

Davington Primary School



Behaviour Policy



Introduction

This document is a statement of the aims, principles and strategies for Davington Primary School.

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN policy, bullying policy, policy for physical intervention, PSHE policy, child protection policy and the policy for teaching and learning to establish the general ethos of the school.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. The policy is written to promote The Davington Values.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline
- To prevent bullying.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form

- developing strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other

Behaviour Coordinator/Headteacher

At Davington Primary School, the Deputy Headteacher will act as Behaviour Coordinator. This will ensure that the policy is applied and monitored effectively and give staff and children a clear hierarchical point of contact for behavioural issues. The Headteacher will continue to be involved in all serious behavioural plans and meetings and will act as the final sanction or reward within the school hierarchy of behavioural management.

The role of the behaviour coordinator will be:

- to keep abreast of current research and thought on the management of behaviour and to disseminate this to staff & governors
- to implement & monitor the behaviour policy
- to guide and support staff in the application of the policy and good behaviour management strategies
- to ensure appropriate records are kept
- to report to other members of the Leadership Team on a regular basis with regard to both the policy and general behaviour in the school
- to refer all serious issues to the Headteacher

Rules

All the rules have been devised over a period of time after various discussions with the children. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place. Some classes may wish to add extra rules of their own.

The Davington Way

- We take pride in ourselves
- Look after our School
- Always try our best
- Keep our hands and feet to ourselves
- Are polite to everyone
- Are a team
- Treat each other with respect
- Like to have FUN
- All deserve to be happy and safe

Playground Guide

- Keep to play areas agreed
- The picnic tables and benches are for sitting and quiet games
- Keep your hands and feet to yourself
- Be helpful, kind and polite
- Respect other people's games.

Indoor Lunch Guide

- Lunches to eaten in the hall or a designated area
- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full
- Talk at reasonable level (an indoor voice)
- Put your hand up if you want something
- Try to keep the tables clean and tidy and use the cutlery provided
- Line up sensibly and walk around school quietly keeping to the left

Behaviour Consequences

Rewards

- Praise – for getting it right – work, behaviour, attitude, citizenship
- 'Golden Bells' for observing behaviour promoting The Davington Way. This includes a weekly class cup and a draw for the Headteacher's Award
- Stickers, certificates and class rewards leading to end of term rewards
- Star of the Week – badge & certificates awarded in each class to one or two pupils each week and is celebrated in key stage assembly
- House points – Houses will be collected each week and the winning house celebrated in Celebration Assembly
- Celebration Assembly – weekly sharing of good work and other achievements
- A special Headteacher's award will be given at the Headteacher's discretion

Sanctions

"No school however positive or imaginative can eliminate disciplinary difficulties entirely" DfE "Good Behaviour and Discipline". Should children not conform to the agreed rules, the following sanctions will be applied in order:

- 1 Praise appropriate behaviour
- 2 Verbal warning(s) – remind of rule(s)
- 3 Move to a desk or area away from the other children
- 4 Loss of free time (minutes or whole break/session)
- 5 Send to another classroom for one lesson and parents informed informally by class teacher who initiated the sanction. Shorter periods in another class need not be discussed with parents unless very frequent.
- 6 Loss of lunchtime – detention to be the responsibility of the teacher issuing sanction unless other arrangements are in place e.g. by SLT outside HT office. Children should be sent here for serious misdemeanors only e.g. hurting others, damage to property, disobedience including rudeness.
- 7 Child sent to Team Leader or to the Deputy Headteacher for persistent misdemeanors
- 8 Extreme case or persistent case – sent to Headteacher and the incident recorded in the incident book – parents informed and invited to discuss the situation with head teacher. An action plan agreed and a date set for evaluation. This may include internal exclusion in liaison with WBT.
- 9 Exclusion – fixed or permanent exclusion will be used as part of a structured plan or in response to incidents where Health and Safety is compromised e.g. violence or aggression or verbal/physical abuse which contravenes school policy (racial incidents, sexual harassment, dangerous weapons).

Incidents of a serious nature should be recorded on the Incident Sheet (Appendix 9) and copied to the class teacher and Behaviour Coordinator immediately.

