Rudston Primary School

Behaviour Policy
September 2025

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

Approved September 2025
Review Date: September 2027

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against.

Rudston Primary School

Behaviour Policy 2025-2027

'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 and Responsibility

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.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Day to Day this will:

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

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 treat 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.

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.
- 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 pupil 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 the 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.

Rewards and Consequences

Rewards

We believe that the use of encouragement and praise is vitally important in shaping children's behaviour. Our aim is to acknowledge good behaviour of all children. Effective rewards should:
• Promote self-esteem and confidence.
• Motivate pupils to achieve.
• Encourage pupils to take responsibility for themselves and for others as well as property.
• Be appropriate to meet individual needs.

Reward Systems to Promote Positive Behaviour
We feel that using a positive system of rewards will increase children's self-esteem and thus help them to achieve more. Encouragement can be given in many ways.

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 (children's nominations for hot chocolate award).
- Dojo points are used consistently across the school to celebrate children who demonstrate the school's core values.

The dojo awards are for years Rec - year 2:

Each week the child with the most Dojo points is recognised as the week's core value champion. This is celebrated in the celebration assembly via a certificate. The following week the 6 Dojo champions are invited to have lunch on the Champions table.

The dojo awards are for years 3- 6:

To encourage the children to take ownership for their rewards they are able to trade in their points for rewards. The children are able to collect more points throughout the year to gain a larger reward. Below is an example of some of the rewards available.

10 dojo rewards	● First in line for lunch ● Line leader for the day ● Class helper for the day ● Choose the class brain break/game ● Choose a seat for a lesson
20 dojo rewards	● Sit at special desk during work time ● Lesson done on a Chromebook ● Bring in games for yard ● Read aloud to the class (book of choice) ● Show and tell time slot
30 dojo rewards	● Bring a teddy in for the day ● Use special supplies - fancy pens, smelly markers, glitter gel pens, etc. (provided by school)
40 dojo rewards	● Buddy time (spend time in KS1 for a lesson) ● Football with a friend (Friday lunchtime) ● Class DJ (choose transition music for a day) ● Lunch with a teacher ● Library time
50 dojo rewards (Any rewards above 50 dojos to receive a shoutout + reward)	● Extra play ● Forest time (adult supported) ● Sit by a friend for the day
60 dojo rewards	Class swap for the day (in year group) Choose an afternoon activity (from a teacher list)

- Certificates and badges are given in the school assembly for 100% attendance at the end of every term and all children achieving attendance of 97%+ are celebrated via in school digital displays.
- 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 Class Dojo

