

Old Dalby Church of England Primary School



Behaviour Policy

Formulated by	Teaching Staff
Approved by Governors date	Summer 2013
Reviewed in light of reward system changes	Autumn 2014
Reviewed	September 2015, January 2017
To be reviewed	January 2018

Old Dalby CE Primary School is a safe environment where all can teach and learn in an atmosphere conducive to maximising the opportunities for all to reach their true potential within a caring Christian based ethos. There is a positive behaviour approach at Old Dalby CE Primary School.

Aims:

We aim to:

- Ensure systematic and consistent management of all behaviour throughout school;
- Develop effective ways of working to create a climate for learning that is both stimulating and challenging.
- Develop the internal voice within our pupils to make the right choices in order to deal with any situation they may face within the school and wider community.

All who are involved with our school show respect and consideration for others. The school property and the property of those within school is looked after. Everyone at Old Dalby CE Primary School takes responsibility for making our school a happy place to be. If pupils, staff and parents feel proud of Old Dalby CE Primary School, we are well equipped to continue to raise achievement and self-esteem of all involved.

Roles and responsibilities

All members of our school community take collective responsibility for the promoting of positive attitudes and behaviour in our school.

Pupil responsibilities:

- Pupils will have a sense of responsibility towards their learning, this is demonstrated by positive, independent behaviours
- To identify strongly with the school and are proud to be a part of it
- To be polite, well behaved and courteous at all times
- To follow the school rules and take part in making decisions based on these rules
- Recognise that all children and adults have rights and feelings that need to be respected
- To work co-operatively with each other and with staff and have high expectations of themselves and others
- To feel equal and have a fair chance to work and learn within an atmosphere of mutual respect
- Show respect for all members of our school community
- To feel safe in understanding that bullying, in any form, will be tackled and steps will be taken to prevent it

Parents and visitors responsibilities:

- To feel part of the school community and feel valued, safe and secure
- Conduct within and around school will provide a positive model for all and follow the positive behaviour approach the school has in place
- To support, and participate, in the life of the school and be actively encouraged to be partners, in their children's learning through homework, classroom activities and other extra-curricular activities

- To readily engage with the school concerning its work and are willing to take part in effective two-way communication.
- To work in partnership to ensure their children have positive attitudes to learning to ensure they make the most of the experiences that are on offer
- Show respect for all members of our school community

Staff responsibilities:

- To identify strongly with the school and be proud to be part of it
- Show respect for all members of our school community
- To empower pupils to assess and manage risk effectively to keep themselves, and others, safe
- To actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner
- Have high expectations of pupils' achievements, attendance and behaviour, to notice and celebrate when pupils meet or exceed expectations
- To use praise to motivate pupils and for praise to permeate all aspects of school life
- To treat pupils and parents with respect and in a fair and just manner
- To be proactive in guiding and modelling positive behaviours, developing problem solving strategies to equip children with the ability to find alternative ways to resolve conflict and situations
- Structure the environment to ensure children can be independent in their learning and decision making
- Recognise that some pupils will need a more personalised approach to meet their individual needs. Their specific intervention plans must be followed by all staff to ensure coherent outcomes for the pupil

Rewards

There will be different systems in class which will reinforce positive behaviours, however, there are whole school initiatives which all staff need to embrace.

- Merits: These are gained for excellence either through personal achievement or attainment. It is at the discretion of the teacher or support staff to reward a merit when they judge that a child has truly given their best. When a child collects a multiple of twenty merits they receive a special certificate in assembly. Each pupil starts from zero at the start of each academic year.
- Headteacher awards: Children can be sent to the Headteacher at any convenient time to share good work or for displaying desired behaviours.
- House points: These can be awarded for random acts of kindness, thoughtful behaviour or for going that extra mile to demonstrate a Christian value.

Rules

Whole school rules: These will be discussed and agreed with the school council members, who will then follow up and share in class. Rules will be displayed around school and will be used when discussing any issues within class circle time.

Learning Contracts are established through class discussions and mutual agreement. Each set of rules is to integrate the Together We Will motto. These rules should be displayed and regularly reviewed/revisited. A copy is to be given to the Headteacher.

Sanctions

Class based sanctions:

Stage 1 – If necessary, explain the issue, emphasise the desired behaviour, and give verbal warning (3 warnings given).

- 1st warning
- 2nd warning
- 3rd warning – see stage 2

Stage 2 – Move in class / miss all or part of break by standing at the wall in the playground

Stage 3 – Send to Deputy Headteacher's class to work

Stage 4 – Informal discussions with parents

Stage 5 – Headteacher / Formal parental involvement – **informed via a red slip**

Lunchtime/Breaktime sanctions:

Stage 1 – If necessary, explain the issue, emphasise the desired behaviour, and give verbal warning (3 warnings given).

- 1st warning
- 2nd warning
- 3rd warning – see stage 2

Stage 2 – Stand by the wall for 5 minutes

Stage 3 – Refer to Deputy Headteacher

Stage 4 – Headteacher / Formal parental involvement – **informed via a red slip**

Staff are encouraged to use their discretion at all times based on given situations. Staff should use professional judgement as to whether a stage or stages need to be missed according to the severity of the behaviour.

Sharing of information is essential as it may provide a piece of a bigger picture. Lunchtime supervisors will record names of children who they have to speak to repeatedly so this can be monitored. The names are to be recorded in the lunchtime behaviour book. These will be passed on to the Deputy Headteacher to take appropriate action.

At weekly staff meetings there is a behaviour update to share information or to ask adults to monitor specific children.

Recording incidents

Incidents, including bullying, homophobic, sexual, racist and violent incidents, and the actions taken, will be recorded and kept in the Headteacher's office. Any patterns of behaviour can be identified and addressed. All incidents are reviewed after 2 weeks then again the following half term. The member of staff completing the form is responsible for ensuring these reviews take place, and that other adults who need to be aware are informed of the incident and any action taken. Where appropriate a key adult will be identified to support the victim and the perpetrator. Where it is necessary to inform parents/carers, this will be done by inviting them into school or it may be done in writing or over the telephone.

When a pupil has been sent to the Headteacher, they will receive a red slip which is filled in by the class teacher and the Head to record the incident and the sanctions received. The slip is returned to school the next day, signed by a parent/guardian. Red slips and all other written records are also recorded on SIMS.

Restraint

On occasions some children do need to be restrained for their own safety or for the safety of others. All members of staff will follow the Local Authority Restraint Procedures. All staff receive TeamTeach training on a 3 year cycle. Where children have needed to be restrained a record will be kept in both the incident folder and the Bound and Numbered Book. Please see the policy for behaviour management and physical intervention.