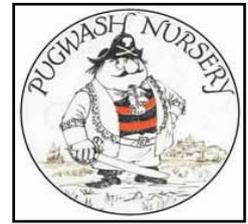




**Rye Community Primary School
&
Pugwash Nursery**
"A Gateway to Learning"



POSITIVE BEHAVIOUR POLICY



ACADEMIC YEAR: 2017/2018
Headteacher: Jane Howard

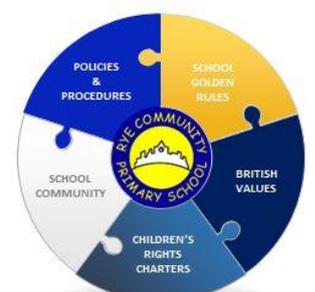




TABLE OF CONTENTS

- 1. PARTIES INVOLVED 3
- 2. INTRODUCTION – OUR RIGHTS RESPECTING SCHOOL 4
- 3. ROLE OF CHILDREN..... 5
- 4. ROLE OF PARENTS 5
- 5. ROLE OF STAFF 6
- 7. ROLE OF THE HEAD..... 6
- 8. ROLE OF GOVERNORS..... 7
- 9. OFF SITE OUTINGS / TRIPS 7
- 10. MONITORING 7
- 11. OUR 5 QUESTIONS:..... 8
- 12. CONSEQUENCES..... 9
- 13. GOLDEN RULES..... 10
- 14. EXCLUSIONS 10
- 15. BULLYING INCIDENT REPORT FORM..... 11

Revision Record

Rev	Date	Section	Page	Reason
0	1/1/2017	Identify relevant section.	Inset number in relation to change.	Make a brief reference to any changes within the document, Including the reason for the change.
1	28/09/2017	Front page, Table of contents, Parties Involved and Exclusions – all added to document	1, 2, 3, 6, 10	General tidy up and improve format. Addition of Point 6 Early Years and Point 14, Exclusions.

Doc Number	Other Related School Policies	Document Type
[1]	Admissions Policy	Rye Academy Trust Policy
[2]	Attendance Policy	Rye Primary School Policy
[3]	Charging & Remissions Policy	Rye Primary School Policy
[4]	Children with Medical Conditions Policy	Rye Academy Trust Policy
[5]	Complaints Policy	Rye Academy Trust Policy
[6]	Equal Opportunities Policy	Rye Academy Trust Policy
[7]	Health & Safety Policy	Rye Academy Trust Policy
[8]	Keeping Children Safe in Education Guideline	Department of Education
[9]	Positive Behavior Policy (this policy)	Rye Primary School Policy
[10]	Preventing Extremism and Radicalization Safeguarding Policy	Rye Academy Trust Policy
[11]	Safer Recruitment Policy	Rye Academy Trust Policy

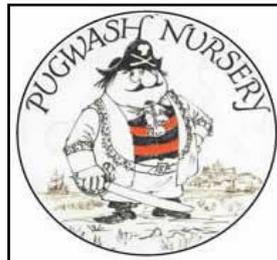


[12]	Safeguarding and Child Protection Policy	Rye Academy Trust Policy
[13]	Teaching and Learning Policy	Rye Primary School Policy

1. Parties involved

Rye Primary School and Pugwash Nursery sit under the Rye Academy Trust (RAT) umbrella. In some cases, policies and procedures will cover the entire Academy Trust. More specific requirements will be detailed within Rye Primary Policies.

Rye Academy Trust
 The grove
 Rye
 East Sussex
 TN31 7NQ
 (01797) 222545



Pugwash Nursery
 Love Lane
 Rye
 East Sussex
 TN31 7NQ
 01797 222009
 pugwash@ryeprimary.co.uk

Rye Community Primary School
 The Grove
 Rye
 East Sussex
 TN31 7ND
 01797 222825
 Email:
 office@ryeprimary.co.uk



2. Introduction – Our Rights Respecting School

The consistent application of agreed school policies and procedures are key to a successful school. Expectations and boundaries are clear. By adopting a consistent approach throughout the school, we provide a safe and pleasant environment where children feel motivated to learn, achieve, and are able to develop morally, socially and spiritually.

