as well as achievement.
- To understand other people's feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour using a restorative approach.
- To encourage children to model and apply the Rush Common Values in all aspects of their lives.

Implementation

Rush Common School follows a positive behaviour management approach. We aim to pay more attention to what children are doing right rather than what they are doing wrong.

Positive Behaviour Management

- Uses methods that are fair, firm and consistent.
- Teaches the difference between right and wrong, what behaviour is acceptable and what is not, in positive way.
- Establishes and maintains clear boundaries.
- Praise positive behaviour, including where the Rush Common School Values have been demonstrated.
- Uses reasonable consequences in response to negative behaviour where necessary.

Establishing and Maintaining Clear Boundaries

The School Values: Be Safe, Be Kind, Be Respectful are positively fostered and made explicit throughout Rush Common School. They are displayed at various locations around the school and in the school entrance. School staff reinforce the values in everyday school life.

School Behaviour Expectations

- Listen to the teacher or responsible adult and to each other.
- Be kind, polite and helpful to others.
- Call everyone by their name in a respectful manner.
- Have respect for ourselves, others and our environment.
- Share with each other.
- Treat others how we would like them to treat us.
- Use kind words at all times.
- Move around the school calmly and quietly.
- Respect differences between ourselves and others.
- Support each other to prevent bullying.

Whole School Behaviour expectations to be explained to each class and displayed in each classroom. (Appendix B)

Expected Classroom Behaviour to Ensure an Effective Learning Environment

In addition to the whole school behaviour expectations, each class also has its own behaviour for learning expectations. These will be discussed with the children and regularly reinforced.

In every classroom, pupils are expected to move quietly and calmly around and always respect others' belongings and opinions, and address adults by their appropriate title. A 'House points' chart is also displayed in every classroom; House points are awarded when exemplary or exceptional learning behaviours are demonstrated.

Rewarding Positive Behaviour.

We praise and reward children for appropriate behaviour in a variety of ways:

- House points
- Gestures of approval
- Humour
- Quiet encouraging talk
- Private verbal praise
- Public verbal praise
- Asking another member of staff to pass on approval
- General praise to the whole class/group
- Praise in front of Governors/visitors
- Special responsibility
- Written comments on work
- Prominent display of pupils' work
- Visit to Headteacher/senior staff
- Comments via Home School Link Book if appropriate
- Name on class recognition board

Use of Reasonable Consequences in Response to Negative Behaviour

On occasion, when children choose not to follow the behaviour expectations in the classroom, the following consequences are imposed:

- Disapproving look; positive reminder; verbal warning – in the form of choice/consequence; expectation of compliance.
- Child moved nearer to the adult responsible/moved to another seat or place in room for thinking time.
- Time out: child moved away from the group/class (child should always be within adult's sight and should be seated not standing).
- Removal of playtime. Incident must be recorded on CPOMS.
- Phase Leader or, if appropriate Headteacher/Deputy Headteacher to speak with the child.
- Meet with parents/carers

(Please See Behaviour Consequences Flowchart – Appendix C)

The context of the situation is always taken into account and the negative behaviour choice will be discussed and explained to the child in private using a restorative approach. Once a situation has been resolved and repaired it will be considered finished, this will be made clear to the child. Restorative conversations will take place at break and lunchtimes where possible using restorative repair and reflect conversations as detailed below.

What are the '5 Key Principles of Restorative Practice'?

Step 1: Tell the story - What has happened? Start from the beginning… What happened just before that?

Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

Step 4: Needs – What do you need in order to find closure? What do you need to move forward?

Step 5: What next? What do you think will make things better? What needs to happen?

The restorative behaviour principles are outlined for children in each classroom using a restorative behaviour cartoon. (Appendix D)

Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g., restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

(Please see restorative repair and reflect forms – Appendix F)

Should negative behaviours be identified during break or lunchtime the following consequences will be applied:

- Verbal warning (choice/consequence).
- Stand next to/close to responsible adult for an appropriate amount of time.
- Reflection time for specific amount of time.
- Continued misbehaviour/severe misbehaviour – matter referred to Class Teacher/ Phase Leader/ Deputy Headteacher or Headteacher as appropriate.

In an instance of severe misbehaviour (e.g. intentional severe physical violence towards other children/adults, extreme defiance of adults), or persistent serious behaviour the Phase Leader, Deputy Headteacher or Headteacher should be sent for (See behaviour consequence flowchart Appendix B).

After serious instances of negative behaviour in the classroom or during lunch time and playtimes, children will be asked to complete a 'Reflect and Repair' sheet (Appendix F) to think about their behaviour choices and the steps they can take to make the right choices next time. Once completed, these are held in a folder in the School Office for the school's records. A copy will also be provided for parents.

