



Rudston Primary School

Behaviour Policy

Date: September 2020

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved by Governors: September 2020

Review Autumn Term 2021

Our Mission Statement:

To develop a love of learning,
enabling all children to reach
their full potential.

* Respect * Resilience *

* Responsibility * Enjoyment*

* Challenge*

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Behaviour Policy

This policy contributes to the safeguarding of our children and is underpinned by our safeguarding statement:

“Rudston Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”. (Safeguarding Children and Safer Recruitment in Education)

This policy should be read in conjunction and by referring to the various policies and guidelines of Liverpool Local Authority and parents should also refer to the School Prospectus and the Home/School Agreement.

INTRODUCTION

This policy will be reviewed during the 2020/2021 academic year to further reflect our commitment to improving mental health and wellbeing in school and recognising this as integral to good behaviour around school.

RATIONALE

Rudston School seeks to maintain a positive ethos for all pupils, with staff providing good role models of behaviour to help develop such an ethos and encourage constructive relationships with and between the pupils. Pupils will value relationships, routines and property only when they feel that they themselves are valued. Staff will set high standards and are required to work with and deal with pupils sensitively and with an awareness of individual need, giving all pupils the respect to which they are entitled by law. The school rules, class charter and the Behaviour Reward System (appendix i.) will be used to underpin and reinforce positive behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Home and School Agreements will promote this policy.

At Rudston all staff continuously work to establish positive relationships with all pupils, and seek to acknowledge and promote positive behaviour. We realise that for many pupils' problems and frustrations in communication can lead to behaviour difficulties, and we seek to develop relationships in which pupils can interact purposefully, learning positive ways of communicating with others.

Our school aims to provide a happy and secure environment for all those who work in, or visit it.

At all times every adult member of the school community shares all responsibilities.

Entitlements

1. Each child is entitled to develop personally and academically within a safe environment according to the principles of care for oneself and others.

2. Each child is entitled to be developed 'as a whole person,' with regard to personal, social and emotional as well as academic development.
3. Each child is entitled to develop the skills of dealing with other people and to appreciate that different people have varying beliefs and needs in accordance with our Mission Statement.
4. Each child is entitled to be guided in the understanding of society and his/her responsibility in it for his/her responsibility in it for his own and others well-being.
5. Each child is entitled to have clearly defined models of behaviour and codes of practice on which he/she can develop as a self-disciplined individual

Aims

1. To enable the children to develop fully as responsible members of society by gaining self-respect and respect for others and the environment. The child should develop a clear understanding of self-responsibility and responsibility for others. He/she should listen with care to the views and opinions of others and value them. They must acknowledge that each and every person in the community has a personal part to play and that every individual's talents are to be valued and enjoyed. They must recognise that they must support each other and nurture each other's self-esteem.
2. To enable children to develop a clear idea of right and wrong and to develop a clear understanding of the consequences of negative actions, both for themselves and for others.
3. To ensure the safety and well-being of all individuals, to enable effective teaching and learning to take place in an atmosphere free from fear and intimidation. To this end the school develops codes of behaviour to enable it to function as a caring and responsible organisation.
4. To ensure that on occasions when an injustice or injury has been done that time and space is provided in which individuals are able to reflect on their actions and, where relevant, make reparation through providing support and comfort.
5. To ensure that we all fulfil our responsibilities by keeping the school rules.

Responsibilities

At Rudston we strongly believe that we should seek to understand pupils through their behaviour and not label them according to their conduct. Responsibility for good behaviour rests with all of us, teachers, support staff, parents, children and can only be achieved with the coordinated efforts of all those people. Everyone is responsible for the children at all times and so a positive environment will only be achieved by a concerted and coordinated approach.

The Headteacher has overall responsibility for the children at all times though this may be delegated to the Deputy Headteacher or other assigned individual as circumstances necessitate.

More specifically, the class teacher will have particular responsibility for his/her assigned class of pupils and for their welfare and wellbeing.