It is the policy at Rye Community School to build positive relationships between all members of the school community, treating one another with respect at all times.

A continuous and consistent emphasis on praise and encouragement is the prime incentive to promote these positive relationships, which in turn nurture the kinds of behaviour we can all be proud of.

We are a community committed to the belief that we can make a difference for the life chances of our children. Everyone within the school is encouraged to understand they have rights and responsibilities and that it is everyone’s right to be treated respectfully and everyone’s responsibility to ensure that their behaviour is appropriate to enable learning to take place. We believe that quality opportunities that develop all children’s learning skills will positively affect their behaviour.

As adults we lead by good example and set high standards. We follow a PSHE programme based on SEAL in order to ensure pupils have the necessary skills to work well in a community. We are a Rights Respecting School and have selected the following six Articles from the United Nations Convention on the Rights of the Child to focus on across the school.



We use a system of rewards and sanctions, which involve early liaison and continued partnership with parents, in the aim to improve and maintain good behaviour.

We take into account individual needs and provide support in order that all children follow this policy.

3. Role of Children

The children promise to keep the Golden Rules

“We would like everybody who comes to Rye Community Primary School, pupils, parents, school staff and visitors, to be kind, polite motivated and respectful people who always aim for GOLD!”



4. Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school Golden Rules in the school prospectus and school website, and we expect parents to read these and support them.

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.

If the school has to use reasonable sanctions to punish a child it is essential that 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.



5. Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should 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, courtesy and following the Articles for the Rights of the Child;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all and acknowledge that we learn from our mistakes.

All teachers are responsible for dealing with incidents in and around school. They can refer to senior management team, Inclusion Leader and ultimately to the Head to request support.

6. In the Early Years

All adults within the Early Years promote positive relationships between the children, staff and parents. Early Years practitioners have specialist knowledge in supporting the youngest of children to develop their social skills, and manage their own behaviour. Early Years practitioners are skilled in negotiating behaviour which can be age appropriate.

Any incidents of behaviour are recorded and tracked by the Nursery Manager and this information is used to identify any potential triggers or trends. The Nursery Manager makes the decision to raise concerns with other professionals in regards to behaviour, but will always discuss this with parents or carers first.

Staff use a range of techniques and resources to support children in learning to recognise and manage their feelings.

7. Role of the Head

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

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions 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.



8. Role of Governors

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.

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

The Governors should follow the normal grievance procedure in cases of complaint.

9. Off site Outings / Trips

- When classes are off site we expect all pupils to follow this Behaviour Policy.
- To ensure the safety of all pupils, parents may be asked to accompany their child on outings / trips once they have a successful DBS application.

For positive behaviours children are rewarded with:

- ‘Raffle’ Tickets for good learning behaviour and following Rye Primary’s ‘Golden Rules’. Tickets will be entered into a weekly class lucky dip.
- Each class has a Golden Trophy awarded in Friday Assembly, to the child who has consistently met the whole school Golden Rules for the week. The achievement is shared with the whole school in Assembly and in all classes through the week.
- The class Number Muncher and Greedy Reader are awarded weekly within the class.
- Surprise certificates will be posted home to notify families of good learning behaviour or attitudes.
- Prefects Award is given weekly to a class who have achieved the selected target.

10. Monitoring

To succeed, the system needs to be applied consistently by teaching and non-teaching staff alike.

Children’s behaviour will be monitored through:

- A record of Golden Trophy winners is kept, with the class trophy awarded permanently to the child with the highest score at the end of the year.
- A record of pupils attending detention. 5+ detentions leads to interview with Inclusion Leader, Deputy Headteacher and parent and further monitoring.



- Additional Needs Plans and Education Health Care Plans, along with Provision Maps.
- Individual risk assessments.

Consistency of the system will be monitored by:

- A termly review of the number of pupils attending from different referral sources and for what reason.
- A report to the Governing Body regarding the success of the scheme.