Internal Suspension

Internal suspension will be implemented in cases where consequences detailed above have not been effective and a child's behaviour requires a more serious consequence. Internal suspension is used to offer immediate, short term provision in order that learning and teaching for the rest of the pupils can continue uninterrupted. Children placed in internal suspension are treated normally and respectfully.

When pupils are placed in internal suspension they will be expected to complete the following activities:

- Complete a proportion of work which they are missing in class, set by the class teacher or supervising teacher;
- Discuss the incident with an adult, with suggestions as to how the same situation can be avoided in the future;
- Where appropriate, complete a written apology (e.g. a sorry card or letter).

A period of internal suspension would normally be part of one day and all instances will be agreed by a member of the Leadership Team. Parents will be informed and provided with an opportunity to discuss the behaviour which has led to the internal suspension. An individual behaviour plan may need to be made to support the child and to help them improve their behaviour by making positive choices.

Suspension

The school follows Oxfordshire County Council's Policy for Suspensions and Permanent Exclusion.

The decision to suspend a child for a fixed period of time is an important behaviour management tool, but will normally only be taken after the full range of alternative strategies have been tried. The decision to suspend may be taken when there has been a very serious behaviour incident, and if allowing the pupil to remain in school would seriously harm the education, safety or welfare of that pupil or others in the School.

Only the Headteacher has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the Headteacher suspends a pupil, s/he informs the parents/carers immediately, giving reason for the suspension. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to suspend a pupil for more than 5 days to the Local Academy Committee. The school informs the parents/carers how to make any such appeal.

If the child has a social worker or is a pupil we care for, the Headteacher must immediately notify the social worker and/or Virtual School Head.

During a suspension, the class teacher must set and mark work for the child.

Permanent Exclusion

The school follows Oxfordshire County Council's Policy for Suspensions and Permanent Exclusion.
The Headteacher may exclude a pupil permanently as a last resort.

The Headteacher must inform the Parents, and Local Authority. If the child has a social worker or is a pupil we care for, the Headteacher must immediately notify the social worker and/or VSH.

When required, the Local Academy Committee will convene a Pupil Behaviour Appeals Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and consider

whether the pupil should be reinstated. If the Pupil Behaviour Appeals Committee decide that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher may cancel an exclusion that has not been reviewed by the Local Academy Committee. If this occurs, parents, the Local Academy Committee and the local authority should be notified and if relevant the social worker and VSH.

Regulating the conduct of pupils when they are not on the school premises and are not under the lawful control/charge of a member of the school staff

Rush Common School ensures that children are encouraged to model the expectations of behaviour when outside of the school premises. This is achieved through assemblies and PHSE lessons. Children are reminded of our school values throughout the school day. We also have close links with the local police; regular online safety lessons and involvement in the Junior Citizenship Programme. The main entrance and exit to the school is also supervised by an adult in order to encourage positive behaviours when children are not on the school site.

Child on Child Abuse

- All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse, they should speak to their designated safeguarding lead (or deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Please refer to Rush Common's Child on Child Abuse Policy for further information.

Incidents of Racism or Homophobia

- All racist and homophobic incidents will be dealt with no matter how trivial they may seem to be. All racist incidents should be reported to the phase leader in the first instance who will discuss the incident with all children involved.
- All racist and homophobic incidents are logged internally and on CPOMS.
- Time will be spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his/her actions are unacceptable.
- Consequences will then be put in place (missing break/lunch time) and all parents/carers will be informed.
- All staff take racism and homophobia seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at our schools and in society.
- If incidents are ongoing, the Headteacher, Deputy Headteacher or Assistant Headteacher will intervene as required.

Legal Position - Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers and this is outlined in the Restrictive Interventions Policy.
(Education Act 1996. Restrictive interventions, including use of reasonable force, in schools April 2026)

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Restraint and physical intervention is only used at Rush Common School where and when a pupil puts his/her own safety at risk or the safety of other pupils, staff or other adults in the school, or when seriously damaging property. Staff will use no more force than is needed and never use force as a means of punishment. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. School may also choose for example to restrain a pupil at risk of harming themselves through physical outbursts. Only staff trained in positive handling will be called upon to restrain pupils. In exceptional circumstances, where pupils and staff are at real or immediate risk from harm and best efforts have been made to locate trained staff, any staff member may be involved in the restraint process. The following procedures are to be followed:

- A positive handling plan produced with clear guidelines of when, where and how physical restraint may need to be used.
- A consultation process followed with staff, parents/carers and relevant professionals, e.g. Educational Psychologist
- A monitoring and evaluation system set up.