At playtime the specific responsibility rests with the class teacher until the children are on the playground and then the responsibility rests with the 'teacher on duty.'

At dinner time the responsibility lies with the supervisory assistants.

At home time the class teacher and support staff are responsible until the children leave the school premises.

The child also has the responsibility for ensuring that his / her behaviour is in accordance with the School Mission and the procedures as set out around the school and in the school rules which are circulated as part of the School Prospectus (Home/School Agreement).

All behaviour concerns should be logged by staff using the CPOMS system, alerting the relevant staff members (class teacher, phase lead, etc.).

School Rules

The school's expectations are implicit in the School Prospectus. The Headteacher and all adults strive to reinforce these through their own example and in the way in which the school is managed and run. The main core of rules are as follows:

- We are friendly, polite, helpful and show respect
- We are honest
- We try hard and always work to the best of our ability
- We listen to all members of staff and try to cooperate
- We take care of school property and our own and others' belongings
- We move around the school in a safe, sensible way

At Rudston all staff and pupils have the responsibility to be:

- Respectful and tolerant of each other's needs and abilities.
- Careful and considerate towards each other, and all school property and facilities.
- Respectful of everyone's right to equal opportunity.

Based on this each class devises its rules and guidelines alongside their class teacher and set them out in a class charter, which feeds into the reward system.

These expectations, obligations and responsibilities are embedded in the Home/School Agreement. These will be shared and agreed by parents at the first parent meeting with the class teacher.

Positive Behaviour

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school will teach the a PSHE curriculum alongside mental health and well-being, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Well-being

assemblies will also promote and celebrate these skills. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate good behaviour. The time spent delivering well-being reinforces opportunities to practice skills needed to develop positive relationships. Through the PSHE curriculum the fundamental rights of all those in school are also reinforced.

Praise and Reward:

Please see Appendix (i) for the reward system to be used for pupils.

The use of praise as a positive method of encouraging good behaviour works very effectively with children. Principles of positivity and encouragement should always be used and should be in such a form that the child recognises the outcome of his/her good behaviour and can take credit for it. We will recognise that attention to good behaviour usually elicits a positive response from the child who generally feels successful and good about himself/herself for having made a positive achievement in the eyes of his/her peers and in the eyes of the teacher. It should also reinforce the general school guidelines and school rules for the other children who see a reward for a particular type of behaviour. Praise will be in the form of certificates, 'a mention at the Celebration Assembly,' Headteacher Awards, Dojo points, postcards home to parents, marbles in jar, Star and Work of the Week.

Misdemeanours

It is important that a consistent and even handed approach is made in response to misdemeanours. Sometimes they could be isolated incidents whilst at other times they could be symptomatic of deeper problems in the child. It is important, therefore that any decisions on dealing with them should be made in the full knowledge of the child's background and character. These will be well known to the class teacher but to other individuals they may not be as apparent and so reference should always be made to the person who deals most frequently with the individual before any action is taken i.e. ongoing communication is the key.

More difficult problems should be dealt with by asking the child what they are doing and why. They should work out with the child if it is against the rules and then try to act jointly with the individual to work out how the problem is to be resolved. It may be as simple as an apology or, in some cases, it may be deemed necessary to take further steps.

Repeated negative behaviour will be reported initially to an identified member of the S.L.T and ultimately to the Headteacher and to parents. Action will generally involve a report being kept between home and school and a frequent report to the Headteacher to ascertain whether or not improvement in behaviour has occurred. It is vital that parental support is in evidence for any report system to be effective.

A record of any reported behaviour should be kept using the school CPOMS system in order for appropriate intervention to be taken.

