



Behaviour Policy

Signed by the Head TeacherDecember 2016

Signed by the Chair of GovernorsDecember 2016

Dunalley Primary School welcomes all students. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in light of safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This policy should be reviewed annually

Dunalley Primary School Behaviour Policy and Guidelines

This policy is written in accordance with '*Behaviour and discipline in schools: Advice for headteachers and school staff, February 2014*' and acknowledges the school's legal duties under the *Equality Act 2010, in respect of safeguarding and of pupils with special educational needs (SEN)*.

1. The aim of all staff at Dunalley Primary School is to promote a friendly, happy, caring atmosphere in which there is tolerance, understanding and consideration for all. We seek to encourage positive behaviour which will filter through all aspects of school life.
2. At Dunalley Primary School we feel it is important that there is a common approach to discipline in order to ensure the care, control and safety of all children.
3. Rules are designed to create the best possible environment for developing positive behaviour in all our children.
4. High standards can only be achieved through a consistent approach which is known and understood by all staff and children.
5. We aim to promote self discipline through:
 - Trust
 - Confidence in one's ability
 - Good manners
 - High expectations
 - Social awareness and equal opportunities
 - Appropriate behaviour
 - Respect for all persons and property
 - Recognition and celebration of positive behaviour, leading to rewards (merits, praise cards, 'treat' afternoons, pupil of the week.)

A Consistent Approach To Behaviour Management:

Both the children and the staff of Dunalley have helped to determine the following rules. The rules are stated on our 'Home School Agreement' which new parents sign after discussion with their child.

These rules can be summed up by these three golden rules:

- FOLLOW INSTRUCTIONS GIVEN BY AN ADULT
- LEARN AND LET OTHERS LEARN
- MAKE PLAYTIMES AND LUNCHTIMES SAFE AND HAPPY FOR ALL

Around school and in the classroom

1. Always do as you are asked by an adult who works in school.
2. Walk quietly.
3. Be polite to everyone.
4. Consider others and share.
5. Be sensible.
6. Respect other people's belongings.
7. Tidy up your own things and help others.
8. Wear your uniform with pride.
9. Look after your environment inside and outside.

** Jewellery is not allowed for safety reasons and new earrings should be covered. If earrings are worn a reminder letter will be sent home to parents. KS2 children can wear watches.*

Rewards And Sanctions:

We believe in a system of positive reinforcement of children's good behaviour and use a variety of strategies to promote this:

- At the start of every year, each class will go through the school rules and the learning charter. These are displayed in classrooms and evidence of them being followed is rewarded.
- Daily praise and rewards will be given with an explanation given to other children. These will include private and public praise, stickers, merits, praise cards. Whenever possible, and if appropriate, children will be encouraged to share their achievements with senior leaders.
- Our Personal, Social and Health Education (PSHE), which is taught through our Jigsaw PSHE Scheme of Work, will encourage a greater knowledge of and respect for peers and aims to enhance self-esteem and foster a caring ethos.

Rewards

Our formal rewards for good behaviour consist of four strands: termly treat, praise cards, merits and class student of the week.

Termly reward:

Every child is given a termly reward if their behaviour has been consistently good and they haven't received more than 1 card or 4 detentions e.g. a whole school trip to the park with ice-creams.

Praise Cards:

Praise cards are issued by each class teachers for exceptional achievements, social and academic.

Pupil Of The Week:

Each class teacher nominates a pupil every week for particular praise. The children have their photographs taken and they are displayed in class.

Merits:

Children earn 'merits' for especially good work or exceptional behaviour and they accumulate during the year. If a child reaches 100 merits during any one academic year, they will receive a special certificate and are rewarded with a prize.

SANCTIONS – Unacceptable Behaviour:

It is essential that every child knows what will happen if rules are not followed. All staff will follow these procedures when dealing with inappropriate behaviour.

Inappropriate behaviour will be discussed with the teacher or adult in school. Time will be spent finding out what actually happened and why. Staff should:

- Check child's understanding
- Establish whether they know the behaviour is unacceptable
- Explain the effect that such behaviour has on others
- Examine strategies for avoiding same situation
- Encourage child to think of or offer some other alternatives
- Where appropriate, children will be encouraged to apologise to those affected by the unwanted behaviour.

Detention:

All staff have the power to impose a detention and we use playtime detention as a sanction. If a child receives a warning in class for not following the school rules and then offends again they receive a detention. Within detention children are supported in reflecting on their behaviour and/or make up for lost learning time by completing work. If they are warned again they receive another detention and if they misbehave a third time they will be given a Yellow card.

A yellow card equates to **two** detentions.

A red card equates to **four** detentions.

Stepped behaviour charts:

Every class has a Stepped Behaviour Chart with each child's name on it and this is used to demonstrate to the children that they are behaving well. However, should they need to be warned the chart will demonstrate visually to the children where they are on the stepped behaviour ladder listed below. If they break the school rules then we will implement the following procedures.