All restraints are recorded in CPOMS detailing the reason for restraint being used, the outcome, who was involved and date/time of the incident. In addition, a restraint information slip is sent to parents to inform them if their child has been restrained.

Rush Common School acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) in terms of the use of reasonable force.

Preventing Radicalisation

The Counter Terrorism Act (2015) and Keeping Children Safe in Education document (updated annually) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent). We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation.

The Designated Safeguarding Lead can make a referral about any adult (to Social and Healthcare Team) or child, who school think may be vulnerable to being drawn into terrorism, via the safeguarding team (MASH) or by calling the police (999) or on 101 for non-urgent concerns.

Roles and Responsibilities

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school expectations are enforced in their class, and that their class behaves in a responsible manner.

The class teachers at Rush Common have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom behaviour expectations consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Guidance for all staff is set out in Appendix A of this policy.

The Role of the Phase Leader

The Phase Leader will be involved in dealing with any high-level behaviour incidents within their phase.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Pupil 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 the implementation of the policy.

The Headteacher makes decisions relating to suspensions or permanent exclusions.

The Role of Parents/Carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Parents/carers will be given the opportunity to attend parenting support sessions.

We expect parents/carers to support their child's learning and to co-operate with the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences with a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the Local Academy Committee. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Local Academy Committee (LAC)

Local Academy Committee has the responsibility of setting down these general guidelines on standards of behaviour and of reviewing their effectiveness. The LAC supports the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the Pupil Behaviour Policy, but the Board may give advice to the Headteacher about particular behaviour issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Local Academy Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour incidents are recorded on CPOMS. All staff have access to this system and have had training to use the system. CPOMS is checked regularly by a member of the Leadership Team in case further action is required. Major incidents will also be recorded on a Behaviour Log held by the Pupil Support and Welfare Lead.

The Headteacher keeps a record of any pupil who is suspended, or who is permanently excluded.

It is the responsibility of the Local Academy Committee to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Anti Bullying

At Rush Common School we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

The aim of Rush Common School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly, inside and outside school, on the way to and from school and when it involves our school community. We are committed to providing a caring, friendly and safe environment for each of our pupils so they can learn in a relaxed and secure atmosphere. This policy is designed to support the way in which members of the school can live and work together in a supportive way and aims to promote an environment where all feel happy, safe and secure.

All Governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.

All Governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.

All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At Rush Common School, we expect our children to:

- Be safe
- Be kind
- Be respectful

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be self-aware and empathetic, educated and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, their school, workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

This policy should be read in conjunction with the following school policies:

- Online Statement of Intent
- Equalities Action Plan
- Suspension and Exclusion Policy
- PSHE and RSE Policy

- Safeguarding and Child protection Policy
- SEND Policy

What is bullying?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online."

- Anti-Bullying Alliance

Table 1: Source - Psychology Today

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school, and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:

When dealing with bullying-related incidents, schools must refer to the Equality Act 2010 and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g., Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term

- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
    - have suffered domestic violence
    - have experienced physical or emotional trauma
    - have a parent that was a victim of bullying
    - experienced poverty or deprivation
    - are perceived as different in some way

Types of bullying:

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g., hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g., name calling, insulting, teasing, 'jokes'/banter, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g., bereavement, divorce, being in care.

The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others.

- Non-verbal harm – e.g., staring, body language, gestures.
- Indirect harm – e.g., excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g., text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer.**

Click here to view the Anti-Bullying Alliance website for more information: https://antibullyingalliance.org.uk/

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases, we would seek advice from local services. For example, Police Community Support Officers (PCSOs), the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

'Where bullying outside school is reported to school staff, it should be investigated and acted on.'

(DfE Preventing and Tackling Bullying, p.6)

For more information, refer to the below Department for Education (DfE) publications:

- Bullying outside school
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) ▪ Education and Inspections Act (2006)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend Rush Common School, we will seek advice and guidance from local services (e.g., Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours can be possible indicators that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without a packed lunch

- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which Rush Common School may refer to our Behaviour and Discipline Policy or Safeguarding and Child Protection Policies for guidance