Unacceptable Behaviour

This school sees certain types of behaviour as unacceptable and these must always be discouraged. Such behaviour includes:

- Any form of violence
- Bullying (See Anti-Bullying Policy)
- Racial harassment
- Sexual harassment
- Vandalism
- Rudeness
- Bad Language
- Uncooperative behaviour (Refusal to follow school rules)

(Refer also to child Protection and Safeguarding Policy)

The school community is expected to report such behaviour and to work together to eradicate it. Such incidents are recorded and parents are informed. Repeated incidents are reported to the Headteacher and she will interview the child and parents and, if deemed necessary, will put the child on 'report' which will involve a detail of what occurred, the agreed method of dealing with it, which will generally involve reporting to the Headteacher frequently and a record kept between school and home, and a set date for a review to work out whether the set targets have been achieved and whether or not the child has modified his/her behaviour.

Very serious misdemeanours will involve outside agencies such as Police and Social Care Department and will be logged against a child's record. When there is a serious issue with a learner's behaviour, the Headteacher will, where appropriate, involve outside agencies. In extreme cases, a learner's behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

Sanctions

Use of sanctions is discouraged and they are only to be used if it is judged that they will act as an efficient method of helping to improve behaviour. When they are employed they must match the misdemeanour.

Support for Parents/Carers in developing their child's social emotional and behavioural skills

Any School works in partnership with parents in all aspects of their child's learning. Class teachers can offer support to parents and parents are always involved when their child has poor mental health or is at SEN Support of the SEN Code of Practice or has an Education Health Care Plan.

Positive Behaviour Management

At Rudston, we endeavour to provide a stimulating and enjoyable learning environment for all pupils, as we recognise that some negative behaviour exhibited in the classroom can be as a result of low mood, poor mental health or frustration at the inability to access a task.

In order to achieve effective learning and positive behaviour management at Rudston the following must be carefully considered, planned for, put into practice and regularly evaluated:

- A positive, calm and purposeful classroom tone
- Positive and realistic expectations about learning and learning outcomes which consider the needs of all pupils
- The appropriate use of visual timetables, objects of reference and/or other suitable tools for enabling each child to know what is happening during the day
- An attractive, tidy, well-cared for environment
- A well-planned environment which pupils can navigate without unnecessary barriers
- An environment which gives thought to the needs of the children within that classroom e.g.; visual stimulation levels through displays.
- Classroom organisation and planning for teaching in individual, small group and whole class group sessions in relation to individual needs, staff strengths, space and curriculum content.
- Developing communication systems between all staff through use of regular meeting times to ensure consistency of approach.
- Actively encourage positive interactions to develop mutual and reciprocal relationships.

The following actions are prohibited at Rudston Primary school:

- Manhandling of pupils
- Shouting at pupils, other than in an emergency in order to ensure the safety of the pupil, another child or member of staff
- Using a threatening physical presence, gesture or tone of voice

All staff are also asked to:

- Avoid confrontation
- Not over-react
- Be fair (take time to establish the facts and must deal with the situation in a fair manner)
- Avoid the use of Punishment to motivate
- Avoid potential negative behaviour situations (e.g. movement through the school, poor supervision, boredom and poor motivation).
- Encourage good manners (children should be taught to talk to each other respectfully, avoid incorrect language and insulting talk and never use bad language of any kind).

EQUAL OPPORTUNITIES: The School operates an Equal Opportunities Policy which pervades the whole of its life and affects everyone who works there regardless of gender, race, special needs or creed. Fairness and equanimity in treatment is the watchword.

Staff development

The school uses professionals to provide whole school INSET as required and staff are also informed of relevant courses being run by LAs Continuous Professional Development Service. Staff are encouraged to attend any relevant network groups and disseminate information to staff in regards to Mental Health and Wellbeing / PSHE / behaviour. The behaviour lead, SENCO or other members of staff may also provide in house training. Wellbeing and PSHE activities are discussed and shared during the staff meeting of each year in order to prepare for each theme. Supply Staff are given a copy of the Behaviour Policy and the rewards and sanctions available to them are clarified. All staff and visitors are made aware of the policy by the Deputy/ Assistant Head/ SBM who will identify and arrange any additional training required.