Step 1	Verbal warning to child about their behaviour - explain what it is that they need to do - use language of choice e.g. I've asked you to...	Breaking class code of conduct
Step 2 Stepped Behavioural Chart	If the child's behaviour persists, then he/she will be moved along to the next stage on the Stepped Behavioural Chart and receive a play time detention . If the child's behaviour continues to persist then they will receive another detention . A yellow card will be given if the poor behaviour continues.	
Step 3 Yellow Card	Child is issued with yellow card with reasons written on it and sent to the office straight away. These will be logged onto the system and the child receives two detentions. Automatic yellow card see below- Exceptional circumstances	Yellow card is entered on behaviour record on Student Information Management System (SIMS) and parents informed by a text: <i>'Please talk to your child about the yellow card they received today.'</i>
Step 4 Red Card	If a child receives 3 yellow cards in any 1 week then they are given a red card. Automatic red card see below- Exceptional circumstances	Child receives four detentions. Red card is entered on behaviour record on Student Information Management System (SIMS) and parents informed by a text and letter. <i>'Please talk to your child about the red card they received today. You will be receiving a letter in the post.'</i> If necessary an opportunity to discuss behaviour with the Headteacher (HT) is offered and child and family worker will discuss the card with the child and

		assess if support or action is required.
Step 5	Persistent red cards.	<p>Parents are asked to come into school to discuss their child's behaviour with the HT.</p> <p>Staff will work in partnership to ascertain whether a social, emotional or mental health difficulty is at the root of the unwanted behaviours. If so, a decision will be made as to whether the child has Special Educational Needs and requires SEN support. During the meeting a behaviour plan will be developed and signed by the child and parents</p>
Step 6	Serious or persistent misbehaviour and breaches of the school's behaviour policy will result in fixed term exclusion and/or Pastoral Support Plan.	<ul style="list-style-type: none"> • A risk assessment will be developed if appropriate • A referral to outside agencies, such as the Behaviour Support Team or Educational Psychologist. • A Common Assessment Framework (CAF) may be offered. • Any child who is at risk of exclusion will be given a Pastoral Support Plan (PSP), in conjunction with the Local Authority (LA). • This may run alongside, or form part, of a SEN My Plan +. The Education Entitlement and Inclusion (EEI) Team, will be informed of the severity of the situation and a representative will be invited to a review meetings. • Fixed Term Exclusion.
Step 7	<p>Parents will be asked to collect their child immediately from school for</p> <ul style="list-style-type: none"> ▪ serious actual or threatened violence against another pupil or a member of staff ▪ putting themselves or others in an unsafe position ▪ persistent & defiant 	<p>Pastoral Support Plan/My Plan + will be reviewed in light of the incidents.</p> <p>Should school be forced to exclude a child for more than 6 days we have to fund alternative provision, this may involve securing a place at the Pupil Referral Service.</p> <p>Outside agency involvement.</p>

	misbehaviour <ul style="list-style-type: none"> ▪ this will be registered as a short term exclusion. 	
Step 8	Permanent exclusion will be the final step if above strategies have been without success – exceptional circumstances may result in a managed move/ permanent exclusion	Managed move to another setting. Permanent Exclusion.

Exceptional Circumstances:

Children will receive a Yellow Card for the following:

- An adult has talked to you 3 times about your behaviour.
- Not following instructions or rules.
- Name calling.
- Using swear words.
- Rough play
- Spitting on the ground

Children will receive a Red card for the following:

- 3 Yellow cards.
- Fighting/kicking/hitting.
- Using things to hurt someone.
- Leaving the school without permission.
- Bullying.
- Ignoring repeated instruction
- Offensive language e.g. racist/sexualised/religious/gender.
- Stealing.
- Swearing at somebody.
- Telling lies.
- Spitting at somebody

Parents will be asked to collect their child and a fixed term exclusion put in place immediately at step 7 for:

- Serious actual or threatened violence against another pupil or a member of staff
- Putting themselves or others in an unsafe / dangerous position
- Persistent refusal, defiant and confrontational misbehaviour.

LUNCHTIME BEHAVIOUR:

At lunchtime, children will be expected to follow the school rules.

Staff Development and Support:

Our system of sanctions is well-known by the whole school, including midday supervisors, and there is regular liaison between the Senior Leadership Team (SLT) and the senior midday supervisor.

Training is frequently given to teaching assistants and staff attend behaviour management training when necessary. Any new strategies that are going to be implemented by the school are always supported by staff training.

Behaviour Strategies And The Teaching Of Good Behaviour:

The whole school follows the 'Jigsaw' scheme of work. This promotes a whole school consistent approach to developing children's ability to be socially and emotionally mature and its implementation can be monitored and reviewed by the PSHE leader.

Staff will encourage good behaviour in the classroom with some of the following strategies.