11. Our 5 Questions:

It has been agreed that all adults dealing with an incident will consistently ask the 5 questions below:

OUR 5 QUESTIONS

1. What's happened? (Why?)
2. How do you feel?
3. What could you do?
4. What should you do?
5. How are you going to do that and would you like some help?



12. Consequences

Two positive comments for desired behaviour to a group or the whole class will be made before consequences are followed with an individual.

Action	Consequence
1. Positive comments made by adults to model good choices	
2. A verbal warning	
3. Child's name written on board	Child can achieve a clean slate for correct choice of behaviour. (Children cannot request this)
4. One tick against name	Informal sanction of 5 mins from following playtime with class teacher. Discussion about behaviour and improvements needed.
5. Two ticks against name Yellow detention slip	Detention of 10 mins from following playtime/lunchtime in the allocated detention classroom. Children will write lines in silence. If they are disruptive during the detention they will be removed by their phase leader and they will receive the 3 tick consequence
6. Three ticks against name Red detention slip Serious incident i.e. complete defiance, verbal abuse, deliberate damage to property	Red removal slip completed. Staff to call for their phase leader to remove child. Child completes a 4W form and will remain with the phase leader who will contact parents that day.
7. 3 yellow slip detentions within the space of a week	Phase leaders will arrange a meeting with parents to discuss behaviour and steps needed to move forward.
8. If all of the above steps have been followed and evidenced, or a child is a danger to themselves or others.	Phase leaders to report to SLT

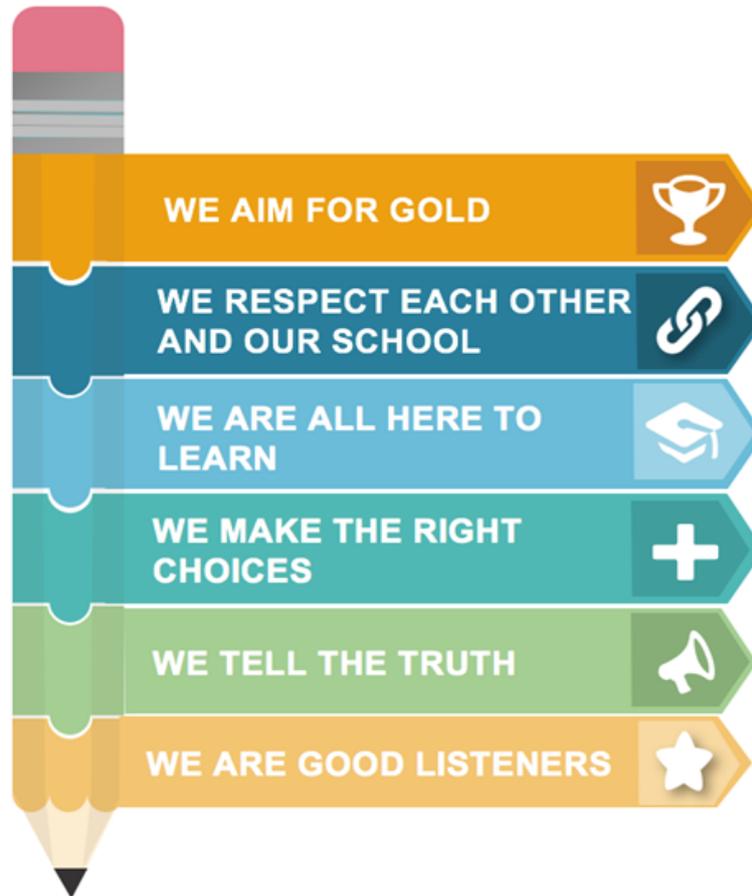
Any ongoing low level behaviour will be discussed with parents on the phone or face to face by the class teacher.

Any yellow slip behaviour issues will be constantly logged by the CT on detention duty in a detentions folder.

Any red slip behaviour issues will be recorded on the child's SIMS record.

Pupils with ASD, Communication difficulties will be spoken to immediately about their behaviour and parents informed. They will still follow the above consequences. The behaviour policy is written in accordance of Section 89 of the Education and Inspections Act 2006.