Monitoring

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year and is formally reviewed, along with the principles that underpin it, every two years. The policy is monitored less formally via staff meetings each term and annually by the subcommittee from the governors. Rewards and sanctions are monitored half termly by the Head teacher. The review breaks down the rewards given into the following categories- age, ethnicity, gender and SEN and disability

A copy of this policy will be available on the school website. The policy is given in full to all parents of children who are starting at Rudston primary School if they request it. A paper copy of the policy is in the staff policy file and the policy file for governors.

Any complaints arising from the implementation of this policy should be addressed to the Deputy Head teacher in the first instance and then to the Headteacher.

OUTCOMES

Positive behaviour is the foundation for a caring, well-motivated and effective community in which the individuals have a clear idea of their self-worth, the worth of others, their roles and responsibilities and the aims which they are striving to achieve. This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote community cohesion.

Covid-19 Amendments

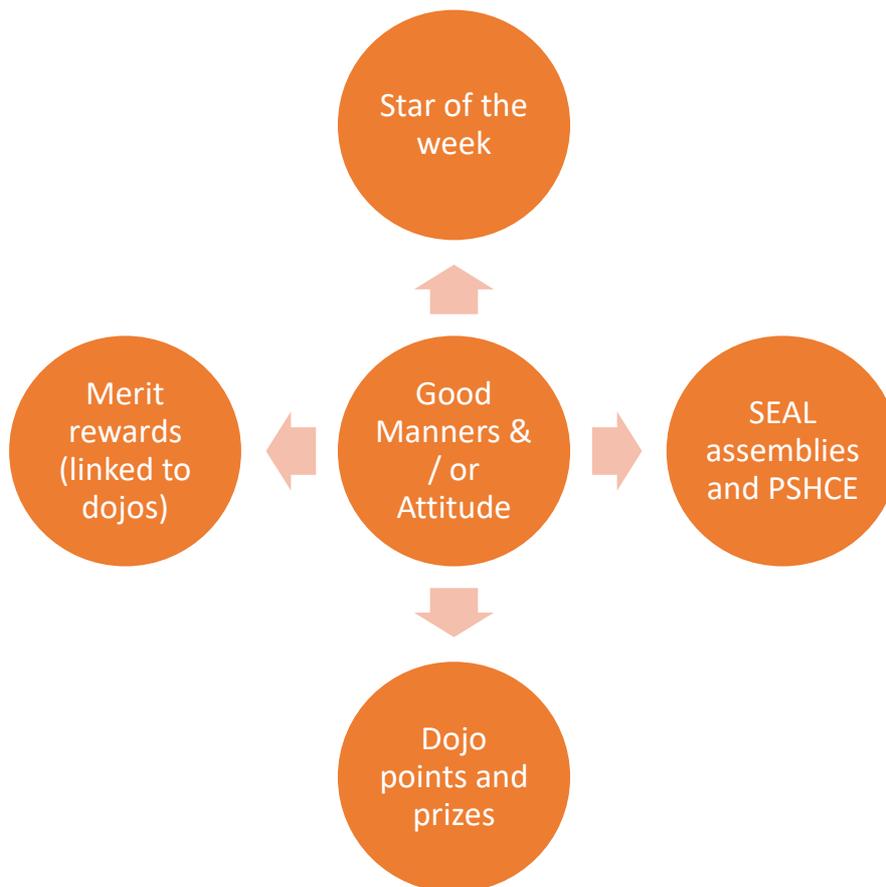
In response to the global pandemic additions to the policy apply (see appendix ii).

Appendix (i)
Rudston Primary Behaviour
System

Behaviour and wellbeing are the foundations for a caring, well-motivated and effective community in which the individuals have a clear idea of their self-worth, the worth of others, their roles and responsibilities and the aims which they are striving to achieve.

Each class discusses and develops a 'Class Charter'. This guides the children with agreed expectations of behaviour in their class. All the children sign to agree this charter and this will be displayed in the classroom. By following the class and school charters, along with positive praise and encouragement, there are rewards as set out below:

1. Good Attitude, Manners &/or Exceptional Performance Rewards



2. Good Work Rewards



2. Good Behaviour Rewards



Dojo points & Stickers from Head teacher or SLT: Exceptional behaviour/ work/ action

- **Rewards are awarded when Dojo milestones are reached (25, 50, 75 and 100 points).**
- **Children work collectively to fill a jar with marbles. When they do so they can select from a pre-agreed list of class rewards.**
- **Star of the Week: Linked to Rudston Core Values**
 - **Respect**
 - **Responsibility**
 - **Resilience**
 - **Challenge**
 - **Enjoyment**
- **Work of the week. A pupil from each class chosen in recognition of good classwork (this can be for any subject or lesson but may be related to specific curriculum focus e.g. writing).**
- **Merit badges are awarded when a child reaches 100 Dojo points (EYFS to Year 4). Excellence ties are awarded when a child in Year 5 reaches 100 Dojo points and are worn for remainder of time at Rudston Primary School. Rudston Merit badges are awarded for Year 6 children achieving 200 Dojo points during years 5 and 6.**
- **There will be an awards evening held at the end of the academic year for Year 6 pupils who have been selected for a variety of awards/ certificates/ trophies and achievements. Parents and carers of these pupils will be invited in to an awards ceremony with staff.**

Appendix (ii)
Behaviour Policy - Covid-19 Addendum May 2020

At Rudston Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Behaviour into Practice Policy, Anti-Bullying Policy, and Online Safety Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time. Children will be dropped off by their parent/carer and will wash their hands before entering their designated bubble, keeping a 2m distance from any other individual.

At home time, children will leave the building from their designated exit as per the timetable. They will leave one at a time when their parent has come to collect them, again keeping their distance while waiting in the corridor.

Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow one way systems and ensure they stay 2m from peers and adults. Children will follow an adult from their bubble on their designated route.

Hand washing and Hygiene

Children and staff will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering classroom, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue and tissue should be immediately placed in a bin. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Children in Y1 to Y6 will have their own table with chairs spaced 2m apart. When all children enter their bubble, they will be expected to go straight to their table or designated space and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats. Children will not use their individual trays; all equipment will be placed in individual plastic wallet and left on table.

Teachers will ensure that pupils, wherever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (also see below). We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each bubble will only use designated toilets. Children will be supervised and encouraged to use the toilets two at a time. When a child has finished in the toilet they must wash their hands. Marks will be placed at sinks at support social distancing.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

Rewards

The class dojo system will not be in use during Covid-19. Children, instead will be given beads in the jar (placed in jar by teacher) as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and the child's place in school could be revoked.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. Individual plans will be in place to support these children.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need or anxiety and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies.

Pupil's working from home.

Pupils at home should make every effort to engage in the remote learning provided by school, if there are any reasons pupils are unable to complete work school should be informed.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Annex A

Principles for children

- Children will be expected to tell a member of staff immediately if they are unwell and are exhibiting signs of Coronavirus.
- Children must have a responsibility for all their own equipment e.g. water bottles and ensure that these are not shared with other pupils.
- Children must move around school following signs to show direction of travel and remain close to walls in corridor areas
- Children must wash their hands before they enter the classroom – start of day, after breaks.

Principles for staff

- Staff will not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
- Staff will clean their hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Staff will use the 'catch it, bin it, kill it' approach.
- Staff will avoid touching their mouth, nose and eyes.
- Staff will clean frequently touched surfaces often using standard products, such as antibacterial spray and wipes.
- While teaching staff will modify their teaching approach to keep a distance from children in the class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Staff should not call pupils to the front of the class or go to their desk to check on their work if not necessary.
- Staff will help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- Staff will prevent your class from sharing equipment and resources (like stationery).
- Keep your classroom door and windows open if possible for air flow.
- Staff will limit the number of children from the class using the toilet at any one time.
- Staff will limit their contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms. Staff are to limit time in staffroom to 15 minutes.
- Staff to use their own cup and ensure all eating utensils are placed in the dishwasher after use.
- Make sure you've read the school's amendment to the behaviour policy and risk assessment and know what role in it you're being asked to take.