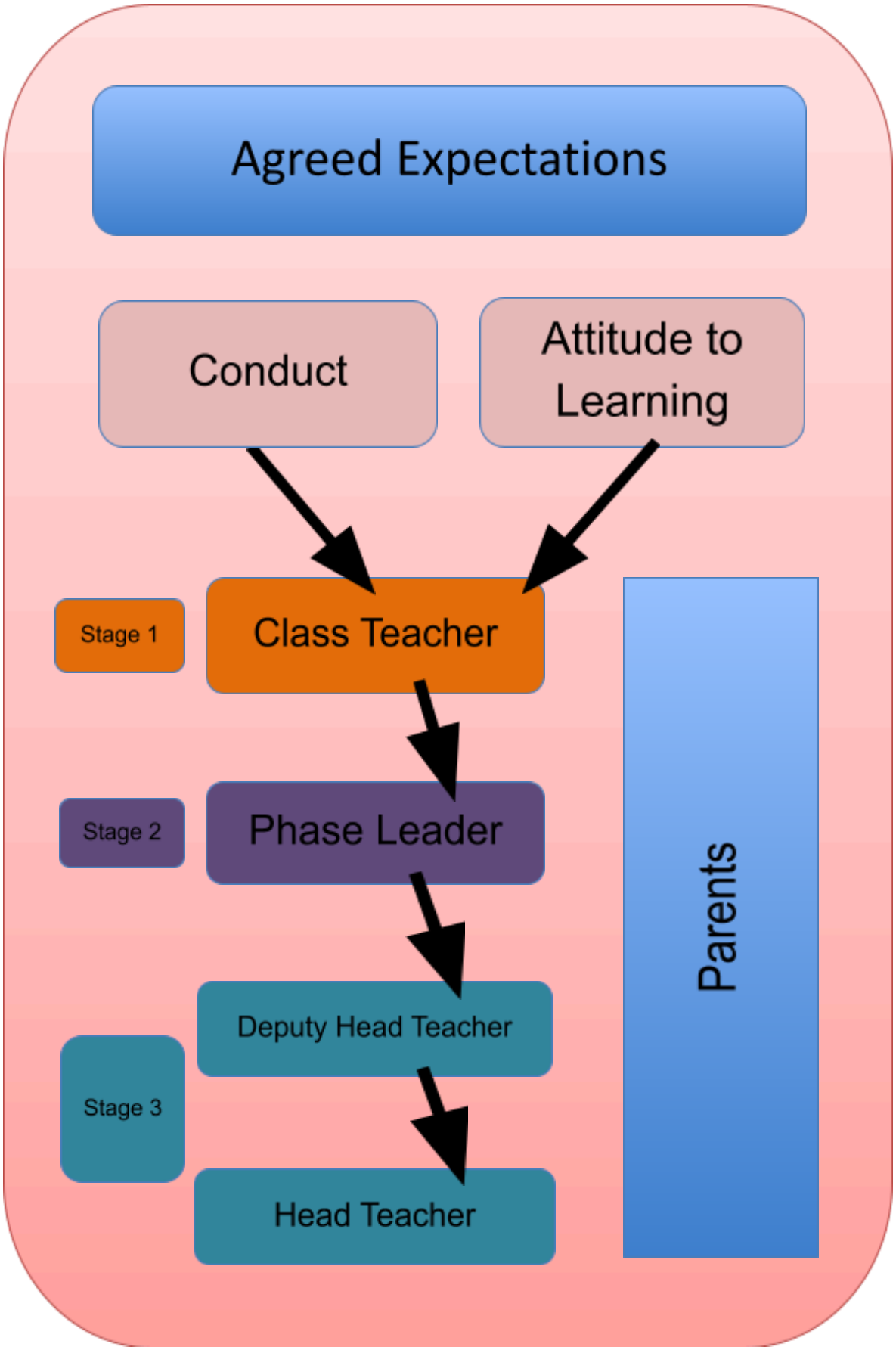
<u>Consequences</u>:
To ensure a safe and positive learning environment, we employ consequences appropriately to each individual situation. We separate the child from the behaviour so they understand it is their behaviour choices which need changing.

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

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.

Needs work Class Dojo points are recorded for those children who display repeated low level behaviours in class such as shouting out, disruption of learning or being off task. These neutral Dojo points are monitored by phase leaders and ongoing issues will be addressed and parents informed.

At Rudston Primary School we implement a staged approach to consequences to ensure that they are applied fairly and consistently.



