



Behaviour policy

APPROVED BY:	Board of Governors
APPROVED BY SIGNATURE (Chair):	
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All behaviour is communication



‘When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behaviour, we see that little struggling human, our little human who needs our help with something’

Our vision

It is our shared ethos at Rigby Hall School, that Behaviour is communication; that we need to look beyond the behaviour to ascertain ‘what’ a child is trying to say and ‘why’ they are saying it in the form of behaviours.

Rigby Hall School is a happy and calm learning community where staff and pupils feel safe and secure. All pupils at the school have an Education, Health & Care Plan (EHCP) due to them having learning difficulties.

As a school we are committed to preventative and de-escalation approaches when managing behaviours. We use positive strategies for managing and adapting behaviours that can be challenging for others, as we recognise that our pupils respond better to these approaches rather than confrontational, ‘blaming’ attitudes.

There are many ways of defining behaviour that can present as being difficult or challenging. Below are some of the criteria, which we would consider to cause problems for the individual pupil, other pupils in the class, staff and families:

- the behaviour prevents the pupil from participating in the curriculum
- the behaviour has a detrimental effect on the learning of other pupils
- the behaviour is not appropriate to the pupil’s age or level of development
- the behaviour has a negative impact on the pupil’s independence
- the behaviour restricts opportunities for the pupil to learn new skills
- the behaviour restricts opportunities for the pupil to participate in community activities
- the behaviour can cause the pupil or young person to be viewed negatively by others
- the behaviour reinforces the pupil’s negative self-image
- the behaviour creates a dangerous environment

Rigby Hall School is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all pupils and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

Prior to admission new pupils are offered transitional arrangements to ensure that they have a smooth start to their new school. This is often a two-way process and involves the previous educational setting.

All Behaviour is Communication



1.1 Aims

Our principle ways of encouraging and teaching positive and well-managed strategies to promote acceptable behaviours, which allow pupils full access to their curriculum and to society at large, are:

- the development of self-esteem (1.2)
- using Circle Time/Reflection Time or Talkabout to support social development (1.3)
- the teaching of rules (1.4)
- rewarding good behaviour (1.5)
- using sanctions & strategies for management of negative behaviours (1.6)
- working in partnership with parents and carers (1.7)
- seeking advice and support from other agencies (1.8)
- providing school based support/ behaviour plans (1.9)
- providing clear guidance to staff around behaviour strategies and management (1.10)

"Every day, in a hundred small ways,
our children ask, 'Do you see me?
Do you hear me? Do I matter?' Their
behaviour often reflects our
response"

- L.R. Knost

1.2 Self-esteem

Many of our pupil's experience having a negative self-image and feel that whatever they do can never be right. We aim to nurture self-esteem throughout the school day by showing pupils respect, whilst

letting them know that it is the negative behaviour we cannot accept, not the pupils themselves. Pupils who need further support are then picked up by the Pastoral Team where they undertake focussed work and may perhaps have some THRIVE sessions.

1.3 Circle Time/ Reflection Time or Talkabout

Circle Time/ Reflection Time and/or Talkabout provides planned, structured sessions aimed at improving the skills of listening, talking, problem solving, respecting the views of others and expressing feelings. Pupils are able to participate in Circle Time/ Reflection Time at a level appropriate to them. Staff within the Secondary department have all received training in Talkabout and have this as part of their curriculum offer to embed these principles further.

1.4 The Teaching of Rules

All classes devise their own class rules at the beginning of the year, based on the school rules, which originated from pupil voice, and have them displayed prominently in the classroom in child friendly language and/or symbols. The school rules are:

- To be ready to learn
- To be respectful to others
- To be safe in school

The class rules give the pupils clear guidelines as to the expectations and boundaries that prevail in the classroom. Class rules should be written in positive terms and should clearly state what the pupils should do. Class rules should be kept to a maximum of 4 or 5 so that pupils can remember them. When pupils move into a new class with a new teacher considerable time will be spent on teaching the new rules and routines. Circle Time/ Reflection Time provide a good opportunity for discussing why rules are needed and how pupils feel when they are broken. Rules are also needed for break and lunchtime behaviour and these expectations should also be discussed, taught and reinforced.

