



# RUDGWICK PRIMARY SCHOOL BEHAVIOUR POLICY



Inspire - Believe - Achieve



## Our Vision:

Rudgwick Primary School aims to be a community where everyone is inspired by a love of learning, is supported and encouraged to believe in themselves and is enabled to achieve success.

Created: May 2021

Date for review: May 2022

Approved by Governors:

## 1 Aims and expectations

**1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**1.3** The school expects every member of the school community to behave in a considerate way towards others.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and Sanctions**

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

- All staff congratulate children;
- Using our Going for Gold system – see Appendix 1
- All staff give children house points either for good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each week we nominate a child from each class to receive a 'Star Award';
- Star Awards are presented in the school assembly;
- All classes have an opportunity to lead an open classroom, where they are able to show examples of their best work.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. These are celebrated publicly in assembly.

**2.3** Some children may have additional behaviour programmes to help them develop specific aspects of their behaviour.

**2.4** The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Pupils involved in poor behaviour will discuss this with the member of staff concerned and be asked to reiterate what it is they have done wrong and to explain why it is unacceptable. They will be warned about their future conduct, and may lose appropriate, small privileges such as sitting beside friends or using play equipment at break.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the adult in charge stops the activity and prevents the child from taking part for the rest of that session.
- Pupils who are persistently badly behaved will be sent to the Headteacher. If their effort or behaviour gives serious cause for

concern, they may be put 'on report'. This will include a section for midday meals supervisors to fill in. The class teacher will sign the report at the end of each session, and it will be taken home to be signed by a parent every evening. The book is taken to the Headteacher daily. Pupils are not normally 'on report' for extended periods. Although seen as a sanction, being 'on report' offers plenty of opportunity for encouragement, both at school and at home, and thus is a very positive measure for dealing with problems.

- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Very serious breaches of school discipline will be dealt with immediately by the Headteacher who will automatically involve parents. In exceptional circumstances, a child may be sent home for one or more days.

**2.5** The class teacher discusses the school behaviour principles with each class, as well as the school rules. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

**2.6** The playground code of conduct is agreed and reviewed regularly. In this way, every child in the school knows the standard of behaviour that we expect in our playground. If there are incidents of anti-social behaviour, the adult on duty discusses these with the class teacher, if necessary.

**2.7** 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. We follow West Sussex Guidance on Anti - Bullying (attached).

**2.8** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupil*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3 The role of support staff**

**3.1** It is the responsibility of all staff to ensure that the school rules are enforced, and that pupils behave in a responsible manner.

**3.2** The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** All staff treat each child fairly and enforce the behaviour code consistently. Staff treat all children with respect and understanding.

**3.4** If a child does not respond appropriately to support staff, the incident should be reported to the class teacher as soon as possible.

#### **4 The role of the class teacher**

**4.1** If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the Key stage leader or the Headteacher.

**4.2** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist or the LEA behaviour support service.

**4.3** The class teacher reports to parents about the 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.

#### **5 The role of the Headteacher**

**5.1** It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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.

**5.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**5.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.

**5.4** The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **6 The role of parents**

**6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**6.2** We explain the school rules in the Parents' Handbook, and we expect parents to read these and support them.

**6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**6.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **7 The role of governors**

**7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

**7.2** The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

## **8 Fixed-term and permanent exclusions**

**8.1** Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**8.2** If the Headteacher excludes a pupil, 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.

**8.3** The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**8.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

**8.5** The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

**8.6** When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

**8.7** If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **9 Monitoring**

**9.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**9.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in their room.

**9.3** The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

**9.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

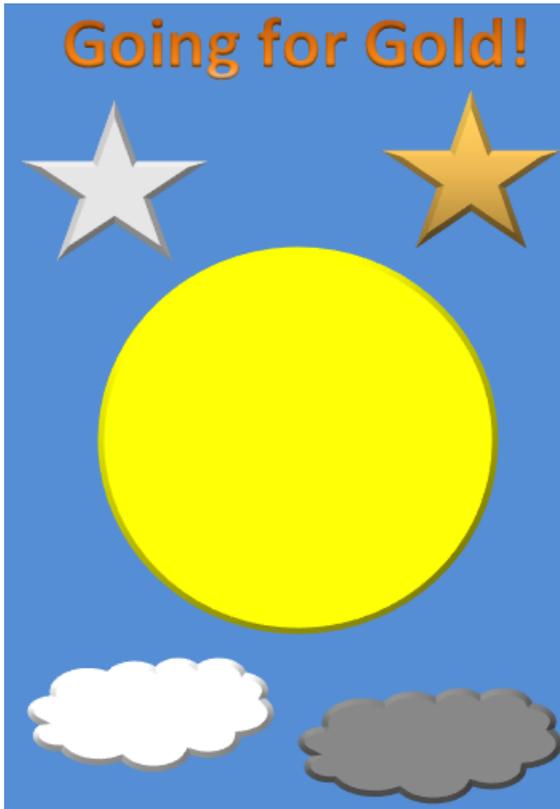
## **10 Review**

**10.1** The governing body reviews this policy and ensure that it is kept up to date with government pr other recommendations for improvement.