Stage and staff involved	Observed behaviours (but not limited to…)	Consequences
Stage 1 Class Teacher	Not on task Disrupting another child; chatting in class Distraction Interruption Answering back Not taking instruction Telling lies or getting others in trouble Verbal abuse, minor bad language Unsafe movement around classroom/ school Unsafe behaviour Careless damage Playtime/ lunchtime incident Repeated CPOMS log (3+ time in a half term) Occasional exit from class (no more than once in a half term) Breaches in uniform policy	Reminder of expected behaviours Reflection time with adult Time out in class or in partner class Walk with an adult at playtime Report card issued by teacher with weekly meeting with parents **All incidents recorded on CPOMS and parents informed by class teacher (parental contact recorded on CPOMS)**
Stage 2 Phase Leader	Deliberate incomplete tasks Digital vandalism of work of others Breach of acceptable use policy while using ICT equipment e.g. inappropriate web searches Refusal to work Leaving lesson without consent Defiance Deliberate destruction of others' work Minor vandalism Destruction of property Stealing/ intent to steal Direct verbal/ racial abuse Threatening behaviour Isolated acts of violence Bullying/ persistent name calling Repeated incidents at playtime or lunch time Repeated exits from class (2+ in a half term) Behaviour and bullying which occurs off the school premises including online and social media incidents reported to the school	Phase Leader will meet with the child to explore the reasons and agree on clear targets for improvement. Phase leader will decide if a Home School book is required to record targets with weekly review meeting with parents Phone call or face to face conversation with a parent to discuss incident and consequences **Incidents at stage 2 must be reported to phase leader via CPOMS with follow up and meetings with parents recorded as action to teachers initial record** Behaviour at stage 2 has a possible impact on involvement in extracurricular activities and school visits
Stage 3 Deputy Head Teacher Head Teacher	Major disruption of class activity Vandalism of school and/ or buildings Stealing or intent to steal (persistent) Repeated incidents of bullying Persistent bad language and verbal/racial abuse Violent hitting, kicking and fighting Aggressive violent behaviour causing deliberate injury	DHT/ HT meeting with parent alongside class teacher Stage 3 behaviours can result in a formal measure such as: ● Internal exclusion: Internal exclusion are issued by the Senior Leadership Team and will take place following a conversation with parents. Time in school away from peer group. The child will be

	Abuse/ threatening behaviour towards staff/ parents Malicious accusations towards staff Dangerous refusal to obey instruction Leaving school premises without consent Repeated exits from class	fully supervised and complete their planned learning. An internal exclusion will usually also incorporate some restorative work/ support. ● Fixed term external suspension: A fixed term suspension is the decision of the Headteacher following an investigation and is usually a consequence of behaviours which have caused significant health and safety risks or have had a significant impact upon the safety and learning of others. ● Permanent exclusion. Consequences at stage 3 may also involve external agencies such as Local Authority and/ or Police

After an incident it is important to discuss the events. This is vital in establishing, building and maintaining positive relationships.

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.

<u>If parents have any concerns about their child in relation to the school they should:</u>

Initially contact the class teacher.

If the situation is not resolved parents should speak to our Assistant Heads (Mr Thomas; Rec- Y2 and Mr Robinson; Y3-Y6).

If the concern remains they should contact Mrs Cavanagh or Miss Walters

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.

Use of Reasonable Force and Positive Handling

'Reasonable Force' is a term used to describe a broad range of actions used by school staff which may involve a degree of physical contact with a child. All members of school staff, including volunteers and external providers, have the legal power to use reasonable force if a child's behaviour is causing risk to themselves, to other children or to adults. It should be 'reasonable in the circumstances', meaning that no more force is applied than is needed. DfE guidance states that school staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
DfE guidance states that the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable force may be used when verbal attempts to de-escalate behaviour and/or remove risk have been unsuccessful. There is passive force and active force as outlined below:

Passive force may include:
- Physically blocking a pupil's path.
- Standing between pupils.

Active force may include:
- Guiding a pupil by the long bone.
- Forcibly removing a potentially dangerous object.
- Positive handling/ restraint.

Staff will use active force if a child's behaviour is placing their safety or that of others at risk and will do so only as a very last resort. Only staff who are trained by an accredited provider will employ positive handling/ restraint techniques. A log of training will be kept and maintained to ensure training is current and trained staff can be quickly identified.

The school invests in training as many staff as possible using approved positive handling techniques.

Training is delivered by HCEST training during which emphasis is based on theories of aggression, and de-escalation techniques. Low level interventions, for use when all de-escalation techniques have been exhausted, are also covered. The situations covered during training all fall within the legislation Section 93 of the Education and Inspections Act (2006).

This ensures that all members of staff feel confident in this approach.

Any use of active force is recorded using CPOMs, including a full account of the circumstances leading to the physical intervention being required. If trained staff deploy positive handling techniques, parents/ carers are informed asap.

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 such as a mobile phone (see mobile phone policy); 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 and reporting:

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.