1.5 Rewards

Rewards are extremely effective in reinforcing desired behaviours. Reward systems operate on an individual, class, phase and whole school basis. It is important that pupils are rewarded for progress, behaviour and effort as well as for attainment. Sanctions are a necessary part of the behaviour policy but are not as effective in changing behaviour as rewards. However, it is important that pupils learn that adverse behaviour brings consequences.

There are a variety of rewards that can be used to recognise positive behaviour. These include:

- House points
- Head teacher note home
- Visit to the Headteacher or other members of the Senior Leadership/Management Team
- Headteacher Award certificates
- Stickers - including Headteacher, Deputy Headteachers, Assistant Headteachers and School Business Manager
- Use of motivators/ rewards for good work/ good behaviour suitable for specific pupils
- Verbal praise
- 'Star of the Day' – in some classes
- 'Star of the Week' – in some classes
- Choice activities
- Laptop
- Toys/Lego
- Jobs and responsibilities
- Favourite toy/activity

- Music, personal headphones
- Bubble play
- Messages in 'Home/School Diaries' reinforcing positive behaviours

1.6 Sanctions & strategies for management of negative behaviours

Pupils at Rigby Hall School are set clear boundaries and are taught about school expectations. A child's Special Educational Needs or ACEs (Adverse Childhood Experiences) are considered when a decision is made to apply any particular sanction or strategy. All teaching staff receive training on behaviour management, ACEs, Trauma Informed Schools (TIS) and are able to refer concerns to a senior member of staff for additional support when required. Class teachers know their pupils well and are able to spot where disruptive or unusual behaviour may have a root cause that needs addressing. School and class rules are discussed with pupils and displayed in classrooms in child friendly language. Sanctions and strategies are used consistently but personalised to help specific pupils learn how to behave more co-operatively.

Support for those children not managing within their own classroom environment could include visiting and using The Hub. The Hub is a classroom within the main school building for children who may need a short break out of the classroom environment for different reasons such as regulation, calm, quiet, chance to talk or reflect (see 1.9 for further information on The Hub).

Sanctions and strategies include:

- Receiving verbal explanations of acceptable behaviours
- Receiving visual symbolic prompts about acceptable behaviours
- Enabling pupils space to regulate by moving them to another area of classroom/regulation room/relaxing space or activity for them
- Pupil removal from classroom activity in order to regulate elsewhere – sensory space/regulation room/Hub/pods
- Work by themselves away from other children in order to regulate feelings and emotions in a quieter and bigger space
- To miss part/whole of playtime through a detention – only where this will benefit the child in terms of them learning what is expected of them
- To miss specific activities i.e. trips out/swimming etc. (if this is deemed to be a Health and Safety issue only)
- Talk about behaviour with other members of staff/senior staff
- Message to parents in 'Home/School' diary
- Phone call home
- Meeting with parents or carers to discuss behaviour
- Simple behaviour contracts
- Report cards where appropriate and understood

All staff within school work from a behaviour management in which we acknowledge our strong ethos of 'behaviour is communication' and respect the fact that for every behaviour presented, there is a reason and a cause, and it's important that we try to work that out with our children. We know they struggle with communicating how they feel and we understand this, so we work with them. This is not a 'quick' approach and it takes time for a child to respond to, and fully understand strategies that will help them better manage their feelings, emotions and the communication of these. We do however, also have a job in teaching the children what is right and wrong, the consequences of behaviours and also the wider sanctions of their behaviour if this was to be repeated in the world beyond the school. The table below has been prepared for staff to follow in order to ensure a clear and consistent approach to consequences. However; it is important to note that consequences will be considered by the Teacher and/or TA and then discussed with Phase lead

to ensure this is the most appropriate action to take. Fixed Term Suspensions and internal suspensions can only be authorised by the Headteacher. If pupils are given a 3rd detention within a half term period, this could result in a one-day suspension under the category of persistent disruption, if this is deemed beneficial to the learning of the child.

In serious instances, when a pupil may need to be suspended the school ensures these interventions are commensurate, and that the pupil will learn from this sanction, otherwise it does not become a beneficial solution to rectifying the negative behaviours seen.

