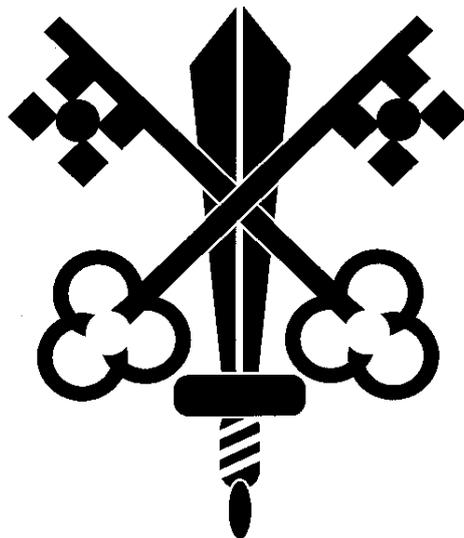


**RUSTINGTON
COMMUNITY
PRIMARY
SCHOOL**



BEHAVIOUR POLICY

Signed Chair of SCC:

July 2018

Approved by Curriculum Committee 10.07.2018
Review due Autumn 2019

Behaviour Policy

Rationale

At RCPS our firm belief is that every member of the school community should feel valued and respected and that each person is treated fairly. Everyone within the school has a role to play in teaching and promoting sociable behaviour in order for the school aims to be achieved. The aim of our policy is to promote a happy, caring and secure school environment.

RCPS has well established school promises and a shared set of values which underpin expectations and ethos.

Children should aim to uphold the following **5 Promises**

To make RCPS a happy and safe place for everyone we all follow these promises:

- 1) I will do as I am asked first time.
- 2) I will always speak in turn.
- 3) I will keep hands, feet and objects to myself.
- 4) I will always do my best and let others do theirs.
- 5) I will always speak kindly and truthfully.

Children should learn these and be reminded of them on a regular basis. All children at RCPS will be supported in their understanding of the school promises through the National Curriculum especially PSHCE and Religious Education.

All members of staff will encourage appropriate behaviour by:

- Remaining positive and in control
- Taking action, making things happen, being proactive
- Motivating children through high expectations
- Praising and making positive comments – verbal and written
- Communicating effectively and informally with parents at an early stage
- Making children aware of the consequences of their behaviour and encouraging them to apologise meaningfully

Aims

- To provide a clear framework for promoting positive behaviour and ensuring a consistent approach to dealing with unacceptable behaviour
- To establish whole school promises (5 Promises) to support pupils to behave well
- To work alongside parents and carers for the benefit of the children
- To encourage everyone to thrive within the school community regardless of emotional and behavioural difficulties
- To ensure that the procedures for tackling bullying are transparent and easy to follow

Practice

Good behaviour is recognised and encouraged by praise and rewards both in the classroom and around the school. The children are aware of the 5 school promises which they discuss with their teachers and which are displayed in their classroom. All children are encouraged to make the 'right' choice in their behaviour. High expectations of behaviour are made explicit and consistently reinforced by all members of staff.

Praise and Rewards

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

Reward
Smile
Praise(public or private)
Pebble Points/whole class reward
Stickers
Visit to SENCO/ AHT/HT
Work/achievement on display (not just academic)
River of Learning book
Parents informed
Star of the week
Whole class reward
Teddy to take home in KS1 and EYFS
Raffle ticket
DoJo rewards
Smiley certificates in EYFS
Smiley face

(As agreed by teaching staff – April inset 18)

Sanctions

RCPS employs a number of sanctions to enforce the 5 school promises and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The aim of the sanctions is to give the children a clear grasp of the consequences of inappropriate behaviour. At RCPS if children display inappropriate behaviour, we have a clear structure that needs to operate and be followed by all concerned. The behaviour protocol guidelines are displayed in all classrooms.

Behaviour Protocol

There are clear and detailed behaviour protocol guidelines (on a separate sheet) which should be followed by all members of staff. It is the responsibility of all members of staff to make sure that they follow these protocols and the steps set out within them. Behavioural issues should not be passed on to the AHT or HT (Stage 5) until first dealt with through this stepped procedure.

We are standardising the use of the GREEN and RED faces across the school and removing the amber faces and/or emojis that are being used in some classes. So warnings start verbally and then become a red face with a 5 min playtime removal.

STAGES	If you behave like this... 	this will happen...
STAGE 1	If you break any of the 5 promises <ol style="list-style-type: none"> 1. I will do as I am asked first time. 2. I will always speak in turn. 3. I will keep hands, feet and objects to myself. 4. I will always do my best and let others do theirs. 5. I will always speak kindly and truthfully. 	you will be given verbal reminder  you will be given a verbal warning
STAGE 2	If you carry on breaking any of the 5 promises	you will miss up to 5 minutes of your next playtime 
STAGE 3	If you carry on breaking any of the 5 promises	you will miss up to 10 minutes of your next playtime  0arasdavis.blog.c
STAGE 4	If you carry on breaking any of the 5 promises	you will be sent to buddy class  Teacher will telephone home

Stage 5 – Beyond Stage 4 children’s names should be entered into the red book and a further set of procedures are detailed within the book. They include the child writing a letter about their behaviour and a standard letter to go home. It is the responsibility of teaching staff to ensure that this is carried out. The AHT or HT should be informed when a child has been entered into the red book.

