



Rudston Primary School

Behaviour Policy September 2023

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

**Approved September 2023
Review Date: September 2025**

Rudston Primary School

Behaviour Policy 2023-2025

'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 value and respect everyone in our community and work as a team to:

- Support our children to achieve their full potential
- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Our Core Values are at the heart of our Behaviour Policy

Respect, Resilience, Responsibility, Enjoyment and Challenge

This policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of pupils is paramount.

- ❖ Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect, it is not primarily concerned with rule enforcement.
- ❖ We treat all children fairly and apply this behaviour policy in a consistent way, whilst bearing in mind the needs of individuals.
- ❖ This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- ❖ The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.
- ❖ The policy also aims to develop pupils' learning behaviours so pupils complete assigned work.
- ❖ This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site.

The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

We aim to:

Create a positive climate with realistic expectations.

- Emphasise the importance of being valued as an individual within the group.

- ☐ Promote, through example, honesty, respect and courtesy.
- ☐ Provide a safe, caring and effective learning environment.
- ☐ Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.
- ☐ Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability
- ☐ Show appreciation of the efforts and contribution of all.
- ☐ Promote citizenship with an understanding of rules, rights and responsibilities.

Day to Day this will:

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

Rewards and Consequences

Rewards

We praise and reward children in a variety of ways:

- Staff praise pupils for their positive contributions.
- We give special recognition in assemblies for consistent good work or behaviour (stars and work of the week), or to acknowledge outstanding effort or acts of kindness in school (childrens nominations for hot chocolate award).
- Dojo points are used consistently across the school to celebrate children who demonstrate the weekly core value. The focus core value is share the previous week as part of the online celebration assembly. Any adult in the school can award a dojo point for demonstration of the weekly core value.
- Shout out cards to celebrate good effort and behaviour. Cards are awarded by all staff and displayed outside the classroom and taken home at the end of term.
- ☐ 25 Dojo Points – child receives a certificate
- ☐ 50 Dojo Points – child receives a prize from Miss Walters or Mrs Mulvaney
- ☐ 75 Dojo points – children has a postcard sent home
- ☐ 100 Dojo points and child receives merit badge, or excellence tie in Year 5
- Certificates and badges are given in the school assembly for 100% attendance at the end of every term with raffle to celebrate children achieving attendance of 97%+
- Marbles in the jar are awarded to individuals and groups of children who demonstrates positive behaviours and attitudes
- Acknowledgements of pupils' achievements outside school are also shared via Twitter

To ensure a safe and positive learning environment, we employ consequences appropriately to each individual situation. We separate the child from the behaviour so they understand it is their behaviour choices which need changing.

Our behaviour policy follows our legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

Consequences: See staged response

Consequences are imposed for behaviour which prevents the school from fulfilling its function to develop fully the potential of all pupils. This may be when an individual is behaving inappropriately, preventing their own learning, or when unacceptable conduct disrupts the teaching and learning within the school. This is a time to reflect and understand their behaviour.

A child will first receive a 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:

- 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.
- Time out in another class.
- 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
 - Exclusion from school events/trips and sports teams
 - Fixed term/permanent Exclusion – this can only be authorised by the headteacher.

At an appropriate time we will engage with the pupil to talk about what happened.

- What were you thinking at the time / What did you want to happen?
- What have your thoughts been since?
- Who has been affected by what you did and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

The pupil who has been harmed may also be spoken to.

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These strategies help us to develop a restorative approach for our pupils, where things can be sorted in a more amicable way with understanding from all parties.

Teachers keep records of the incidents involving their pupils via CPOMS. These are analysed and monitored by SLT.

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. We do everything in our power to ensure that all children attend school free from fear.

Roles and Responsibilities

Class Teacher

- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable (Section 90 and 91 of the Education and Inspections Act 2006)
- At the start of a school year, it is the responsibility of class teachers to work with the pupils to reinforce the principles of our positive behaviour policy through a class charter. They should reinforce the whole school systems of rewards to boost self-esteem and to promote positive attitudes towards learning as well as sharing the consequences. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of negative behaviour, the class teacher must apply the consequences detailed above.
- The teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treats each child fairly, with respect and understanding.
- Incidents of negative behaviour and the action taken are recorded via CPOMS. In most cases this is dealt with by the class teacher. In some cases, the child may be referred to their phase leader or the Headteacher. All consequences will be proportionate and may vary according to the age of the child.
- The class teacher reports to parents about the progress of their child or praises good work or effort, and may also contact a parent if there are concerns about the behaviour or attitudes of a child in a timely manner and not wait until parents evenings..
- If a pupil has to be benched at break or lunchtime, pupils will be given time to eat, drink and use the toilet.
- If there are serious concerns, an Individual Behaviour Plan (IBP) may be set up by the class teacher and Deputy Head Teacher , working with parents and in some cases the advice of external agencies will be sought.
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Head teacher

- It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- In severe cases of aggressive or violent behaviour which may cause physical harm, major disruption or damage to property there may be the need to use force or restraint. This would be done in a controlled manner and only by SLT unless there is immediate threat to the child or others.

