

Dane Bank Primary School



"Enjoy and Achieve Together"

Behaviour Policy

This Behaviour Policy was reviewed and amended by Joanne Lennon, Acting Headteacher	<i>October 2021</i>
This Behaviour Policy was approved by the Local Governing Committee	<i>November 2021</i>
The Behaviour Policy will be reviewed every 2 years, or more regularly in the light of any significant new developments. The next anticipated review date will be:	<i>November 2023</i>

Our Vision

At Dane Bank Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the greatest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

Aims of the Policy

The primary aim of our Behaviour Policy is to promote good behaviour and to ensure there is a consistent approach to its management. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

This policy contributes towards the school's statement of purpose of aiming that every child should fulfil his/ her full potential by:

1. Encouraging good self discipline and attitude in all children.
2. Having an understanding of British Values
3. Preventing all forms of bullying
4. Ensuring that any poor behaviour from children does not affect the learning of other pupils.
5. Ensuring that children can do their best in a safe, calm and well- structured environment.
6. Ensuring that all children are safe and feel safe within school.
7. Ensuring that all children are able to enjoy school and achieve well.
8. Encouraging children to make a positive contribution to their class and to the school as a whole.
9. Equipping children with the skills and attitudes to achieve social economic well- being.

The contents of this policy will be communicated to all members of the school community: staff, children, governors and parents. All staff, governors and the pupils should be given the opportunity to contribute to its contents.

Relationship to Other Policies:

Dane Bank acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- E-Safety Policy
- Child Protection & Safeguarding Policy
- Equality Policy
- SEND Policy
- Keeping Children Safe in Education 2021

Roles and Responsibilities

The Headteacher will work with all members of the school community to ensure high standards of behaviour at all times.

It is expected that all staff will:

- Establish and follow class rules with their class
- Ensure that all children are emotionally and physically safe in school
- Apply rules and sanctions consistently, proportionately and in a manner appropriate to the needs of the children
- Challenge any unacceptable behaviour
- Provide children with a good role model
- Work in partnership with parents or carers to find a constructive solution to any situation which is causing concern

It is expected that children will:

- Behave respectfully to others
- Behave in a way that keeps others and themselves safe
- Be willing to learn
- Allow others to learn around them
- Attend school regularly
- Own up to mistakes and learn from them
- Allow others to make mistakes
- Give opinions in a constructive manner
- Listen to others

It is expected that parents/carers will:

- Praise and encourage their child's efforts and achievements
- Ensure that their child attends school and arrives on time
- Contact the school if their child is absent or will be late
- Inform the school of any events which may affect their child's behaviour in school, so that it can be dealt with sensitively
- Support their child in behaving appropriately
- Support the school if sanctions are applied to their child for inappropriate behaviour

It is expected that the Local Governing Committee will:

- Support the school in its efforts to address issues related to behaviour management
- Monitor the effectiveness of the school's Behaviour Policy

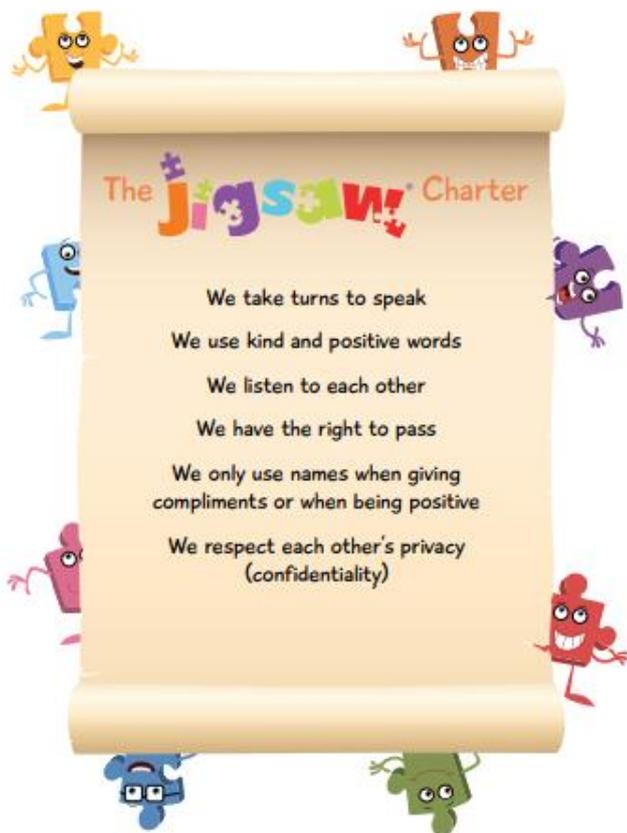
The School Rules are:

