

Rushbury C of E Primary School

Behaviour Policy

2025-2026



Good behaviour is essential if effective teaching and learning is to take place. The purpose of this policy is to ensure a high standard of pupil behaviour is achieved and maintained so that all pupils can realise their potential.

Aims and expectations

Rushbury School aims:

- to provide an environment in which both pupils and adults feel safe, positive and happy
- to maintain conditions which enable effective teaching and learning to take place
- to promote behaviour which is acceptable and appropriate and incorporates sensitivity towards the feelings and rights of others, including the right to learn
- to create a positive environment which itself is resistant to unacceptable behaviour and encourages initiative, responsibility and sound relationships.

We teach British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

As a Church of England school we also promote Christian Values as well as universal human rights. Our values, which we endeavor to live out in everything we do in school, are: Curiosity; Respect; Perseverance and Friendship.

Encouraging good behaviour

We all need praise to raise our self-esteem. If we feel good about ourselves, we perform better and achieve our potential. The school prides itself on the excellent conduct of the

pupils, nearly all of the time.

Pupils are complimented on their good behaviour and high standards are commented on in a positive way. Throughout the school we use a range of rewards, varying according to the circumstances or age of the pupil.

Ready, Respectful, Safe

Rather than sets of class rules, our pupils ensure that they are 'Ready, Respectful and Safe' for all aspects of school life. Staff take time at the beginning of each academic year (as well as at other points) to highlight what this looks like at Rushbury. Pupils play a full and active part in this process through discussions and PSHE lessons. Every pupil will be able to articulate what 'Ready, Respectful, Safe' looks like at Rushbury School and also model it consistently, including when on school trips and off site.

Inappropriate behaviour is discouraged by:

- Ready, Respectful, Safe reminder
- praise and reward other children for 'doing the right thing'
- making eye contact and waiting for the child to listen
- giving children responsibilities
- non-verbal – shake of the head, frown
- move – isolate within class
- potential suspension/removal from positions on school council/Rushbury Rotakids
- temporarily/permanently sent to another class
- sent to Headteacher
- Note/phone call/letter home – Homework diary/Home-link book (if in use)
- working closely with other agencies
- Exclusion for a defined period of time
- Permanent exclusion

When determining a sanction, a child's age and level of understanding should be considered. Serious consequences will result if the following behaviour is substantiated:

Violence or the threat of violence;

Hate-related incident (e.g. racism or homophobia) with such incidents also being reported to the local authority;

Bullying or intimidation;

Discrimination on grounds of: sex, gender, disability, race, colour, sexual orientation.

SEND and behaviour

If a pupil's behaviour is directly related to a special or medical condition then a consequence may not be appropriate.

Physical Restraint

Rushbury primary school's policy for de-escalation and positive Intervention

We are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of positive intervention which may need to include reasonable physical contact by staff. Reasonable is defined in National Guidance as: What a reasonable parent would do. Our policy for physical intervention is based upon the following principles:- physical intervention should be used only as a last resort when other appropriate strategies have failed. Any physical contact should be only the minimum required. Physical intervention must be used in ways that maintain the safety and dignity of all concerned. Incidents must be recorded and reported to the headteacher as soon as possible. Parents will be informed of each incident.

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

2. We aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'duty of care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment. Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger or harm should be used, in accordance with the guidelines below. In all circumstances,

alternative methods should be used as appropriate with physical intervention or restraint as a last resort.

When physical restraint becomes necessary:

Do

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

Don't

- act in temper (involve another staff member if you fear loss of control)
- involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- twist or force limbs back against a joint
- bend fingers or pull hair
- hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck or chest, leaning forward at the waist, or face down on the floor
- slap, punch, kick or trip up the pupil
- use physical restraint or intervention as a punishment

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