The Headteacher will ensure that all staff have support carrying out any behaviour sanctions and to put any relevant training into place e.g. physical restraint training on an individual pupils basis.

Parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave. The Home-School Agreement sets out the way we hope parents will engage with us and build a supportive dialogue between home and school.

- Our Home School Agreement asks parents to agree to the following:
 - Ensure that their child attends school, and arrives on time.
 - Ensure that their child wears the correct school uniform.
 - Inform the school if their child is absent by telephone on first day of absence.
 - Make the school aware of any concerns that might affect the child's work or behaviour as soon as they become apparent.
 - Support their child's homework.
 - Attend parents' evenings about their child's progress and school information evenings.
 - Support and reinforce the school's guidelines for behaviour.
 - Respect all members of the school community,
 - Support the school approach to online safety
 - Ensure our children only have access to age-appropriate games
 - Ensure my child gets enough sleep before school.

- Strong partnerships develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

- The governing body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the local authority 'Suspension and Permanent Exclusion guidance May 2023' which is based on the DfE regulations.

The headteacher's powers to use exclusion:

1. Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof-this means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
4. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

Suspension

5. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
6. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
7. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
8. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.
9. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.
10. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion.

Permanent exclusion

11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
12. For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

- ❖ Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school.
- ❖ If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- ❖ The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- ❖ The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- ❖ The governing body has a discipline committee made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- ❖ When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- ❖ If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Power to search

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.

3. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

See [Searching, Screening and Confiscation Advice for schools July 2022](#) for further information.

Confiscation of items:

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

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 consequences 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. If negative behaviour occurs outside school which is not school related, such as online bullying, but is brought to the attention of the school, parents will be notified but can not be dealt with by the school.

Following an investigation, in such cases as those listed above, the school will apply a consequence as is deemed appropriate to the behaviour following the agreed staged response.

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.

Guidelines for Implementing the Staged Response

- be calm and matter of fact;
- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied;
- provide an opportunity for a child's need to discuss/explain their action, possibly through:
 - writing a note to request a talk later;
 - providing a notebook in which they can record their comments;
 - providing a 'token' (object, sign, etc.) that a child can use to suggest they want to talk about their behaviour;
- record the more serious incidents of inappropriate and disruptive behaviour on CPOMS which may result in further action taken.

Never deny a child a compulsory curriculum activity (e.g. games, music, physical education...) as a sanction because they have a legitimate claim to participate.

Inappropriate behaviours	Staged response	Consequence
Breaking school dress code incl. jewellery	1	Refer dress code breach to DHT confiscate jewellery for the day – record on CPOMS and note that item returned
Low level behaviour inc., but not limited to, fussing, talking in class, making noises	1	reminder of expected behaviour, if repeated child to be benched at break time
Pushing (in line)	1	if the majority of the class, make them line up again
Running indoors or in 'WALK' areas	1	go back to the place and walk
Name calling / teasing	2	Reflection time with SLT (refer to phase leader is repeated) Log on CPOMS using appropriate category (racist, sexual etc)
Rough / dangerous/inappropriate play	2	Refer to phase leader and inform parents
Attention seeking copycat behaviour	2	Refer to phase leader and inform parents
Disrupting games / activities	2	Refer to phase leader and inform parents
Huffing /shrugging/rolling eyes inappropriate voice (disrespectful)	2	Refer to phase leader and inform parents
Answering back	2	Refer to phase leader and inform parents
Repeated low level behaviours	2	Refer to phase leader and inform parents

Non-compliance - requests / instructions / rules/ dress code	2	Refer to phase leader and inform parents
Vandalism /damaging equipment with intent/tearing up other pupils work/markings anything with kicks or punches	3	Refer to DHT/HT Reflection Time. Parents informed In some circumstances, where damage is repeated or continual, an internal or fixed term exclusion may be considered.
Swearing - general	3	
Throwing things at a person	3	
Offensive gestures	3	
Inappropriate touching - others	3	
Exposing self to others	3	
Stealing	3	
Encouraging misbehaviours in others	3	
Leaving the classroom without permission e.g. stressed, angry, strop	4	Contact SLT via phone for immediate support Parents contacted.
Going under or behind furniture	4	
Deliberately pushing over chairs or tables	4	
Hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing/spitting	4	
Leaving school site	4	
Malicious accusations against school staff	5	SMT will take advice from Local Authority Education Advisors and LADOs after an investigation and apply consequences at the discretion of the Head Teacher
Attacking member of staff	5	Contact SLT via phone for immediate support
Repeated and continued refusal to comply with adult direction	5	Refer to SLT If behaviour results in a risk to children or staff. This may result in an internal or fixed term exclusion