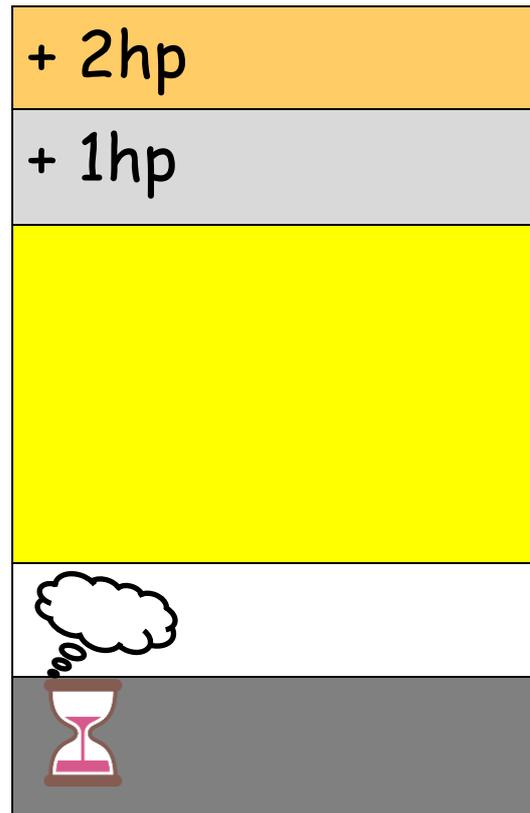
**Signed:**

**Date:**

## Going for Gold



KS1



KS2

- ❖ Every child has a laminated name or face on the yellow section (or sun for KS1) at the start of each session of the day (there are 3 sessions- morning until break, break till lunch, afternoon).
- ❖ If a child demonstrates behaviour/work that is above expected level they are asked to move up to the silver and receive a house point. If they continue or go above and beyond, they move to the gold. When on the gold they receive 2 house points.
- ❖ If a child misbehaves they are given a verbal warning and a chance to remedy their behaviour. If they continue, their name will be placed on the white section (white cloud for KS1), which is a chance for the child to reflect upon and improve their behaviour. If their behaviour improves they can move back up to the yellow.
- ❖ If the behaviour continues or worsens their name is moved to the grey section (or grey cloud). They must spend 5 minutes timeout outside of the classroom - in a 'buddy classroom'- thinking about their behaviour (at the teacher's discretion).
- ❖ Children's names are moved back after each session so that the children start fresh for the next session. (It is the child's responsibility to move their names back to the yellow area).
- ❖ House points will now be awarded as tokens, which will be added to the correct tube at a convenient time during the day.

- ❖ House points to be counted on Fridays and announced during Star Awards assembly. The house with the most house points gets a gold star. Children who are awarded a 'Star award' also get a gold star for their team. The team with the most gold stars at the end of term gets an afternoon of 'Golden time'.

For some children additional adaptations need to be made to the system to cater for their individual need. This may include the use of visual clues etc for children with SEN.

This system still maintains that concept that we expect all children to be good and therefore they are all entitled to start a fresh for each session. They also have the opportunity to move back up to the yellow section during the session if they show a positive change to their behaviour.

Examples of where a child's name would be moved onto the white section (if child persists after discussion):

- disrupting own or another's flow of learning
- calling out
- answering back
- mistreating another's belongings

If a child continues to display these negative behaviours, they will move onto the dark grey section. At this point, the incident will be recorded in the class behaviour book.

Examples of where a child's name may be moved straight to the dark grey section (time out):

- Physical Violence
- Behaviour that endangers the safety of others.
- Swearing that is directed at another. This needs to be heard by an adult, not reported by a child. (Swearing as a result of, for example, a pupil hurting themselves, should follow the usual system)
- Racist or homophobic behaviour

## Behaviour flowchart

Behaviour incident occurs. The child's name will be moved onto the white cloud / section of the behavior board.

Behaviour improves and no further action is required.

If the behavior does not improve, or if the incident is deemed to be more serious, the child's name will be moved on to the grey cloud and 5 minutes time out will be given. This may be in class or in a buddy classroom. The incident will be **written in the class behavior book**.

If the incident is deemed to be too serious for the class teacher alone, it can be **written into class behaviour book** and passed on to SLT.