- We listen
- We follow instructions
- We are respectful to others
- We are honest
- We look after property
- We work hard
- We are kind and helpful

Personal, Social and Emotional Development:

At Dane Bank Primary School we aim to develop the whole child. This not only means academic development but also personal, social and emotional development. Successes in these areas are often achieved through the `hidden` curriculum, e.g. the daily interactions between all members of the school community, assemblies and PSHE. Discrete curriculum time is also dedicated to supporting children in learning about social interactions, relationships, mental health and wellbeing and good behaviour through the teaching of the Jigsaw PSHE scheme. This ensures we meet statutory requirements for PSHE and that issues can be addressed and discussed with children in a structured manner.

As part of this work within the Jigsaw scheme of work, the following 'Learning Charter' is discussed with children:



This section of the policy identifies the above skills and attitudes that we wish our children to develop. These can be categorised as Learning Behaviour, Conduct Behaviour and Emotional Behaviour.

Learning Behaviour:

1. Is attentive, enthusiastic and has an interest in schoolwork
2. Has good learning organisation.
3. Is an effective communicator.
4. Works efficiently in a group.
5. Seeks help when necessary in the appropriate manner.
6. Have high aims, ideals and a sense of pride.
7. An ability to work independently and quietly.
8. An ability to reflect/ assess his/her own performance.

Conduct Behaviour:

1. Behaves respectfully towards staff and peers, has good manners and is polite.
2. Seeks attention appropriately.
3. Is physically peaceful.
4. Respects property.

Emotional Behaviour:

1. Is socially aware, is able to take turns, co-operate, share and has a sense of fair play.
2. Is happy, with a good sense of humour and sense of enjoyment.
3. Is confident, assertive and has a high self-esteem.
4. Is emotionally stable and has good self control.
5. Has an understanding of right from wrong and a sense of honesty, which are applied to everyday situations.
6. Is able to make positive relationships.
7. Has a sense of empathy and shows compassion.
8. Is able to compromise.
9. Is able to appreciate other children's achievements.

It is essential that information that may affect a child's behaviour (e.g. family circumstances) is passed on to the relevant members of staff, but all staff should be aware of confidentiality issues.

Behaviour Expectations

All staff hold high expectations for pupils' behaviour and these expectations are communicated clearly with children. At the start of each academic year, all children contribute to whole-class discussions where class rules are set and agreed.

Expectations during lesson time:

Children should:

1. Be actively involved in their tasks.
2. Be able to listen and respond to adults and others at appropriate times, taking turns to speak when necessary.
3. Be able to work independently.
4. Keep to an appropriate noise level.
5. Be aware of the needs of others, especially with equipment.
6. Be well mannered, respectful and honest to all adults and each other.
7. Be respectful of displays, work done by other children and of other children's property.
8. Enjoy classroom activities with respect and an awareness of others.
9. Show enthusiasm and interest.
10. Always get permission to leave the classroom.

Where behaviour during lesson time is inappropriate, the following steps will be taken:

- A polite reminder will be given of appropriate behaviour/rules
- A 1st warning (name on the board)
- A tick next to name (5 mins of next break time lost) and parents informed

- A 2nd tick next to name (lunchtime break lost – child to go to phase leader) and parents informed.

If a child receives ticks in the afternoon (hence, no afternoon playtime) the consequence may have to be carried out the following day. Each day the behaviour system is cleared and the children have a 'fresh start'.

Where a serious behaviour incident occurs in the classroom, a member of the Senior Leadership Team may be involved straight away.

Expectations at Playtime:

Children should:

1. Play co-operatively.
2. Behave in a non-aggressive manner.
3. Have regard for other children's needs, especially when moving around the playground.
4. Be respectful of the adults and Play Leaders on the playground.
5. Use school and each other's equipment sensibly.
6. Play in appropriate places.
7. Put litter in the correct bins.
8. Be aware of any dangers, and report any accidents or incidents to the staff on duty.
9. Only enter the building when given permission and wear a coloured band.
10. Respond immediately to instructions.
11. Be fair to others.
12. At the end of playtime, all children are to line up with their class sensibly when the bell goes and wait for a member of staff to collect them.

