



Behaviour Policy

Issued: September 2016

Date of Review: September 2017

Headteacher: Russell Leigh _____

Chair of Governors: Gary Lester _____

Aim

To implement a system for managing behaviour that is

- Understood by parents, pupils and staff
- Clearly states expected behaviour
- Encourages good behaviour by using rewards as positive reinforcements
- Defines the consequences of unacceptable behaviour
- Enforces the consequences fairly and consistently.

In order that children should understand what acceptable behaviour is, lessons in social skills will be given as part of the PSHE curriculum.

Rights

By introducing a set of school rights we are helping the children to think about each other as well as themselves. It fosters the idea of relationships and the school family. Children cannot just think about the consequences to themselves but about their impact on others too. Every child and adult in the school has the same three basic rights. Every one has a **responsibility** to protect these rights through their own behaviour and actions.

Rules

Define the behaviour expected of **all** pupils by **all** staff. The purpose of the rules is to defend the rights of the children.

Consequences

To be applied to **all** pupils by **all** staff. Severe consequences will not make children behave well. It is the **certainty** that they will be held to account for their actions that will change their behaviour. Therefore, rules, rights and responsibilities should be established and all adults must be **relentlessly consistent** in applying them.

Rewards

To be awarded by **all** staff to **all** pupils who are not given a consequence.

Team Teach

Staff in this school have completed Team Teach Training (“Training in positive handling strategies through a whole setting holistic approach to managing difficult, disturbing and sometimes dangerous behaviours”) from Oxfordshire’s Behaviour Support Service. The Team Teach approach will be implemented as necessary in accordance with school guidelines.

The staff and governors at Dorchester, St Birinus decided to introduce the Behaviour Policy in the belief that:

- Our children have the right to expect a well-ordered and positive learning environment in which their efforts and achievements are recognised and rewarded.
- All our children are capable of behaving appropriately and making good behaviour choices.
- It is the job of the staff to communicate expectations clearly and to maintain the orderly and positive environment necessary for learning to take place.
- For children who have difficulty in following the rules individual rewards for meeting short term targets will be used and teachers will work closely with parents to monitor this.

In order for this policy to be successful at Dorchester, St Birinus, it is important that both the parents and the school work together in ensuring that the appropriate standards of behaviour of all our pupils are met

Rights

Every child and adult in school has

- The right to feel and be safe;
- The right to learn;
- The right to be treated with respect.

Rules

Whole School Rules

- Always walk quietly in school.
- Always be polite to all people.
- Respect the property of others.
- Take care of our school.

Classroom Rules

- Follow directions.
- Keep hands, feet and objects to yourself.
- Only leave the room with permission.
- Use appropriate language – no swearing, teasing or shouting.

Rewards

Our aim of every person achieving their very best extends to all areas of school life. We expect our children to behave in a polite and courteous manner, all adults in school go out of their way to spot this and reinforce this good behaviour through the following ways.

- Praise.
- Behaviour rewards e.g. stickers, smiley faces, etc.
- Marbles in the Jar for class treats.
- Each week, children are identified for a special mention in the Achievements Book and newsletter for special effort in their work or for demonstrating key values within school.

Consequences

1. Warning.
2. Five minutes time out within classroom.
3. Ten minutes time out in another classroom.
4. Headteacher involvement.
5. Parental involvement.

Severe Clause

The following behaviour will immediately lead to the involvement of the Headteacher and parents:

- Any behaviour which threatens the safety of other people.
- Any behaviour which results in the deliberate damage of school property or the property of others.
- Refusal to accept the consequence.

Procedures following the Severe Clause

The following sanctions will be applied depending on the nature of the incident

- The child may be withdrawn from their classroom for the rest of the day.
- Privileges are taken away such as break times, attending school visits/residential
- Informal discussions with parents and Head teacher.
- Parents will be asked to attend a formal meeting with the head teacher the following day. The child's class teacher may also be involved in this meeting. Another member of staff may also be asked to act as a witness, taking notes. The chair of governors will be informed that this meeting is taking place. Copies of any notes taken at the meeting will be provided for the parents.
- A case conference may be arranged involving parents and support agencies

Exclusion

Exclusion is used only as a last resort and in line with local authority's guidelines procedures for exclusion.

School Incident Book

The School Incident Book is not for minor incidents in day to day classroom management and discipline but for serious occurrences of challenging or unacceptable behaviour. These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest.

The School Incident Book is used to record:

- Any incident which results in personal injury.
- Any incident of malicious verbal or racial abuse.
- Any incident which results in serious damage to property.
- Any incident or matters of a serious nature, such as malicious theft.
- Significant disciplinary measures taken against a child

LUNCHTIME DISCIPLINE POLICY

Rules

- Classroom and School rules to apply.

Consequences

- Everyone has a new start each week.
- First break of rules – yellow card and five minutes in the corridor.
- Second break of rules – yellow card and ten minutes in the corridor.
- Third break of rules – red card and fifteen minutes in the corridor.
- 2 yellow cards may automatically be given if warranted.
- A red card will automatically be given for serious/dangerous behaviour.
- Anyone with a red card stays in all *Monday* lunchtime supervised by the Headteacher.