Behaviour	Consequence	Action	Exception
Being unkind or disrespectful to someone – pupils and staff	<p>First time of asking – warning</p> <p>Second time – nearest break time detention – discussed with and authorised by SMT/SLT.</p>	<p>First time – speak with child and remind them of the rules and the need to follow them for all.</p> <p>Next time – detention given at nearest break time. Phase lead to call home to explain.</p> <p>Restorative work carried out in detention and recorded. Perhaps introduce a praise book or reward chart to support or Pastoral support.</p>	<p>No exceptions – children know they need to be kind and respectful to each other.</p> <p>‘Everyone should treat one another with dignity, kindness and respect’. (Behaviour in Schools – Advice for Headteachers and School staff – February 2024)</p>
Not wearing uniform	<p>First time a reminder in the home school book – this will clarify if there are any reasons we do not know of as to why the child is not in uniform, offer our support.</p> <p>Second time – if no valid reason given in the first instance, nearest break time detention - discussed with and authorised by SMT/SLT.</p>	<p>First time - remind the child (if this is appropriate) and write a letter in home school book</p> <p>Second time – detention given at nearest break time. Phase lead to call home to explain and offer support if needed.</p>	<p>We do make allowances for sensory needs such as leggings/tracksuit bottoms. If your child does have a sensory need, please tell us and we will support. We expect that alternatives will be in school colours so they still look smart. Not alternative colours or brands. We offer a lot of uniform options now to cover almost all sensory needs.</p> <p>We appreciate the cost of living crisis and will support where needed.</p>

<p>Not handing in mobile phone, and/or, not switching it off if it is linked to a smart watch – see section 8 on Mobile Phones in Schools</p>	<p>First time of asking – warning</p> <p>Second time – nearest break time detention - discussed with and authorised by SMT/SLT.</p>	<p>First time – speak with child and remind them of the rules, particularly safeguarding, and the need to follow them and protect themselves and others</p> <p>Next time – detention given. Phase lead to call home and explain that your child’s mobile phone cannot come in to school again.</p> <p>A meeting with family to explain the safeguarding reasons around this.</p>	<p>No exceptions – children know they can’t have mobile phones due to safeguarding reasons.</p>
<p>Swearing</p>	<p>First time of asking – warning</p> <p>Next time – nearest break time detention - discussed with and authorised by SMT/SLT.</p>	<p>First time – speak with child and remind them of the rules and need to follow them</p> <p>Second time - detention given. Phase lead to call home and explain that your child is swearing.</p> <p>Restorative work carried out in detention and recorded. Perhaps introduce a praise book or reward chart to support or Pastoral support.</p>	<p>Sometimes this is our children’s response to distress or crisis. We will be mindful of the ‘in the moment’ swearing, compared to the intentional disrespectful swearing. We recognise them both well!</p>
<p>Leaving the room without saying/reason</p>	<p>First time of asking – warning</p> <p>Next time – nearest break time detention - discussed with and authorised by SMT/SLT.</p>	<p>First time – speak with child and remind them of the rules and need to follow them, including safety issues with this</p> <p>Second time - detention given. Phase lead to call home and explain that your child is struggling to remain in class.</p> <p>Restorative work carried out in detention and recorded. Perhaps introduce a praise book or</p>	<p>No exceptions.</p> <p>Only those children on movement breaks and accompanied by an adult need to be out of the room.</p>

		reward chart to support or Pastoral support. Regulation strategies or supported movement breaks needed.	
Destruction to property	First time of asking – warning – if this is appropriate and in line with the level of damage* Next time – nearest break time detention - discussed with and authorised by SMT/SLT. *Depending on level of damage as this is a category for exclusion straight away.	First time – speak with child and remind them of the rules and need to follow them, including safety and financial issues with this Second time - detention given. Phase lead to call home and explain that your child is destroying property.	No exceptions. Damage to property is costing us a lot of money and is a criminal offence in the outside world.
Language or behaviour that is negative towards key protected characteristics and groups i.e. racism, homophobia, sexualised behaviour	Fixed Term Exclusion	Families will be contacted by Phase Leader in consultation with Headteacher to explain sanction Additional work will be carried out with the child and their families to support this.	None – there is no justification for this. At times, children may not be fully aware of what they have said and the implications, however, it is our duty to provide a sanction that will hopefully prevent future misunderstanding and situations.