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A Child-Friendly Anti-Bullying Policy ensures all pupils are aware of the Anti-Bullying Policy and our expectations. 'Is it Bullying?' posters are displayed around the school.
- Trained Anti-Bullying Ambassadors from Year 5 represent every class across the school. They meet regularly and work in partnership with staff and other children to consider ways we can continue to effectively prevent and tackle bullying at Rush Common School.
- Staff are trained in Restorative Practice. Restorative approaches provide support to those who may have been affected by conflict or bullying behaviours. For more information on Restorative Practice, visit Oxfordshire County Council's Anti-Bullying webpage.
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- At Rush Common School, we have high expectations of behaviour which we promote through our Behaviour pledge-be safe, be kind, be respectful which is displayed around the school.
- PSHE lessons include opportunities for pupils to understand about how we are all unique.
- The PSHE Jigsaw programme of study includes opportunities for pupils to learn:
    - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of witnesses (primarily reporting bullying to an adult) and how to get help. ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
    - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ○ that people sometimes behave differently online, including by pretending to be someone they are not.
    - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The school values of equality and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.
- Pupils are involved in developing school-wide Anti-Bullying initiatives through consultation with the Anti-Bullying Ambassadors and any child who has been affected by conflict or bullying. As a restorative school, we aim to work 'with' children and their families in order to effectively prevent and tackle all forms of bullying.

Reporting – Roles and Responsibilities

Governors

The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the Headteacher, with the support of senior leaders, to implement the school's Anti Bullying 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, with the support of the Designated Safeguarding Lead.

The Headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the Headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in
'Dealing with an Incident' section. Every case will be unique.

Anti-Bullying Lead

The Anti-Bullying Lead at Rush Common School is Nicky Drew (Pupil Support & Welfare Lead and DSL).

The Anti-Bullying Lead, with the support of the Headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.
In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at Rush Common School.

Staff (Teaching and Non-Teaching)/ Adult visitors

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At Rush Common School, we believe that **the behaviour we walk past is the behaviour we accept.**

All adults at Rush Common School should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;

- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability; ▪ show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they would act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Refer to Child-Friendly Anti-Bullying Policy, which can be found on our website.

Role of Parents / Carers

At Rush Common School, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via parent newsletters and our website.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the Headteacher.

For more information, go to Oxfordshire County Council's 'Help if your child is being bullied' webpage.

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

Stage 1

a) As it can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the 5 restorative steps with any child involved in conflict/bullying.

Step 1: Tell the story - What has happened? Start from the beginning… What happened just before that?

Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

Step 4: Needs – What do you need in order to find closure? What do you need to move forward?

Step 5: What next? What do you think will make things better? What needs to happen?

Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g., restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

b) The incident will be recorded on CPOMS without delay.

Stage 2

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion (1 or 2 days off the playground) and will be decided by the Headteacher.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on a Behaviour Support Plan. This requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment (see Appendix G). The children who have been harmed should be safeguarded from the harmer until the point a meeting can be arranged with the parents/carers of the harmer. In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The Behaviour Support Plan should be reviewed weekly with key adults in school.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parent/carer.

Stage 4

Should negative behaviours persist following the implementation of Behaviour Support Plan, the Headteacher should seek advice* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate a Strengths and Needs assessment (S&N) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

* At Stage 4, the Headteacher should also refer to the Learner Engagement Team's Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school.

In all of these cases, a multi-agency meeting should be arranged to reduce the risk of suspension:

- If a child has an **Education Health and Care Plan** you must contact your SEN Officer to discuss the risk of suspension
- If the child is a **Child, We Care For (CWCF)** you must contact the Virtual School for Looked After Children
- If the child is open to social care **(Child in Need or Child Protection)** you must contact the social worker

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act

1989. Where this is the case, school staff should discuss with the school's Designated Safeguarding Lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The Headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act

2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Recording and Reporting

Rush Common School records incidents of bullying on CPOMs and analyses patterns of behaviours as part of weekly Senior Leadership meetings. Reflection sheets, completed by children as part of our restorative approach, are saved on CPOMs. Termly feedback is made available for governors via the Headteacher's report.

Pupil Voice

Pupil voice is central to the culture and ethos of our school. Pupil voice is formally gathered annually by the DSL and Safeguarding governor through questionnaires, discussions and feedback from children in Reception, KS1 and KS2. Children are also able to share their worries or concerns by writing them down and posting in the ELSA worry box and these will be reviewed by the ELSA teacher and the DSL. Through conversations with pupils, discussions with School Parliament and the Anti-Bullying Ambassadors our pupils' voices are regularly heard.

Monitoring and Evaluation

The Headteacher is responsible for reporting to the Local Academy Committee (and the Multi Academy Trust where applicable) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly Headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Local Academy Committee.

The policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying
- Sexual violence and sexual harassment between children in schools and colleges (education.gov.uk) (advice for schools)
- Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

Appendix A Guidance for Staff

Pupils entering the school site

- Children enter the school site behaving in a manner that is both sensible and respectful ready to begin learning in a responsible and purposeful way
  • They walk calmly into the playground using this time as an opportunity for quiet conversation but no "games"

Pupils coming in from outside (break times and lunchtime)

- When the first whistle blows all pupils stand quietly.
- On the second whistle pupils walk to line calmly and line up quietly
- Class teacher/adult responsible meet pupils outside and ensures they enter school quietly and sensibly.
  •

Pupils going outside

- Pupils put possessions away responsibly and promptly
- Pupils line up calmly and adult responsible leads them outside
- Pupils walk outside school in a calm manner at all times
- At playtime/lunchtime, pupils remain with adult responsible until the adult on duty (teacher/dinner supervisor) takes over responsibility.

Moving around school

- Pupils walk calmly at all times
- Pupils demonstrate respect and an awareness of others i.e. opening doors, assisting younger pupils, addressing adults by their title.
- Pupils enter and exit assemblies silently.

End of school day

- Preschool children sit quietly and wait for parents/carers to collect them from the classroom.
- Reception pupils sit quietly in the classroom and wait for parents/carers to collect them from the classroom.
- Key Stage 1 pupils and Year 3, are lined up by the adult responsible and released when their parent is visible.
- Year 4,5,6 pupils walk quietly and calmly to the playground, and then off the school premises.
- Bicycles or scooters must not be ridden on school premises
- All pupils and parents/carers must be off the school site by 3.15pm, unless attending clubs/activities/meetings.

Lunchtime

- Children are expected to follow guidelines as outlined above. In addition, when entering/ leaving for lunch, the children are expected to move quietly around the school in single file and under adult supervision. There is an expectation that pupils eat using appropriate table manners and show respect for others around them.
- Follow routines for hand washing.

Choices and Consequence

Offering children choices, with related consequences, helps them to understand that they are responsible for their behaviour. It keeps adults in charge without the need for coercion or making children feel powerless.

When giving choices and consequences, keep the emphasis on the positive:

" X you have a choice. You can … or you can choose not to… If you do …you will get…. If you do not you will have to move nearer to me…. It is your choice."

Other methods

a. Ignoring behaviour (not child)

Some minor forms of behaviour are better ignored then given attention.

b. Time out

Time out is useful for helping children to calm down when angry or getting out of control. It is not intended to be a punishment banishing the child, but an opportunity for the child to calm down, to reflect on behaviour and to make a fresh start. It should be reserved for behaviour such as violence that the child knows is unacceptable or as a severe consequence to repeated negative behaviour. It should not be used at random for minor misdemeanours.

c. One to one discussion

Guidelines:

- Show empathy and concern- not as a punishment but to help and offer guidance
- Ask pupil questions to try to find out the reason for the misbehaviour
- Ask what you, as the class teacher/adult responsible, can do to help
- Discuss with child how they can improve and change behaviour (suggest strategies)

d. Pupil Profiles

If a pupil needs more than or different to normal classroom or school strategies, class teachers should liaise with the Special Needs Coordinator (SENCo) and register the child as 'SEN Need'.

e. Behaviour plans

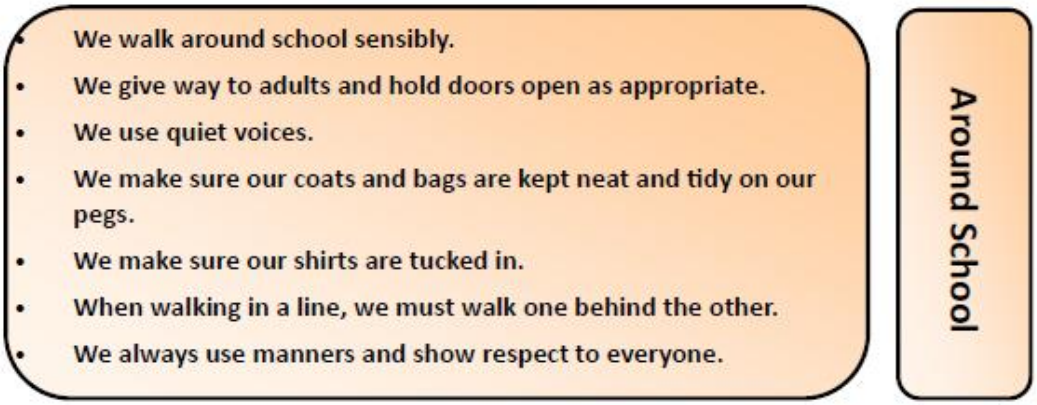
Some children will have Individual Behaviour Plans (IBP)[1] which all staff are aware of and follow. It is probable that **they will follow a different methodology for dealing with their behaviour** as elements of the standard procedure may escalate the situation. The class teacher and SENCo are responsible for drawing up and maintaining these as appropriate. A copy of each child's IBP is to be kept in their classroom and saved on Google Drive.

