



Behaviour Policy

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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. Everyone 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”). The Team Teach approach will be implemented as necessary in accordance with school guidelines.

Expectations

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Dorchester St Birinus Primary we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Dorchester St Birinus Primary we aim to have a positive caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Good Practise

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

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.

Our approach to positive behaviour

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.
- Golden Time – half an hour on a Friday afternoon.
- 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.

Our approach to negative behaviour.

The majority of our children are well behaved but we must address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour (See the Sanctions Sheet).

The traffic light system

This visual aid will be displayed in each classroom at all times allowing any adult who is leading the class to use it. (See posters displaying procedures for each Key stage overleaf).

Time outs/seclusions

At certain times, it may necessary to give a child time out from your classroom. Being sent out is not always a punishment but may provide some ‘cooling down time’. Children should be sent to another class where they will reflect upon their behaviour (see the Reflection Sheet). No adult should accept more than two children at a time. For more serious incidents children may need to be sent to or in extreme cases be removed by the Headteacher or senior teacher. A child should always be escorted by an adult or responsible child. Parents are informed if their child is secluded for a longer period.

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 may 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

Additional Strategies to support inclusion:

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Headteacher/SENCo/Class teacher will ensure that individual behaviour support plans are in place.

In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Explain what is acceptable and unacceptable behaviour.

- Provide a clear, consistent structure for behaviour management throughout the school

Social and Emotional Plans

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Class Teacher, so that there is mutual understanding about any ‘individualised’ sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

SEN code of practice

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service).

Intervention from the LA/Outside agencies.

This may include:

- Outreach support
- Observing pupils and advising on new strategies
- SEN referral
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH
- Early Help Assessment

Pastoral Support Plan.

If a child has had a series of fixed term exclusions and is at risk of a permanent exclusion we will hold a meeting to formulate a plan of support to prevent this from happening. A part-time timetable may need to be put into place to ensure that the child’s needs are being met safely in school.

Involving Parents/Carers

When parents are approached it should be to:

- Seek their help and support
- Inform them of any incidents which may cause their child to become distressed or anxious.

Involving parents will, in most cases, follow these steps:

- An informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.
- The parents are asked to come in for a formal meeting with the class teacher and Headteacher. These meetings will usually be held before or after school hours.



Traffic Light Procedures



Well done! You are keeping our School and Class rules!

If you are not making the right choices the adult will give you a verbal warning and remind you of our School Rules.

They may also:

- Ask you to move to a different seat,
- Remind you of your choices and consequences.



If you continue not making the right choices, you will move to amber and lose 5 minutes of Golden Time.

If your behaviour does not improve you will move to red and lose 5 more minutes of Golden time. Some incidents may result in an immediate move to red and an instant loss of 10 minutes Golden Time.



The adult may also:

- Send you to another class for a 10 minute 'Time Out'
- Ask you to continue a piece of learning, write a sorry letter.
- Lose part of or all of your play or lunch time break
- Phone your parents.

If your behaviour does not improve you will be sent to the Headteacher



Reflecting on my behaviour

Name:

Date:.....

Reasons for my behaviour

Consequences of my behaviour

Description of my behaviour

Appendix - Sanctions Sheet

Hurt someone in class

Use in class behaviour traffic light system. If it is serious, take the child/children to the Headteacher.

Hurt someone at playtime/lunchtime

Lose rest of play or play the next day depending on time of incident. If it is serious, take the child/children to the Headteacher.

Upset someone/name calling in class / playtime

Use in class behaviour traffic light system.

Wasted time in class, refusing to follow instructions on the corridor, in the playground.

Stay at the end of the lesson.

Break something in class

Use in class behaviour traffic light system. If it is serious (i.e. purposefully breaking furniture/window) then send for the HT

Break something outside

Red slip - sent onto wall. If it is serious (i.e. purposefully breaking furniture/window) then send to the HT

Lie in class

Use in class behaviour traffic light system.

Swear in class (general conversation)

Use in class behaviour traffic light system.

Swear in class in an aggressive way

Seclusion – Other class – Head to be informed – Seclusion time to be decided by the Head..

Showed verbal aggression towards child/ren

Seclusion – other class. If this occurs at lunchtime, time spent inside

Showed verbal aggression towards staff

Seclusion – referred to the Head

Involved in a fight

Loss of lunchtime/seclusion – Exclusion will be dependent on the severity of the reaction of the child after the incident.

Physically assaulted a child/children

Seclusion/exclusion depending on severity of incident.

Physically assaulted a member of staff

Exclusion.

Displayed disruptive behaviour in the classroom

Use in class behaviour traffic light system/ Call for a member of SMT if the child will not leave the classroom when given a Red / Count the minutes of disruption and make these up after the lesson.

Walking out of class without permission

Use in class behaviour traffic light system

Used racist language

KS1 - Parent/carer informed and chat with a member the head

KS2 -- Loss of break/lunch time or seclusion

Bullying (including cyber bullying)

Parent/carer informed of the incidents/seclusion. Exclusion depending on the severity/persistency of the incidents.

Golden Time

Every class teacher should keep a record of who is losing GT and the amount of GT they are losing each week.

If after 3 consecutive weeks there has been no improvement, the class teacher should inform the parents of the child and log on CPOMs.

Red Traffic Light

Every class teacher should keep a record of who is moving on to Red and the number they are receiving each week.

If after 3 weeks the number of Red incidents they are receiving is still a concern, the class teacher should inform the parents and discuss their concerns/other reward strategies.