13. Golden Rules



14. Exclusions

Due to the above policy and procedures we have very few exclusions of any kind and are well below national average.

The Headteacher will make the decision if an exclusion is necessary, following East Sussex County Council procedures and informing Rye Academy Trust Board of Trustees.

All exclusion cases should be treated in the strictest confidence. Only those who need to know the details of the exclusion should be informed of them. East Sussex Education, Support, Behaviour and Attendance Service should be informed of all permanent exclusions.



Appendix

15. **Bullying Incident Report Form**

Reported by:		Role:																					
Date(s) of incident(s):																							
Time(s) of incident(s):																							
Location(s) of incident(s):																							
<p>Details of people involved <i>Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role – ringleader, outsider, reinforcer, assistant, defender, victim – and the level of involvement.</i></p> <p>1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved</p>																							
<p>Bullying incident related to: tick all that apply</p> <table border="0"> <tr> <td>Race</td> <td><input type="checkbox"/></td> <td>Appearance or health condition</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SEN or disabilities</td> <td><input type="checkbox"/></td> <td>Sexual orientation</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td><input type="checkbox"/></td> <td>Religion or culture</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Age</td> <td><input type="checkbox"/></td> <td>Other (<i>define</i>)</td> <td><input type="checkbox"/></td> </tr> </table>				Race	<input type="checkbox"/>	Appearance or health condition	<input type="checkbox"/>	SEN or disabilities	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>	Gender	<input type="checkbox"/>	Religion or culture	<input type="checkbox"/>	Age	<input type="checkbox"/>	Other (<i>define</i>)	<input type="checkbox"/>				
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Age	<input type="checkbox"/>	Other (<i>define</i>)	<input type="checkbox"/>																				
<p>Forms for bullying used: tick all that apply</p> <table border="0"> <tr> <td>Physical aggression</td> <td><input type="checkbox"/></td> <td>Damaging or taking personal possessions</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Deliberately excluding</td> <td><input type="checkbox"/></td> <td>Verbal threats</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Name calling and teasing</td> <td><input type="checkbox"/></td> <td>Spreading rumours</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cyber bullying</td> <td><input type="checkbox"/></td> <td>Extortion</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other (<i>define</i>)</td> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table>				Physical aggression	<input type="checkbox"/>	Damaging or taking personal possessions	<input type="checkbox"/>	Deliberately excluding	<input type="checkbox"/>	Verbal threats	<input type="checkbox"/>	Name calling and teasing	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>	Cyber bullying	<input type="checkbox"/>	Extortion	<input type="checkbox"/>	Other (<i>define</i>)	<input type="checkbox"/>		
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Other (<i>define</i>)	<input type="checkbox"/>																						



Frequency and duration of bullying behaviour:

Once or twice	<input type="checkbox"/>	Persisting over two months	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>	Persisting for more than a year	<input type="checkbox"/>

Other notes on incident: including relevant previous behaviour

Checklist: *tick as appropriate*

Does incident involve same person?	<input type="checkbox"/>	Has a follow up date been set?	<input type="checkbox"/>
Have parents / carers been notified?	<input type="checkbox"/>	Has action been agreed with victim?	<input type="checkbox"/>
Had individual discussions with all?	<input type="checkbox"/>	Has action been agreed with perpetrator?	<input type="checkbox"/>
Had group discussion with all involved?	<input type="checkbox"/>	Are notes and comments attached?	<input type="checkbox"/>

Other actions:

Medical treatment required?	<input type="checkbox"/>	Referral to other agencies?	<input type="checkbox"/>
Police involvement?	<input type="checkbox"/>	Specific report from staff attached?	<input type="checkbox"/>
Report to governors?	<input type="checkbox"/>	Other?	<input type="checkbox"/>

Details of actions agreed with everyone involved – including parents and carers where appropriate:



Follow up review dates and interventions:

Completed by:

Role:

Date:

Checked by:

Role:

Date:

Outcome of follow up and further actions taken:

Has the bullying stopped?

Yes

No

Describe any other outcomes, who was involved and when they occurred: