



Rudston Primary School and **Bright Stars Nursery**

Behaviour Policy September 2021

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

**Approved September 2021
Review Date: September 2023**

Rudston Primary School

Behaviour Policy 2021-2023

‘Dream, Believe Achieve’ is at the heart of our school and we live it out every day – it permeates every aspect of school life. We want to work together to support our children to achieve their full potential as confident, independent, proactive and concerned citizens of the 21st Century.

Our Core Values are at the hearts of our Behaviour Policy

Respect, Resilience, Responsibility, Enjoyment and Challenge

The Aims of this Policy are to:

1. Provide a consistent approach to behaviour management
2. Outline how pupils are expected to behave
3. Define what we consider to be unacceptable behaviour, including bullying
4. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
5. Outline our system of rewards and consequences

Day to Day this will:

- Enable pupils to learn
- Raise levels of attainment
- Increase self-esteem
- Reduce bullying
- Allow teachers to teach

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

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.

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 teach the 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.

At Rudston Primary School all staff will:

- Provide a safe, happy and supportive environment
- Promote a whole school approach to behaviour with an emphasis on prevention and proactive early intervention
- Develop a supportive educational environment for all students
- Be positive
- Be calm
- Focus on well behaved pupils
- Focus on what the pupils should be doing
- Be non-confrontational
- Give pupils escape routes
- Be consistent
- Understand - you make a difference and your actions will determine whether pupils behave or misbehave

Behaviour Management Techniques used at Rudston Primary School:

- Tactically ignoring the behaviour by reinforcing positive behaviours
- Non-verbal privately understood signals eg thumbs up
- Casual comment eg "great spellings"
- Positive Modelling

- Rule reminder
- “When...Then....” “Now, next” statements
- Redirection
- “What should you be doing?” “Why are you here?”
- Partial agreement - “Maybe, but...”
- Double what – “What are you doing?...What should you be doing?”
- Withdrawal/removal/cool off

The Negative Effects of Low Self Esteem:

- i. Pupils with low self-esteem are likely to underperform and display inappropriate behaviour. Give up on work
- ii. Avoid work
- iii. Reluctant to attempt new tasks
- iv. Constant attention from teacher/adult
- v. Greater risk of bullying others
- vi. Greater risk of being a victim of bullying

Evidence suggests that many children who behave badly in school are those whose self-esteem is threatened by failure. They see academic work as unwinnable. They soon realise the way to avoid learning is not to enter the competition.

What is misbehaviour at Rudston Primary School:

Includes not following the school rules as set out above including:

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

Serious misbehaviour is considered to be:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. *These include knives or weapons; stolen items; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)*

At Rudston Primary School we take Bullying very seriously. The definition of bullying is as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Emotional: Being unfriendly, excluding, tormenting

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence, Racial taunts, graffiti, gestures

Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal: Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Positive Rewards:

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

- Teachers, LSPs and staff congratulate children;
- Teachers and LSPs give children dojo points and stickers;
- Children share their good work with other adults and members of SLT.
- Each week teachers nominate a child from each class to be 'Star of the week' and 'Work of the Week' receiving a certificate in the school assembly which is also celebrated via the school Twitter.
- Dojo Prizes can be won, including: 'Prize Box', Merit Badges, Certificate home, excellence tie.
- Marble Jar Whole Class Reward
- Hot chocolate award

The school acknowledges all the efforts and achievements of children, both in and out of school. We will celebrate successes in assemblies and through our school website and Twitter School Page.

Dojo Reward Chart

25 Dojo points – certificate

50 Dojo points – prize

75 Dojo points – postcard home

100 Dojo points – Merit badge (Reception to Year 4), excellence tie (Year 5 or Rudston merit badge (Year 6)

Consequences:

There are times when children do not follow the school rules, and at these times a child may receive a consequence. This is a time to reflect and understand their behaviour.

A child will first receive two direct verbal warnings from the teacher or staff member, highlighting correct behaviour.

If behaviour does not show improvement and a child requires a third verbal warning the following may occur:

- Time out in another class.
- Pupils will be ‘benched’ during break, where they are either walking with an adult to get fresh air and exercise instead of playing with their friends or sitting on a bench safely under the supervision of an adult.
- A meeting with their Phase Leader.

Parents/Carers will be called and involved if behaviours fail to show improvement:

- Children will attend ‘Reflection Group’ during Friday lunch time with a member of the SLT in order to discuss their behaviour and steps to move forward.
- Behaviour Report Card
- Internal exclusion
- Fixed term/permanent Exclusion – this can only be authorised by the headteacher.

Roles and responsibilities

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school’s statement of behaviour principles. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

The Learning and Wellbeing Mentor plays a key role in managing pupil behaviour, especially when incidents occur. She is ideally placed to talk to the child/ren regarding an incident to find out exactly what has happened, report back and liaise with staff and parents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Physical Intervention:

- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Physical contact used will only ever be the minimum required
- Physical intervention is used in ways that maintain the safety and dignity of all concerned
- Incidents are recorded and reported to the headteacher
- Parents are informed of each incident
- Only trained members of staff (SLT) are permitted to use Physical Intervention.
- Staff will only restrain a child if they are putting themselves or others in danger.

Please refer to the DFE Use Of Reasonable Force Guidance July 2013

Power to search without consent:

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by a member of the senior leadership team, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Confiscation of items:

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous-illegal items.

Pupil Conduct Outside The School Gates:

In line with DFE guidelines, we have set out below our response to behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed.

Examples of such ‘off-site’ activities include when a Rudston pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing their school uniform or in some other way identifiable as a pupil at the school.

In addition to this, the same procedures apply when incidents outside of school:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases, school can only discipline pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member.

Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour.

Record Keeping:

All staff must record behavioural incidents using the online CPOMs System.

Meetings will take place with teachers, Senior Leadership team, SENDCo and Learning and Wellbeing Mentor if there is concern over a child’s behaviour. It may be necessary to liaise with external agencies to support the child.

The class teacher reports to parents about the behavioural attitudes alongside academic progress of each child in their class, in line with the whole-school policy.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, this contact must be recorded on CPOMs and shared with the Phase Leader.