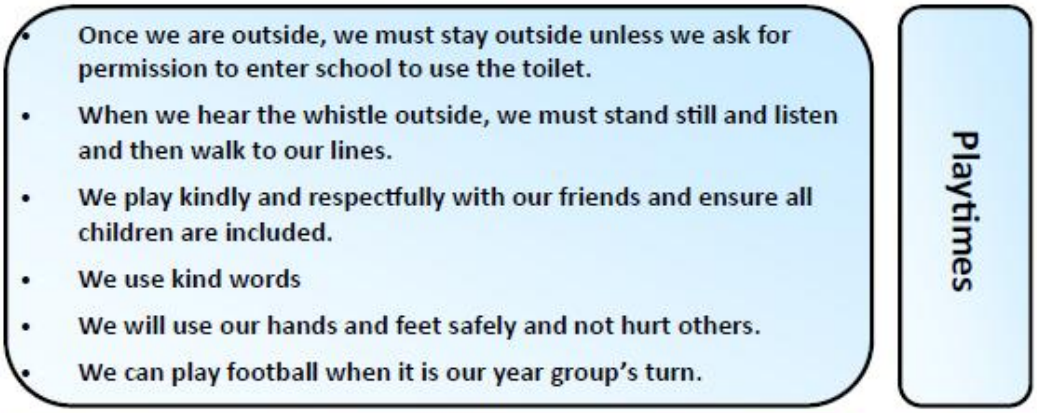
[1]

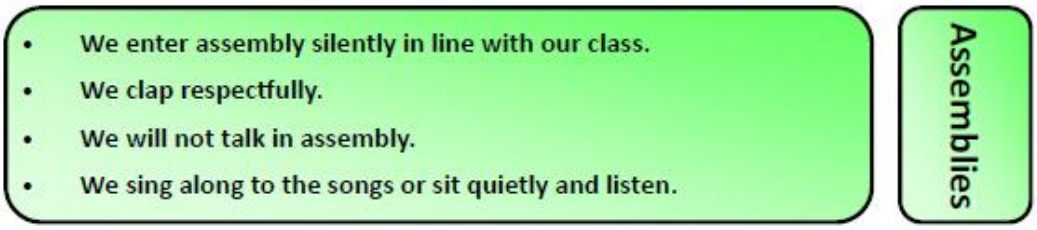
Appendix B

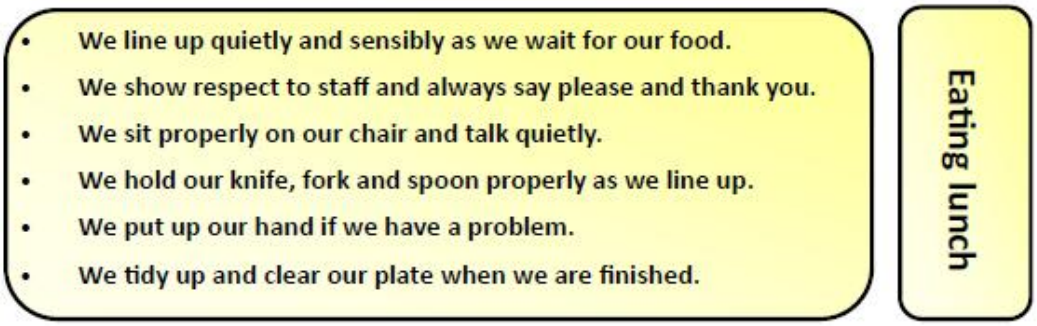
Rush Common School

Whole School Behaviour









Appendix C

Consequences Flowchart

Reminder of expectations
Low level disruption

↓

Child to move to another place
Persistent disruption after reminders
This may include lunchtime supervising staff asking a child to stand with them. period of time

↓

Missing break or lunchtime
Being persistently disrespectful, very unkind or hurting someone.
Can be part of break or multiple breaks.
Class teacher to make this decision.
Class teacher stay with child while missing break. If CT on break duty, child to sit outside HT or DHT office.
Class teacher to have restorative conversation with child.
Class teacher must inform parent if child is missing at least 1 whole break or the child has hurt another child

↓

Phase Leader involvement
Very serious behaviour incidents (e.g. very aggressive fighting or biting) or highly persistent on-going negative behaviour.
Parents must be informed. In most cases this will be the class teacher. However, with persistent serious behaviour it may be the phase leader if necessary.