Strategies to promote positive behaviour:

- House point tokens to reinforce positive behaviour
- Positive behaviour reports/books
- Consistent routines, visual timetables, social stories and symbol prompts
- Warnings and reminders
- Preparing children for change or transition through verbal/visual explanation of expectations
- Tactical ignoring of attention seeking behaviours
- Distraction to redirect pupils and their behaviour
- 'Choice activities'
- Circle Time/ Reflection Time and/or Talkabout
- Reinforcing rules and expectations
- Modelling good/positive/acceptable behaviours
- Positive praise for individuals and the group
- Planned movement around the school and for outside visits

- Shared knowledge of classroom procedures to reduce conflict and confrontation/ de-escalation strategies
- Calm, quiet, organised classroom environment to reduce stress and anxiety
- New beginnings throughout the day/opportunities for fresh starts
- Home visits: preparation for Early Years
- Behaviour Management plans to support pupils
- Personalised table for space for specific pupils

Discipline is administered calmly, without anger and judgement, and works best when it is applied thoughtfully, consistently and where there is a distinction drawn between the poor behaviour and the individual; it is the behaviour and not the pupil that we are disapproving of. A pupil who perceives animosity or lack of respect from a teacher is more likely to react adversely. In the first instance a teacher should attempt to deal with the unacceptable behaviour. This is likely to begin with reminding a pupil if their behaviour falls below acceptable levels, and be increased progressively if the pupil fails to respond. As a school we have a behaviour support chart that staff can refer to when dealing with behaviours, giving them clear guidance as to who to call on and when.

1.7 Working in Partnership with Parent Carers

Good communication and consistency of approach around a child is essential if we are to be effective in changing pupils' behaviour. Regular meetings need to be held with parents and carers of pupils who have behaviour difficulties to exchange information and strategies, and any significant changes in behaviour should be reported to parents and carers as soon as possible.

1.8 Seeking Support and Advice from other Agencies

There will be times when we feel we need to seek advice about a pupil's behaviour. Support is available from the Educational Psychologist, CAMHS, the Consultant Psychiatrist or Community Behavioural Team who may be working with the family or from Social Services who may be involved. All these people have a wealth of experience to offer and referrals can be made through our Deputy Headteachers.

1.9 School Based Support/Behaviour Plans

'The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported' (Behaviour in Schools – Advice for Headteachers and School staff – February 2024)

As school leaders, we have a crucial role to play in making sure all staff understand the behavioural expectations and importance of maintaining them.

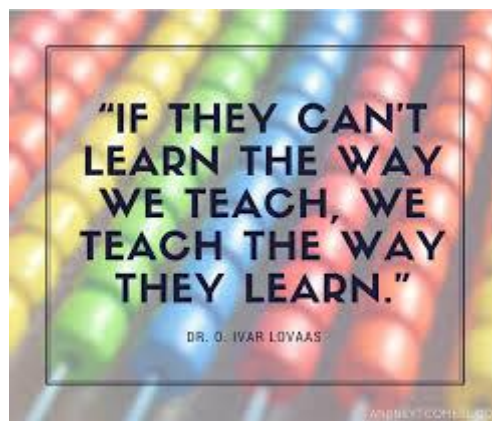
All staff receive suitable and appropriate training in managing behaviours; within the first six months of working with us, staff will receive Team Teach training to support de-escalation techniques and strategies to support children in crisis and prior to crisis. They also receive training in TIS and also ACEs at various points, to help support wider knowledge and understanding. This training provides adequate information on matters such as *how* certain SEND or mental health needs at times affect a pupil's behaviour.

'Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school

culture and how they can uphold the school rules and expectations'. (Behaviour in Schools – Advice for Headteachers and School staff – February 2024)

The Hub is a classroom within the main school building for children who may need a short break out of the classroom environment for different reasons such as regulation, calm, quiet, chance to talk or reflect. The Hub is led by our Pastoral Manager who oversees provisions, interventions and support within the Hub – also offering mentoring and modelling of strategies to other teachers and teaching assistants who can be upskilled to support children in their own class or in the Hub. Our Pastoral Manager, along with SMT and the whole staff, are trained in Trauma Informed Schools. Our Pastoral Manager is also THRIVE trained. Support offered in the Hub could include: a quiet space, sensory input, movement breaks, 'chats', a breakout space to complete work quietly, a sit down or just a drink. The Hub is a space which can be tailored to meet the needs of the child within 'the moment' as it is a fully resourced classroom. All staff are aware of the purpose of this space and The Hub is available for all staff to bring children to when needed. The position of the Hub is important as it is fairly central in the main build.

We believe that every child should be ready to learn and that behaviours should not disrupt this or the ability for others to learn or the teacher to teach. In the first instance, the class team should deal with behaviours as they are the best placed in terms of understanding the child, their needs and what has led to the behaviours being presented. Where staff feel they need further support, they can refer to the Behaviour support chart. Pupils whose behaviour causes on-going difficulties will have an individual behaviour management plan, which is shared with all staff that come into contact with the pupil. These plans are reviewed regularly and their universal approach to management strategies are then consistent for the pupil needing this extra support. Staff are aware that behaviour management plans are shared in the Staff Share area on our system and need to be looked at for this consistent approach to managing behaviours. Behaviour management plans are also kept in the class purple folders 'Needs of the child' folders.



2. Learning to behave

The school aims to provide a calm, safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way pupils learn and their behaviour. Where necessary, pupils may require a limited timetable where they can experience being at school and learning the rules and expectations in readiness for learning.

2.1 Promoting positive behaviour

It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. In order to achieve this aim, all staff at Rigby Hall School will:

- Model exemplary behaviour – be clear about expectations and challenge where these are not seen
- Treat all pupils and adults with respect
- Speak politely to each other
- Build pupil confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise pupil effort and achievements on a regular basis and celebrate success
- Keep parent carers informed about success, efforts and achievements
- Work in partnership with parent carers through regular contact to help improve behaviour

2.2 Defining negative and unacceptable behaviour

The following behaviour is considered as negative and unacceptable at Rigby Hall School:

- Persistently and purposely disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Sexually inappropriate behaviours

2.3 Unacceptable behaviour

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour not the pupil
- Tell the pupil what is unacceptable and why
- Explain how they could have behaved differently in a way that the pupil understands, modelling what they could have done or said
- Try to find out why the pupil is behaving this way
- Staff to follow behaviour management protocol (see table).

3. School Uniform

The Governing Body and Staff at Rigby Hall School believe that uniform plays a valuable role in contributing to the ethos, setting an appropriate tone and instilling pride in the school. Wearing a school uniform supports positive behaviour and discipline, encouraging identity with, and support for the school ethos. It also promotes a strong, cohesive, school identity that supports high standards and a sense of identity amongst pupils. If some pupils look very different to their peers, this can inhibit integration, equality and cohesion. Wearing a uniform protects pupils from social pressures to dress in a particular way. Appropriate hair styles that are not extreme form part of school uniform expectations, as well as keeping jewellery to a minimum. School uniform includes clothing required for Physical Education (PE); this is practical, comfortable and appropriate to the activity involved. The School now provides a child's 'first' PE kit when they join us. Full details of school uniform requirements are printed in the prospectus and in our School Uniform policy.

4 Searching, screening and confiscation

The school has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that school discipline is maintained. Under this authority the School reserve the right to search and screen pupils under the following circumstances and to confiscate items as described below, and will be carried out by the Headteacher or Deputy Headteachers;

- Pupils will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the pupil
- Searching should be carried out by a member of staff who is the same sex as the pupil. There must be member of staff present during the search to act as a witness who should also be the same sex
- There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff
- Parents and Carers will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out
- Parent and Carers will be informed if search or screening uncovers items that will result in school disciplinary action or police involvement - possession of any bladed item on school premises will not be tolerated and is likely to lead to exclusion. Please refer to Exclusions for further information.