Where behaviour at playtime is inappropriate, the following steps will be taken:

- A polite reminder will be given of appropriate behaviour/rules
- Child will be given a 'time out' in the playground (5 mins)
- If inappropriate behaviour continues, a red card will be given which means the child misses their next morning playtime.

Expectations When Moving Around School:

All staff are responsible for the way children move around the school when out of the classroom. Teachers should teach pupils appropriate behaviours for moving around the school and insist on these at all times.

Children should:

1. Come into and leave assemblies quietly.
2. Move around the school in a quiet manner.
3. Walk at all times.
4. Respect other children's work on display.
5. Stay with their class or group unless told otherwise.
6. Open doors carefully, and hold them open for other people.
7. Obtain equipment efficiently and quickly.
8. Be considerate towards other classes.

Expectations for Lunchtime:

Lunchtime rules are the same as at all other points of the day. **The same high level of behaviour is expected at lunchtime.**

Children will be supported in making good choices by the Midday Assistants and Sports Coaches. They will be spoken to respectfully and will be expected to speak back respectfully.

Midday Assistants and Sports Coaches will record children's behaviours that require sanctions on CPOMs (Child Protection On-line Monitoring System) and will keep teachers informed.

Children should:

1. Come into the hall quietly and sensibly.
2. Be able to eat and socialise in a quiet manner.
3. Use good manners when eating.
4. Ask for help by raising his/her hand.
5. Stay in seat while eating.
6. Eat as much of his/her dinner as s/he can.
7. Only enter the building with permission and wear a coloured band unless there is an emergency.
8. At the end of dinnertime, follow the same procedure as above whilst outside for playtime.

Where behaviour at lunchtimes is inappropriate, the following steps will be taken:

- A polite reminder will be given of appropriate behaviour/rules
- Child will be given a 'time out' in the playground (5 mins)
- If inappropriate behaviour continues, a red card will be given which means the child misses their next lunch time play.

If a serious incident occurs, a red card will be given straight away and the child will miss their next lunch time play.

Parents will always be informed if a child is given a red card.

If monitoring identifies patterns of serious behaviour at lunchtimes, a meeting will be called between parents and a member of the Senior Leadership Team and an appropriate follow up action will be considered.

Suggested Incentives to Promote Good Behaviour (Rewards):

At Dane Bank we believe children should be encouraged to behave well and work hard and therefore, we use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use incentives including:

- "Star of the Week" certificates awarded during Friday Celebration Assembly
- Texts to parents (Marvellous Me)
- Non-verbal reports (thumbs up, smiles)
- Praise
- Showing work to other teachers and the Headteacher
- Stickers
- Displaying children's work
- Praise postcards posted home

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour, should be measured against their own personal performance rather than against that of other children.

Examples of Inappropriate Behaviour

When a child's behaviour falls below an acceptable standard, a range of sanctions will be used. Through working closely and openly with children and their families, it is our aim to resolve behavioural issues at the earliest stage. We consider unacceptable behaviour to include:

- Racism, homophobia or sexism
- Bullying, including cyber bullying
- Name calling
- Physical aggression
- Refusal to work, co-operate or follow instructions
- Refusal to obey school rules
- Continual shouting out, interrupting or talking excessively in lessons
- Continually distracting or provoking other children
- Being disrespectful towards others
- Destruction of property regardless of ownership
- Use of inappropriate language

Strategies for Preventing Inappropriate Behaviour:

As a school, we are committed to doing all we can to prevent inappropriate behaviour. Some of the ways in which we do this are listed below:

