

Old Dalby Church of England Primary School



Pupil Behaviour Policy

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

Last reviewed: September 2024

Next review due: September 2026

**Kind hearts. Open Minds. Courageous Spirits
Together, we will explore life in all its fullness.**

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.

Our Vision

Kind hearts. Open minds. Courageous spirits.
Together, we will explore life in all its fullness.

This a promise that we, as a whole school, will educate children to be accepting, thoughtful and courageous. Our pupils will show kindness and love to everyone around them, our pupils will understand, accept and celebrate diversity, they will recognise injustices and speak up when they see them.

This will be achieved through a curriculum based on a skills progression of our eight Christian values. We will ensure that the pupils build the skills to live our values. Our curriculum will provide knowledge of historical and current events to provide our children with context and understanding of the values. Children will learn to challenge what they see as an injustice and seek to right this. They will be ambitious, have the courage of their convictions and be empathetic to others. Through working closely with the local community and church, we will provide a warm, nurturing environment to foster ambition, curiosity and love.

“Let us be concerned for one another, to help one another to show love and to do good.”
Hebrews 10:24

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.
- Understand the reasons behind negative behaviours and support children in making positive choices

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 as is the environment we live and learn in. Everyone at Old Dalby C of E Primary School takes responsibility for making our school a happy, safe place to be. If our whole school community feels proud of Old Dalby C of E Primary School, we are well equipped to continue to raise achievement, promote progress and grow self-esteem for every member.

Roles and responsibilities

All members of our school community take collective responsibility for promoting our Christian values, vision and positive behaviour in 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
- To value every member 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
- To live our Christian values and vision
- To support each other, speaking up when they feel something is unfair or not right

Parents and visitors responsibilities:

- To feel part of the school community and feel valued, safe and secure
- To conduct themselves when in and around school as a positive model for our Christian values and vision
- To support, and participate, in the life of the school and be actively encouraged to be partners, in their children's learning through classroom activities and other extra-curricular activities
- To readily engage with the school concerning its work, Christian values and vision, and be willing to take part in effective two-way communication.
- To work in partnership to ensure their children have positive attitudes to school life and to ensure they make the most of the experiences that are on offer
- To show respect for all members of our school community

Staff responsibilities:

- To identify strongly with the school and our Christian values and vision, and be proud to be part of it
- To 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
- To 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
- Recognise that children exhibiting negative behaviour, may have underlying causes which may need supporting

Allegations of abuse made against other children

School recognises that children are capable of abusing their peers. School recognises that peer on peer abuse can take several forms and is clear that abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Old Dalby C of E Primary School will support victims of abuse in line with our Child Protection and Safeguarding Policy and Procedures.

Sexting and up-skirting is dealt with in line with Child Protection and Safeguarding Policy and Procedures.

Rewards

There will be different systems in class which will reinforce positive behaviours, however, there are whole school initiatives applied in every classroom.

- Classroom specific methods: Stickers, marbles in a jar, dojo points, move up class behaviour chart
- 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. These can awarded by all staff, House Captains and Prefects.

Rules

Whole school rules: These will be discussed and agreed with the Prefects, 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.

Class Codes of Conduct are established through class discussions and mutual agreement. Each set of rules is to reflect the Christian Values and our vision of kind hearts, open minds, courageous spirits. 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). Remind the child of the Christian value or values they are not showing.

- 1st warning
- 2nd warning, write the child’s name on the board or move on behaviour chart
- 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 another class to work

Stage 4 – Informal discussions with parents

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

If a teacher feels the Headteacher needs to be involved sooner, that is at their discretion, depending on the severity of the case.

Any violent incidents or those involving any form of hate speech are to go straight to the Headteacher.

Lunchtime/Breaktime sanctions:

Stage 1 – If necessary, explain the issue, emphasise the desired behaviour, and give verbal warning (3 warnings given). Remind children of the school Christian Values.

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

Stage 2 – Stand by the wall for 5 minutes

Stage 3 – Headteacher / Formal parental involvement – **informed via a red slip**

Any violent incidents or those involving any form of hate speech are to go straight to the Headteacher.

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 reported to the Headteacher each day.

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 Headteacher, it will show 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 Arbor.

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 physical intervention.

Pupil Support

As a school we recognise that the victims of bullying and negative behaviour, may need support to allow them to talk about and rationalise their experiences. Children who perpetrate negative behaviour may also need support. We recognise that there is often a root cause and that negative behaviour may be a signal of anxiety, fear, anger or traumatic experience.

All children can be referred for inhouse pastoral support, including:

Play therapy, drawing and talking, ELSA, and Lego therapy.

Children can also have regular check in conversations with adults and more informal support sessions with trained members of staff.