↓

Deputy Head involvement
Highly persistent very serious behaviour e.g. running out of class/around the school
Parents must be informed. This may be the phase leader or Deputy Head.

↓

Headteacher involvement
Incidents that may involve exclusion e.g. destroying an area of the school

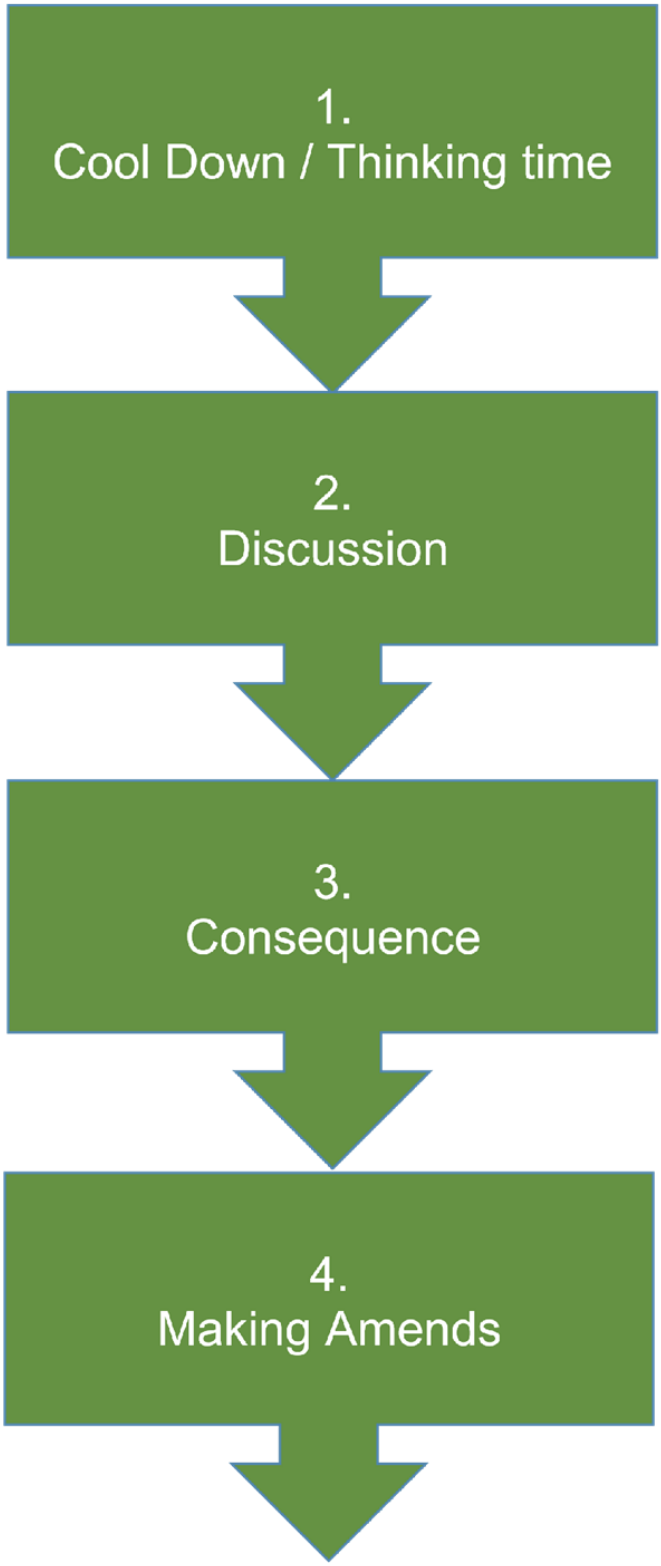
Note: No children are to be **sent** or **taken** to a more senior member of staff. Instead a message is to be relayed to the office, for a member of staff to come to the area where the child is located.

Appendix D

We use the Restorative Approach to help us make the right choices.
What happened?
What were you thinking about at the time? How do you feel now?
Who do you think has been affected by your actions? How were they affected?
What do we need to do now to make things right?
What can we do differently next time?
Rush Common School

Appendix E

Four Point Plan



Appendix F

KS2 REFLECT AND REPAIR

When things go wrong, it is important to take some time to calm down so you can explain your own point of view. Everyone makes mistakes; when we make mistakes, we need to "put things right". When we "put things right", people respect us for taking responsibility for our behaviour. Then, we can have a NEW START.

Why do you think we need to talk about your behaviour today? What is your side of the story?

How did it affect other people, how did you make other people feel?

Do you wish you had done anything differently?

What could school do to help you if you are in the same situation again?

What can you do to put things right?

Written by ……..

Date ……..

Discussed with ……

Consequences/further action

……

Copy sent home/on file (circle)

Name	
Year group and Class Teacher	
Date	

KS1 Reflect and Repair Sheet

Read this first

1. **You have been give reflection time from the class to think about the choices you made today.**

2. **It is your responsibility to work with your teacher and other adults in the school so you can make better choices for the future.**

You now need to:

1. **Complete this sheet.**
2. **Discuss with an adult how to plan to help you make positive choices in the future.**

What happened that led to you making the wrong choices today?	
Which choices did you make in your class when the problem arose?	
What did you say and do?	

What has been the impact of your choices on your learning today?	
What has been the impact of your choices on the learning of others today?	
How else have your choices affected others?	
List three steps you could do or think next time in order to make the right choices and remain calm.	

• **How can the adults in school help me achieve my goals to improve my choices?** • **Discuss these steps with your adults.**	

- **Pupil:** **Class Teacher/TA:** **Headteacher:**

Appendix G – Please see next page (35) for QCA Behaviour Assessment Sheet

QCA Behaviour Assessment

Child's Name..... Date of Birth.....

Date.....___ Year Group.....Term.....___Age at this date.....Years and.....Months.

School.....

This assessment completed by.....

(Please give your name and role, e.g. class teacher, year coordinator, SENCo, Parent, etc)

Is this the first use of this assessment (baseline) for this child?

(Please circle) **Yes** **No** - QCA assessment has been used before

Baseline was completed Date.....

Then further assessment(s).....

.....

Part A EMOTIONAL		30
Part B CONDUCT		30
Part C LEARNING		30
Total		90

Part C EMOTIONAL BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
11. Has empathy eg is tolerant of others, shows understanding and sympathy, is considerate.	1	2	3	4	5	6
12. Is socially aware eg interacts appropriately with others, is not a loner or isolated, reads social situations well.	1	2	3	4	5	6
13. Is happy eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	1	2	3	4	5	6
14. Is confident eg is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy,. is not afraid of new things, is robust.	1	2	3	4	5	6
15. Is emotionally stable and shows self control eg moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	1	2	3	4	5	6

Part B CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
6. Behaves respectfully towards staff eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	1	2	3	4	5	6
7. Shows respect to other pupils eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	1	2	3	4	5	6
8. Only interrupts and seeks attention appropriately eg behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	1	2	3	4	5	6
9. Is physically peaceable eg is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	1	2	3	4	5	6
10. Respects property eg values and looks after property, does not damage or destroy property, does not steal.	1	2	3	4	5	6

Part A LEARNING BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
1. Is attentive and has an interest in schoolwork eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.	1	2	3	4	5	6
2. Good learning organisation eg works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.	1	2	3	4	5	6
3. Is an effective communicator eg speech is coherent, thinks before answering.	1	2	3	4	5	6
4. Works efficiently in a group eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	1	2	3	4	5	6
5. Seeks help where necessary eg can work independently until there is a problem that cannot be solved without the teacher's intervention.	1	2	3	4	5	6

Appendix H

Checklist for Managing a Bullying Incident

Actions to take	✓
1. Young person reports that they are being bullied or an incident has been observed.	
2. Hear what the young person has to say about what has happened.	
3. Hear what any other young people directly involved in the incident have to say about what has happened. **Refer to interview guidelines for all parties on page 2.**	
4. Ensure a senior member of staff is made aware.	
5. Record the incident in-line with **Ofsted expectations**. Refer to **Oxfordshire Recording Prejudice Related Incident or Bullying Form**.	
6. If there is evidence or an admission of bullying, ensure you follow you Anti-Bullying Policy and Behaviour (or Relationships) Policy. If you are using a restorative approach, provide opportunity for young person to reflect and consider how they might make amends.	
7. Consider whether the impact of any bullying is severe enough to warrant it being a safeguarding issue. If appropriate, refer to you Designated Safeguarding Lead.	
8. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
9. Inform the target of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
10. Inform the young person responsible for harm of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
11. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
12. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may wish to do so.	
14. Consider what additional input is required to prevent recurrence. For example: Proactive work to address prejudice or promote diversity, work with the class or year group, an assembly, individual or group work with the young people concerned, referral to outside agencies, etc. If concerns are serious, visit the **OSCB website** to consider whether referral for further child and family support might be appropriate.	
15. Monitor the situation and review with all parties to ensure the bullying has stopped.	
16. Review how successful your approach has been. What additional preventative measures need to be in place?	