Playground Sanctions

Supervisors will give reminders of the rules and warnings. If the behaviour is repeated then the child may be asked to take Time Out. This must be for a short time (2-3 minutes) and may be standing at a wall, sitting on a bench or holding the adults hand. After Time Out the adult will check the child is calm enough to return to play.

Extreme behaviour may lead to children being banned from the playground. This may mean they cannot stay in school at lunchtime or may need to be supervised by a parent during these periods.

Incidents of a serious nature should be recorded on the Incident Sheet (Appendix 9) and copied to the class teacher and Behaviour Coordinator immediately.

Playtime Behaviour, Play Equipment & Wet Playtimes.

Appendix 10 gives details of Playground Behaviour, use of Play Equipment, Buddies and Wet Play Procedures.

Exclusion (see also Appendix 2)

As an inclusive school, Davington Primary will work towards the policy of not excluding pupils by using pro-active early intervention strategies, e.g. structured behaviour plans, parents as partners, LA support, District expertise and managed moves. The school will, however, consider fixed and permanent exclusion as a final measure where intervention has been unsuccessful or where exclusion is in the best interests of the individual, peers or staff.

Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent. Where permanent exclusion is a possibility, a Pastoral Support Plan will be devised with the student, parents, class teacher and Inclusion Manager.

Procedures for providing children with opportunities to discuss appropriate behaviour

- conferencing with a senior member of staff
- conferencing with a member of the Well-Being Team
- small group social skills work – Inclusion Manager, WBT
- opportunity to see a member of Spark
- opportunity to work with the Family Liaison Officer
- Pastoral Support Plan
- a programme of personal, social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHE policy)
- a clear focus for work on relationships and feelings as part of the PSHE work throughout school, including SEAL
- a programme of religious education which includes ethical issues (see RE

- policy)
- circle time – an opportunity for open discussion held in class groups at regular intervals
- the agreement of a set of rules by each class at the beginning of Term 1

General Liaison with Parents

Parents will be kept informed of their child's behaviour through a range of strategies including the child's stickers, certificates and rewards, informal conversations or telephone calls – positive and negative behaviours – use of home/school contact books.

Parents will be immediately informed if Sanction 8 is reached. If there are concerns because a child persistently reaches Sanction 6 parents will also be informed by the class teacher.

Specific Liaison with Parents

All parents will be kept informed about their child's behaviour, but some may need daily or weekly contact. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. It may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

AEN/SEN – longer term needs / Outside agencies

Any worries about any pupil should be discussed with the Inclusion Manager and Behaviour Co-ordinator. This should be actioned by completion of a Behaviour referral form (Appendix 1) detailing reasons for concern, action taken to date and outcome. This should be initially passed to the Behaviour Co-ordinator who will meet with the teacher to discuss the way forward. This will ensure that strategies previously outlined have been carried out and may include use of Report Cards (Appendix 2) or Team Leader's individual behaviour programmes (Appendices 3 and 4) which must only be set up in consultation with the Headteacher. For children at this stage there will need to be an **Individual Education Plan**, evaluated termly and carefully monitored. A **Pastoral Support Plan** may be put in place as an alternative and must be in place if the child is in danger of exclusion. For most children at this stage there will need to be increased recording of problems, behaviours, action taken and evaluations – a range of resources and recording formats will be used for this (Examples in Appendix 5).

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Inclusion Manager, Behaviour Co-ordinator and Headteacher, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required e.g. Behavior tracking Record (Appendix 6). Outside agencies include:

- Specialist Teaching Service
- Educational Psychologist
- Attendance & Behaviour Service
- Teacher for Hearing Impaired
- Teacher for Visually Impaired
- Speech Therapist
- Physiotherapist/Occupational Therapy
- Pre-School Advisor
- School Doctor
- Social Services

Monitoring

The Behaviour Coordinator will be responsible for the day-to-day monitoring of this policy and the general behaviour within the school, bringing regular reports to the Leadership Team.

In light of this policy the leadership team will continually monitor the behaviour throughout the school.

Chilton Saint
Headteacher