- Praise children who behave appropriately
- Non – verbal reminders
- Use eye contact
- Scan regularly
- Circulate

Rule reminders / redirection:

- Give a rule reminder
- Description of reality
- Emphasise the behaviour you want and expect compliance
- Distract or divert
- Use 'when then.....' requests
- Ask a redirecting question avoiding the word 'why'
- Use 'I' statements – When you.... I feel because..... In future I would like you to

Pupil Support Systems:

Children who are experiencing difficulty with behaviour will be supported by all staff and the school's own child and family worker (CFW) and pastoral worker (PW). This will involve help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. The child will be given time within

the school day to learn these strategies with the CFW or PW. They will also be able to discuss their problems and feelings and to have access to the CFW during the day. A programme of strategies, which may include lunch time clubs, will be developed between the CFW, PW, child, class teacher, parent and Headteacher where appropriate.

Every child needs to feel that they can talk to an adult in school if something is worrying them and that they will be given time to be listened to. We have a number of staff and other adults at Dunalley Primary School who give pastoral support from time to time.

Safeguarding:

At Dunalley Primary, if the behaviour of a child under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm, staff will follow the schools' safeguarding policy. Any safeguarding concerns will be referred to the designated safeguarding lead.

We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multiagency assessment is necessary.

Keep safe work will be offered as appropriate for those children in need.

If a member of staff needs urgent assistance due to a child's behaviour he/she will send a *coke can* card to the office and an adult will be sent immediately to support. Any restraint will be conducted by staff with training or the parent will be asked to come to school.

Liaison With Parents And Other Agencies:

Dunalley Primary School will publicise the school behaviour policy, in writing, to staff, parents and pupils once a year. It will also be published on our website. It has been revised in light of parent and child responses to surveys and questionnaires.

At Dunalley Primary School we endeavour to praise and promote excellent standards of behaviour and it is celebrated whenever possible. Every week each class teacher chooses a student of the week and this is displayed in class and celebrated on our weekly newsletter. When a child's behaviour is deemed inappropriate and there have been several incidents of poor behaviour, the HT may wish to speak to the parents/carers of the child and the CFW or PW may implement several strategies to support the child and family if necessary. Please refer to sanctions.

Managing Pupil Transition:

When our Year 6 children move on to secondary school, the Year 6 and Year 7 teachers will liaise together to discuss relevant information that needs to be passed on. We aim to make the transition to secondary school as smooth as possible for the children.

The Power to Search without Consent

School staff have the power to search without consent for “prohibited items”, including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Confiscation of Inappropriate Items:

Teachers can confiscate pupils’ property but it will be given back at the end of the day. Mobile phones will be sent to the office but staff are not to be held responsible for the loss of any phones.

Pupils’ Conduct outside The School Gates - Teachers’ Powers:

If non-criminal bad behaviour and bullying occurs anywhere off the school premises and is witnessed by a member of staff or reported to school, the school will endeavour to discuss and resolve the issue by liaising with parents and the child. Staff can also discipline a child using the sanctions stated previously if that child is adversely affecting the reputation of the school or poses a threat to another child or member of the public. However, if the situation cannot be resolved, outside agencies may be called in.

We encourage all children to be ambassadors for our school and expect high standards of behaviour at all times when children are wearing their school uniform.

Malicious Allegations:

If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. All allegations should be reported immediately to the HT, who will if necessary, contact the local authority designated officer responsible for providing advice and follow the allegations management guidelines. Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to impose an appropriate sanction, which could be temporary or permanent exclusion, as

well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Use Of Reasonable Force:

De-escalation of a situation is always the first strategy:

- Remain calm
- Send two children with the *coke can* card to the office so that additional adults can attend the room/playground and the HT is informed.
- Remove the rest of the class from the situation e.g. send them out to the hall with the Teaching Partner (TP), making sure you have an additional adult to be with you as a witness.
- Talk calmly to the child, listen to their responses
- Allow time to calm the situation; do not get into an argument or get another adult to ask questions if appropriate
- Restraint of children is only used when a child is at risk of hurting themselves or others or is seriously damaging property. It may be used if a child's behaviour is negatively impacting on the learning and experience of other children. Should a child be exhibiting these more extreme behaviours an individual risk assessment will be developed and shared with all staff.

Records of the incident will be made immediately after the incident and parents will be informed.

Seclusion rooms

At Dunalley Primary School, we have adopted a policy which allows disruptive pupils to go to a quiet/safe place away from other pupils for a limited period if it is in the best interests and/or the safety and well-being of the child and other pupils. A seclusion room is only used in exceptional circumstances and the health and safety of pupils and staff is paramount.

Incidents Of Bullying:

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Incidents Of Racial Abuse:

Staff have a responsibility to treat any racial incidents as unacceptable and to report these to the HT who completes a racial incident form and submits it to the Local Authority. Racist Incidents are reported termly to the Governors.

Equal Opportunities:

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. The school will ensure that its Behaviour Policy is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race or ability.

Monitoring And Review:

The HT and PSHE leader will check the effectiveness of this policy on a regular basis, through analysis of school cultures and ethos, behaviour records and exclusion figures. The views of all staff, children and parents are taken into consideration when reviewing this policy. The HT reports to the Governing Body on the effectiveness of the policy and makes recommendations for further improvements. It is the responsibility of the Governing Body to monitor the effectiveness of the policy and to ensure it is administered fairly and consistently.

This policy was reviewed and amended December 2016 and approved by the Governing Body on:

Legislative links:

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012