4.1 Searching with consent

- We can search pupils for any item with consent from the pupil
- Parents and Carers permission or pre-notification is not required
- We do not require written formal consent in advance of a pupil search; it is enough for a teacher to ask the pupil to turn out their pockets or empty their bag

4.2 Searching without consent

If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned or dangerous item, in the presence of at least two members of staff, a pupil can be instructed to undergo a search without consent; parent carer permission or pre-notification is not required. A pupil refusing to co-operate with a search will be subject to disciplinary measure by the school.

The Headteacher and any staff authorised by the Headteacher have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that the pupil may have any of the following items:

- Knives, bladed items, weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vape
- Fireworks
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property

The teacher will decide when, or if, an item is returned to the pupil. Teachers are protected from liability for damage to, or the loss of, any confiscated item. Teachers are permitted to confiscate items as punishment, so far as is reasonable. Staff are permitted to search electronic devices prohibited by school rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so – this includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break the school rules. Staff may give devices to the Police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

4.3 Confiscation of a banned or dangerous item

School staff can seize any prohibited item found as a result of a search. The school can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes passing

illegal material onto the police. Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable. Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school.

5 Use of reasonable force

School staff have a legal right to use reasonable force to control or restrain. 'Control' means passive contact, such as standing between pupils or blocking a pupil's path, to actively, and in line with training, leading a pupil safely by the arm away from a classroom or difficult situation. 'Restraint' means to hold back physically or to bring pupils under control; for example, where two pupils are fighting or refusing to separate without physical intervention. Reasonable force can be used to prevent pupils from hurting themselves/others, damaging property or causing disorder. All school staff at Rigby Hall School are trained in Team Teach and will always try to use de-escalation techniques prior to physical intervention. Physical intervention is always the last resort where the health and safety of the pupil and/or others are at risk of significant harm. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE: 'The Use of Force to Control or Restrain Pupils'. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself and it is always reasonable, proportionate and necessary. The actions that we take are in line with government guidelines on the restraint of pupils. Staff use de-escalation techniques prior to any form of physical intervention, which is used as a last resort. In all situations staff will act in ways that are reasonable and proportionate. Force will never be used as a punishment and reasonable adjustments will be made to accommodate the level of cognition of the pupil. We do not require parental consent to use reasonable force.



6 Anti-Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.

6.1 What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, disability, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Also using any prejudice-based language is unacceptable. Bullying can be: physical, verbal, online, emotional or sexual. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; we, as a school, have to make our own judgements about each specific case.

6.2 Cyber-bullying

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click of a button.

The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Advice on teachers' powers to search is detailed in section 4 of this policy.

6.3 The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff at Rigby Hall School will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Staff are made aware that behaviours linked to sexting place a child in danger and are trained to provide support in line with the Safeguarding Policy.

6.4 Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to

send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

6.5 Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “*to such an extent as is reasonable*”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school transport, online, outside the local shops, or in town. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police in their local authority. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

6.6 Dealing with bullying

At Rigby Hall School staff, parents and carers and pupils work together to create a happy, caring, learning environment. Bullying in any form will not be tolerated. It is everyone’s responsibility to prevent occurrences of bullying behaviour and to deal with incidents quickly and effectively. Opportunities will be given in meetings to discuss concerns and incidents of bullying behaviour that have been recorded or brought to the attention of staff by the victim, their friends, their parents or carers or other interested people. Our emphasis at Rigby Hall is always on a caring, listening approach as those who engage in bullying behaviour are often victims too – therefore exhibiting bullying behaviour.

Staff at Rigby Hall will:

- Discuss at length with the victim. This will require patience and understanding. Members of staff will LISTEN, BELIEVE, ACT.
- Identify the person(s) displaying bullying behaviour. Find witnesses if possible. Inform a senior member of staff.
- Discuss with the person(s) displaying bullying behaviour. It will be made clear that bullying behaviour is not acceptable at Rigby Hall School.