1. Affirming good behaviour and/or work.
2. Using other pupils as models of good behaviour.
3. Reasoning with the child. Point out why/how s/he has done something wrong and see if s/he understands how the situation could be changed.
4. Distracting the child, by giving him/her a quiet activity to do alone.
5. Ensuring that the work is matched to each child's ability. Not too easy (this can create boredom) and not too difficult (this can cause frustration.)
6. Assessing if there are any unmet special educational needs, because of physical problems or needing extra support or extra challenge.
7. Ensure that children can operate independently- good classroom management.
8. Involve other colleagues for sharing experience and strategies- what worked last year?
9. Involve parents/carers for repeated bad behaviour either through telephone conversations, letter or a meeting with the teacher.
10. Sharing school rules with parents/carers and children via letter and meet the teacher sessions.
11. By setting targets to try and eliminate precisely what the child is doing wrong.
12. Working with external agencies to assess the needs of pupils who display continuous disruptive behaviour
13. Providing staff development and support, particularly in the induction of new staff

Sanctions for Dealing with Inappropriate Behaviour:

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours and encourage this as much as possible. If a child misbehaves, staff should ask them to stop the behaviour and should discuss the incident with all involved. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

Sanctions

- The aim of a sanction is to discourage future misbehaviour
- Children should have a clear picture of the order of sanctions
- Need to be fair and consistent
- Need to be proportionate to the level of behaviour exhibited
- Be imposed in a firm, yet respectful way

At Dane Bank, sanctions include:

- Verbal reprimand.
- Sitting away from the group/class but still within the classroom with option of reflection and chance to rejoin the group when behaviour is acceptable.
- Providing work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges including the loss of a prized responsibility
- Missing break time/lunchtimes [reasonable time should be allowed for the pupil to eat, drink and use the toilet]
- Using the red card system. This is used from Year 1-6. Please refer to the 'behaviour procedures'. If no improvement is seen following red cards given at lunchtimes, it may be that consideration is given to a child being sent home for a fixed term at lunchtimes.
- Involve a member of the Senior Leadership Team, but send for the relevant person rather than send the child to them.
- Parental interview - share strategies for home and school to work together. Parents need to be notified of any instances of serious aggression, for repeated bad behaviour, insolence, poor attitude or lack of effort with work.
- For very serious incidents, involving harm to other people, or gross disrespect to staff, children may be excluded, with the length of the exclusion depending on the severity of the incident in accordance with Local Authority guidelines. The school's approach to exclusions complies with the statutory framework as defined in "Exclusion from maintained schools, academies and pupil referral units in England" DfE September 2017.

Repeated or Persistent Misbehaviour

Inappropriate behaviour will be recorded using CPOMs so that we are able to:

- Increase our awareness
- Identify triggers
- Recognise potentially disruptive situations
- Minimise them

Where patterns of inappropriate behaviour are observed, a meeting will be called with Parent/Carer(s) in order to discuss this and discuss any support that may be necessary.

Dealing with Serious Incidents

We have a duty to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones, electronic games and music players etc.
- Statutory powers to discipline pupils who behave badly outside of the school premises to such an extent as is reasonable. This includes misbehaviour when the pupil is:
 - Taking part in any school organised or school related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - Identifiable as a pupil at the school or

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all such cases the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member. In all of these circumstances, consideration will be given by the Headteacher whether it is appropriate to contact the police or Children's Social Care.

- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying an offensive weapon
- There is a legal duty on schools to make provision to tackle all forms of bullying

The Use of Force to Control or Restrain Pupils:

There are occasions when the restraint of pupils is necessary. The powers of teachers and other staff on the use of reasonable force to restrain pupils are clarified by the Department for Education (DfE). Teachers and other persons who are authorised by the Head Teacher to have control or charge of pupils may use reasonable force to prevent pupils from:

- Committing a criminal offence, whether or not they have reached the age of criminal responsibility.
- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in any physical behaviour which has a negative impact or maintaining good order and discipline at the school or on other pupils, whether that behaviour occurs in the classroom, during a teaching session or elsewhere.

It is unlawful to use any degree of physical contact which is deliberately intended to punish or which is primarily intended to cause pain, injury or humiliation.

The DfE emphasises that the use of physical restraint should only be used as a last resort and in exceptional circumstances. Teachers should not intervene in a situation if they feel that their safety could be at risk. If physical intervention is needed, the adult involved must summon assistance as soon as possible and then log the details of the intervention as soon as possible.

In accordance with the above guidance, some staff have undertaken Team Teach training and the school is committed to positive handling which aims to use diversion, defusion and de-escalation as an alternative wherever possible.