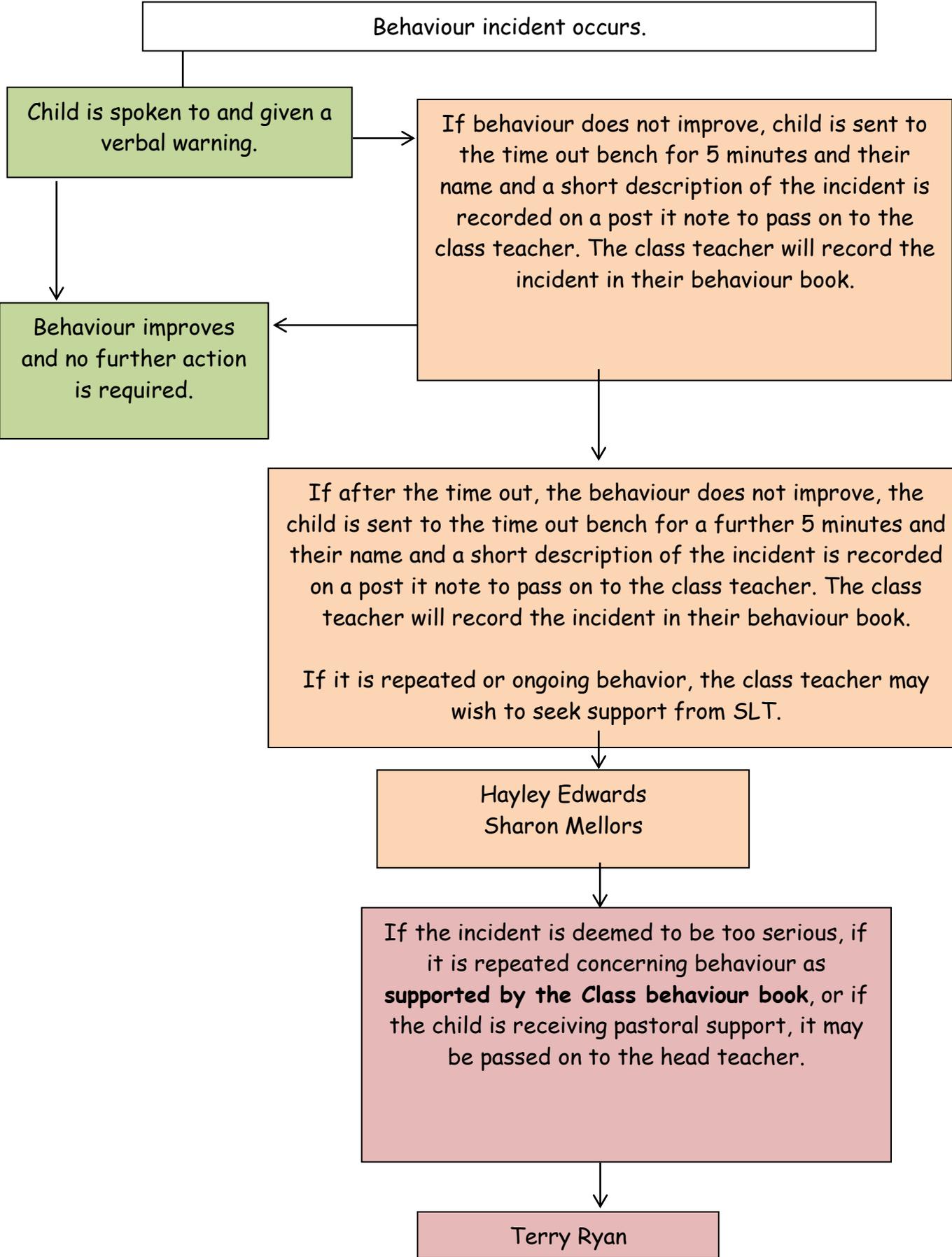
If the child is an individual receiving pastoral support, the incident can be **written into class behaviour book** and passed on to the head teacher.

Hayley Edwards  
Sharon Mellors

If the incident is deemed to be too serious, if it is repeated concerning behaviour as **supported by the behaviour book**, or if the child is receiving pastoral support, it may be passed on to the head teacher.

Terry Ryan

**Lunchtime Behaviour flowchart**



### Statement of Behaviour Principles:

- Respect is shown to all members of the school community, to school and personal property and the school environment
- Children feel valued and safe at school
- Good behaviour is recognised and encouraged and enables all pupils to learn without any disruption
- The school safeguards all pupils and actively promotes the safe welfare of all members of the school community
- The school is inclusive, and does not practise discrimination, harassment or victimisation of any members of the school community
- There is equality of opportunity for all members of the school community
- There are measures in place to encourage good behaviour and we seek to actively prevent all forms of bullying amongst all members of the school community
- Constructive sanctions including exclusion (involving parents/carers) are employed if these principles are broken