PSHE, Citizenship, Modern British Values and R.E. lessons, assemblies, Anti-Bullying council, Monday Big Questions, class meetings and the School council will be utilised to reinforce the ethos that Rigby Hall is a ‘sharing’ school where it is right and expected that pupils should have access to an adult of their choice with whom they feel comfortable, to discuss personal difficulties such as bullying – whether it involves themselves or others whom they have witnessed bullying or experiencing bullying acts. Pupils need to be reassured that this is the right and brave course of action.

Within class-based sessions such as Circle Time/ Reflection Time and on an individual basis, work may well have to focus on supporting pupils to develop strategies that help them to learn the social skills necessary to deal with situations they find uncomfortable or distressing on the playground or in the classroom.

School staff will respond reassuringly and promptly when bullying is identified. There is a range of sanctions/consequences available to staff, the appropriate one in each individual case being determined in consultation with staff involved and members of the SLT. The choice of sanctions/consequences will depend on the result of an investigation of the incident and its context.

Sanctions/consequences may include a range of the following: -

- Referral to the SLT
- Implementation of the school's discipline procedures
- Discussion with the parents or carers of all pupils involved (victim and perpetrator)
- Withdrawal of activities/privileges
- Fixed term suspension from the school
- A programme of support and remedial education/de-briefing designed to support both the victim and perpetrator

In order to identify incidents of bullying and the identities of those who display bullying behaviour at Rigby Hall we have agreed to carry out the following strategies:

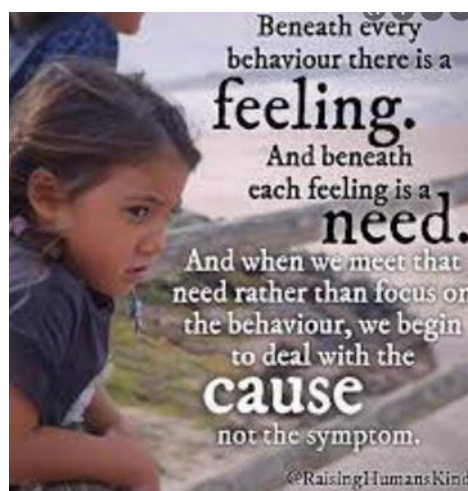
- All staff will watch for early signs of distress in pupils
- All pupils know and understand that they can/must tell a member of staff
- All staff to Listen, Believe, Act
- Staff will talk to pupils about a range of different strategies to use

6.7 Safeguarding children

If staff consider that there may be Safeguarding issues, on investigation of any incidents of bullying, they must immediately inform the Headteacher or Senior Designated Person. Confidentialities in investigations cannot and will not be guaranteed to pupils if there is a Safeguarding issue involved, although all staff will endeavour to protect the identities of anyone giving information which assists the investigation, provided they are not at risk themselves.

6.8 Prevention

Rigby Hall's response to bullying does not start at the point at which a pupil has been bullied. A well-defined programme of study is in place across the school that includes talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.



7 – Behaviour Incidents online

At Rigby Hall School, we agree with, and follow the principles as set out in ‘Behaviour in Schools – Advice for Headteachers and School staff – February 2024’; *The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school’s response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.*

Where incidents online occur, it is the school’s opinion that Parents or Carers take responsibility for this, and ensure they have safeguarded their child as much as is practicably possible. Where this online behaviour directly impacts on the smooth running of the School, then decisions will be made around the most appropriate response or sanction, should we need to get involved.

8 – Mobile Phones in School

At Rigby Hall School, we adhere to the main principles and guidance from the DfE document ‘Mobile phones in schools’.

Our pupils do not need their mobile phones in school. The majority of our children are transported in by either LA transport or families.

We appreciate our children may need phones in order to regulate on their transport and occupy themselves. Beyond this, they are unnecessary in school. We need to ensure a calm, safe and secure environment in which our children can learn and mobile phones risk unnecessary distraction, disruption and diversion. We do not allow the use of mobile phones for the pupils during the school day as this poses a safeguarding risk to others.

If children do bring in their mobile phones, the expectation is that mobile phones are turned off (to disable the use of smart watches) and handed in on arrival to school and therefore, this sets the standard and expectation that mobile phones should not be accessed during the school day.

Staff will enforce this mobile phone policy.