Strategies for Achieving Positive Behaviour:

Below are some suggested strategies through which staff may achieve positive discipline we wish to achieve within our school. The principle of these strategies is to help the teacher to be recognised as a good role model as we are mindful that all children model our behaviour.

Staff should:

1. Show respect and politeness to each other, to children, to parents and to any visitors.
2. Have a positive attitude towards all children and their work, giving praise whenever possible, whilst encouraging all children to do their best.
3. Show appreciation of other teachers and classes work around the school.
4. Start each day afresh on a positive note by welcoming individual children as they come into the school or the classroom.
5. Smile and have a sense of humour.
6. Be aware of any hidden messages a negative attitude conveys.
7. Be aware of their own use of voice, tone and volume.
8. Be fair and consistent as much as possible, but allowing some flexibility for children with significant problems.
9. Be aware of individual needs and try to be aware of the family circumstances of each child within their class.
10. Be willing to communicate with parents.
11. Put children into situations where they have to make choices.
12. Incorporate group work into classroom activities.
13. Encourage older children to work with younger children.
14. Reinforce good behaviour verbally, or with a smile or with something tangible e.g. stickers.
15. Give children responsibilities by allocating tasks in the classroom and around school.
16. Ensure that all children are involved in classroom tasks.
17. Be seen to cooperate with and be supportive of each other.
18. Be prepared to acknowledge their own mistakes.
19. Follow the Whole School Reward Scheme.
20. Ensure that it is the behaviour that is criticised, not the child.
21. Refrain from labelling children i.e. refer to children with problems not problem children.

Managing Difficult Behaviour in the Primary School : Dealing with Confrontations

Plan to avoid difficulties

Prepare lessons- materials, sequence of ideas, and level of presentation. Know what your standards are, what your expectations are and what you will tolerate. **Be consistent** in your classroom management.

Model the qualities you expect from pupils:

- Calmness and quietness
- Politeness and consideration.
- Enthusiasm and interest in the lesson.

When Dealing with Difficult Behaviour:

- Be consistent, calm and give clear instructions
- Ask questions
- Be positive
- Do not “force a pupil into a corner” – give them an opportunity to extricate themselves from a situation.

- Remember the pupils' loyalties to family and peers
- Avoid sarcasm and personal attacks
- Anticipate how the situation might develop
- Seek a win- win situation.

Consider the appropriateness of confronting the issue. Confrontation may be worthwhile if all the following apply:

- It stops the problem immediately
- It decreases the likelihood of recurrence
- It happens in the right place at the right time
- The audience is right – other pupils will learn from it.

Alternative approaches:

- Put the situation on hold and try to solve it later, perhaps with help
- Draw on your knowledge of the child
- Use your sense of humour
- Compromise a bit – give a way out
- Genuinely seek information from the pupil involved and get clarity.

Behaviour Procedures – At a Glance

Where behaviour in school is inappropriate, the following steps will be taken:
• A polite reminder will be given of appropriate behaviour/rules
• A 1 st warning (name on the board)
• A tick next to name (5 mins of next break time lost) and parents informed
• A 2 nd tick next to name (lunchtime break lost – child to go to phase leader) and parents informed. A reflection sheet will be completed by the child at this point.
• Where a serious behaviour incident occurs in the classroom, a member of the Senior Leadership Team may be involved straight away.

Where behaviour in school is inappropriate, the following steps will be taken:
EARLY YEARS
• A polite reminder will be given of appropriate behaviour/rules
• The child will be removed from the activity for 5 minutes
• The child will sit on the “Thinking Chair” for reflection
• The child will be moved to another part of the Foundation Stage Unit – parents/carers will be informed
• Where a serious behaviour incident occurs in the classroom, a member of the Senior Leadership Team may be involved straight away.

Where behaviour at lunchtimes is inappropriate, the following steps will be taken:
• A polite reminder will be given of appropriate behaviour/rules
• The child will be given a ‘time out’ in the playground (5 mins)
• If inappropriate behaviour continues, a red card will be given which means the child misses their next lunch time play.
Parents will be informed if a child is given a red card.
• If a serious incident occurs, a red card will be given straight away and child will miss their next lunch time play.
• Where a serious behaviour incident occurs in the classroom, a member of the Senior Leadership Team may be involved straight away.