Stage 6 – It may be necessary to negotiate a pastoral support programme at this stage. Children exhibiting difficult behaviour, generally from Stage 5 onwards, may benefit from an individual choice and consequence procedure. This involves a number of steps where a child is enabled to make a choice about their behaviour or receive a consequence. This will involve other designated members of staff. Supervision will be given to support staff members who manage children with significant behavioural/social difficulties.

Stage 7 – Exclusion. It is the school’s hope that this final sanction will be very rarely used. The HT may deem it necessary to exclude a child if there has been a serious physical attack on another person. This will only be considered after all possible avenues have been explored.

Recording Behaviour Incidents

Significant behaviour incidents are logged in the red file. A red file behaviour incident sheet should be completed by the person who is reporting the incident. The child’s name and details should be recorded along with the incident itself. Any sanctions given or any planned sanctions should also be included. A standard red file behaviour letter should also be completed. The child should also draft, and then write on headed paper, a letter to their parents/carers telling them about the incident.

All three documents should be photocopied and the originals sent home with the child. A reply slip should be returned the next day signed by a parent or guardian. This should be returned to AHT or HT and kept in the red file with the other documents relating to the incident. Children who are in the red file twice in a term should be put onto a behaviour log for a short period.

Lunchtime

The midday meal staff oversee behaviour at lunchtimes. The midday meal staff will follow the school’s agreed strategies for promoting positive behaviour (**Praise and Rewards**) **sanctions could be holding your hand for 5 mins or 5 mins standing/sitting in an area.**

The senior midday meal supervisor will follow guidelines set out in the **Behaviour Protocol guidelines**. Behaviour will be dealt with by the MDMS and then the class based staff will log incidents accordingly and refer to SLT if necessary. All serious behaviour issues will be brought to the attention of the AHT or HT immediately who will invoke the relevant sanctions. Teachers will be kept informed of any such events by the AHT or HT.

Pupils’ conduct and behaviour outside the school premises

Incidents of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school

will be investigated and dealt with, with the involvement of the parent/carer. These incidents may occur when the child is:

- Taking part in any school-organised or school related activity;
- travelling to/from school;
- when a child is wearing a school uniform; or
- is identifiable as a pupil at this school.

In addition the school will investigate and deal with incidents of misbehaviour at any time, whether or not the conditions above apply, that:

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

We will, where necessary, impose sanctions on pupils where this behaviour has fallen below an expected level.

Special Educational Needs, disability and the circumstances of other vulnerable pupils ¹

We will take account of SEN, disability and the circumstances of other vulnerable pupils in implementing any aspect of the behaviour policy. Where appropriate, Individual Behaviour Plans will be drawn up by the SENCO, class teacher, parent/carer.

Individual Behaviour Plans will be shared with all staff. If appropriate, an internal referral to the school's Learning Mentor will be made to support the implementation of any Behaviour Plans or if barriers to learning are having an impact on a child's behaviour.

Anti-bullying

Rustington Community Primary School firmly believes that bullying is unacceptable and that children should be encouraged to tell someone if they are being bullied. Through assemblies, circle time, PSHCE and our School Council, children are encouraged to report any bullying that they suffer personally, or witness, to any adult whom they trust.

- Children can talk to any of the following:
 - ✓ Teacher or any of the other teachers
 - ✓ Headteacher
 - ✓ Assistant Headteacher
 - ✓ Support staff
 - ✓ Midday meal supervisor
 - ✓ Friend
 - ✓ Parents /carers
 - ✓ Admin team
 - ✓ Midday meal staff

¹ DfE „Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion’ 2012 extract: Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal

factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

What is bullying?

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is often repeated over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks, threats and intimidation (either in person or online)
- indirect: spreading unkind stories about someone, excluding someone from social groups, talking about someone online

How should bullying be dealt with?

It is important to remember that any of the above behaviours constitute bullying, when they occur repeatedly. We take any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take appropriate action if found to be necessary.

Consideration of the victim's wishes should be taken into account before any action is taken. Support should be planned with and for the child by an appropriate person.

Role of parents/carers

The school wishes to work collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Our 5 school rules are explained to all children on a regular basis and we expect parents/carers to support them. We aim to build a supportive dialogue between home and school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If parents/carers have any concerns about the way that their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the AHT before the HT.

Role of the SCC

The School Community Council has the responsibility of monitoring the effectiveness of the behaviour policy. They support the HT in carrying out these guidelines.

Success Criteria

- Children are aware of what good behaviour is and try to follow the '5 School Promises'
- The school's '5 Promises' are displayed and promoted. Reference is made to them when behaviour issues are being addressed
- Staff, parents and governors are clear about their respective roles
- Staff, children and parents understand what constitutes bullying and are fully aware of the procedures for tackling bullying
- Home school diaries and the Incident book (requiring physical restraint) indicate incidents are dated, logged and actions taken