Pupils will adhere to this mobile phone policy and understand the sanctions that are associated with non-compliance of handing in their phones and usage during the school day.

Parents and carers have an important role in supporting the school with this policy and should encourage their child to hand in their phone as soon as they get to school, if they need them in School at all.

9 – On-site internal exclusions

An area of the school has been set aside to support children who may require an internal suspension. Following revised behaviour management, behaviours that are continuous and purposeful and continue after a warning, restorative work and 3 detentions may require either an internal or an external suspension. The nature of where this suspension takes place (home or school) is decided by the Headteacher on a case-by-case basis. If it is known that a child may not benefit from having a suspension out of school (e.g. not completing work at home, history of no beneficial impact on behaviours or parents unable to care for children at home), it may be deemed more appropriate for the child to have an internal suspension. Using an existing, fully resourced internal suspension facility within the school grounds, children can access learning with a teacher or the Pastoral Support Manager, away from the main area of school and their peers. Doing this, gives support to the child to complete their education, whilst being separated from their main cohort and environment, giving time for restorative practice and a chance to learn from their behaviour. Internal and external suspensions can only be given by the Headteacher, and follow procedure. Children who access internal suspensions are required to complete work set for them by their teacher, alongside restorative work regarding the behaviours presented.

9.1 Suspension from school

We do not wish to suspend any pupil from school, but sometimes this may be necessary. Suspensions are always the last resort that we use and are only ever put in place if we believe the child will learn from the experience of being suspended. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'. We refer to this guidance in any decision to exclude a pupil from school.

9.2 Who can suspend a pupil at Rigby Hall School?

Only the Headteacher (or the acting Headteacher) has the power to suspend a pupil from school. If the Headteacher is absent then one of the Deputy Headteachers may exclude in consultation with the Headteacher. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term suspension into a permanent exclusion if the circumstances warrant this.

9.3 The process of suspension and permanent exclusion

1. If the Headteacher suspends a pupil, a member of SLT must inform the parents or carers immediately, giving reasons for the suspension.
2. All suspensions will be formally notified in writing to the parents, and where appropriate a copy sent to the Chair of Governors. All suspensions will be recorded electronically in order to inform the LA, indicating brief details of the offence, the period of suspension, the right of parents and carers to appeal, where appropriate details of work set, and the date for re-admission.

3. The LA and Chair of Governors will be informed of a permanent exclusion within one school day.
4. In all cases parents or carers have the right to make representations to the governing body (or discipline committee) about a suspension or permanent exclusion and the governing body must review the decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion parents and carers have the right to request that an independent review panel reviews this decision. Parents and carers may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.
5. The governing body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher. The governing body's discipline committee which is made up of between three and five members consider 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 parent carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
6. Where a pupil is given a fixed term suspension of 5 days or longer, the school will arrange suitable full time educational provision from and including the 6th day of the exclusion. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.
7. Where it is appropriate, support will be provided for suspended pupils during suspensions (e.g. by the provision of work and homework). It is the responsibility of the parents and carers to return work to school. Work is matched appropriately to the pupil's needs.
8. During the initial period of up to 5 school days, the parent or carer of the suspended pupil must ensure that he/ she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent or carer.

9.4 Reasons for suspensions

Fixed term suspension from school will be used as a sanction where breaches of the behaviour policy take place. Permanent exclusion will be considered for the following:

- Use of or possession of weapons - it is a criminal offence to carry an offensive weapon in or around a school's premises and in the majority of cases a 45-day exclusion will be the most appropriate course.
- Drugs possession or dealing - The Governing Body has indicated that the punishment of a 45-day exclusion is likely to be applied to the possession or supply of illegal drugs on school premises or if a student comes to school under the influence of illegal drugs.
- During this period of time the school will convene an Emergency Annual Review to consider whether it can continue to meet the pupil's needs.
- Serious threats of and actual significant violence
- Bullying – online or in person
- Persistent and serious breaches of the school behaviour policy
- Where the school believe that a pupil's presence in the school represents a serious threat to others

10 Monitoring and review

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is given a permanent exclusion. It is the responsibility of the governing body to monitor the frequency and duration of suspensions, and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.