

Ditchheat Primary School



Behaviour Policy

This policy will be reviewed every 2 years.

Reviewed and agreed by:

Headteacher:.....

Date:

Next review: Autumn 2020

Rationale

Ditchheat is a small caring school with relatively few behaviour problems. However, this policy is intended to provide a framework to enhance the general atmosphere of care, consideration and friendship, in which all children can learn and achieve their full potential.

At Ditchheat School we believe our children should ultimately learn self-discipline, independence and how to learn and this needs to be taught discretely. The maintenance of an orderly and caring learning environment depends on all staff and children working towards the same aims. We believe that working in partnership with parents best achieves these aims.

This policy is based up on the governors' statement of behaviour principles (see Appendix A).

Key Aims

We aim:

- For high quality inclusive communication which allows all children to understand and therefore meet our expectations
- to promote good behaviour by the use of praise and rewards, to raise self esteem and celebrate achievements
- to have/set clear expectations
- for all members of staff to promote and maintain good discipline and to approach behaviour issues in a positive way
- to keep all children, members of staff, governors and parents informed of the rewards and sanctions used
- to recognise where behaviour difficulties may result from particular needs and try to address these by acting early to prevent escalations of inappropriate behaviour and by timely sharing of information between staff

Principles

Our behaviour policy is based on these underlying principles:

- We treat all members of the school community with respect, speaking politely at all times
- We use school equipment carefully and respect the property of others
- We keep the school surroundings tidy
- We follow school routines

- We are courteous and respond positively to all staff and visitors in the school
- We believe all staff have the responsibility and the right to reward good behaviour and to sanction inappropriate behaviour

The Weather Chart

In Cherry class, we use the weather chart as a visual and kinaesthetic method of behaviour management. The weather chart enables staff to communicate with children about both positive and negative behaviours without needing to speak and interrupt the flow of a lesson.

The chart works on the basis that all children begin on the sun. The rainbow is in place to recognise children when they have behaved in a way which exceeds our expectations. The cloud, the rain cloud and the storm cloud are used to indicate to a child that they are not meeting our expectations, and there are clear sanctions for each different stage. Children always have the opportunity to move back from the cloud to the sun within a session and so avoid the sanction.

Rewards - Whole School Systems

Team Points:

1. In most classes, children's names will be displayed in their teams
2. If a child demonstrate the positive learning for the lesson, the ongoing learning behaviours or produces good work (this includes answering questions or performing well in groups or individually), they are given a tally mark against their name
3. At the end of the week, the tally marks are added up for each child and the top 3 that week get a golden ticket to put in to the golden box for the end of term raffle which will be drawn in assembly for prizes. The ticks are totalled and put towards team points
4. If a child has produced an excellent piece of work or has demonstrated excellent learning, they can be sent to the headteacher for a headteachers award which will also be 5 team points
5. All classes to total the points for each team before lunchtime on Fridays as well as give 3 golden tickets to the children to place in the golden box
6. At the start of each term, the team with the most amount of points will be able to wear mufti to the reward afternoon
7. Each Friday at 2.25 the children will meet in their teams with an adult (aim that it will eventually be a year 6 child) to facilitate. During these meetings, they will talk about what they have received team points for this week, which learning behaviours they are still struggling with or doing really well with. If a child had a

reflection that week, they will need to discuss why they got it and if there is anything they can do in the future to not get it again, if they need to do anything to make amends and if there was someone they hurt

Sanctions – Whole School System

1. If a child is not following one of the learning behaviours, their name goes on the warning board
2. If a child continues to not follow the learning behaviours, they receive a dot against their name. If the poor behaviour still continues, they get another dot which will result in missing 10 minutes for KS2 and 5 minutes for KS1 off their break time either that day or the next day where they will have to attend reflection in Oak room
3. Reflection will be manned by a teacher and will be a time for the child to talk and think about what they did and how to improve their behaviour next time. They will be asked to complete a form during this time (they may need support for this)
4. This behaviour will be recorded on the reflection form and a sticker will be put in the child's journal to inform parents
5. If behaviour continues to be poor, headteacher to come for a check in with the child to help them reset
6. Certain behaviours will result in the child immediately having to go to reflection at the next break time:
 - Rude to a member of staff
 - Physical violence or threatening behaviour
 - Swearing intentionally to cause offence
 - Racist, sexist or homophobic remarks (headteacher must be informed and this will be also recorded separately and reported to governors)
7. If the child has to go to reflection, the parent will be informed through the reading record
8. If a child receives 3 reflections in a week the parents will be told face to face or on the phone
9. If a child receives 5 reflections in 2 weeks this will trigger a report given by the headteacher which will track their behaviour at intervals throughout the day. The child will be on report for 3 consecutive days and the parents will be informed
10. If a child continues to receive reflections, they will get an internal exclusion and parents will be informed
11. For a couple of children, there will be a separate behaviour plan which all staff will be aware of
12. For more serious incidents, please see the exclusions guidance (Appendix B)

Ditcheat Stars:

- Each week members of staff select children who are deserving of particular

praise. They are presented with a Ditchheat Star Certificate and sticker in our Friday assembly. On the certificate the reason the child has been chosen will be recorded. Photos of the children are displayed in the main corridor for a week.

- Certificates are also awarded to the mathematician of the week and the writer of the week in each class. These are also displayed in the main corridor for a week
- Reading certificates are awarded in recognition of effort made in reading
- There is a Headteacher's cup which is awarded to one child each week

Raffle tickets:

- Class teachers may choose to award raffle tickets for achieving writing next steps but this will be managed on a class by class basis

Letters of Commendation:

- These will only be sent to children whose behaviour and attitude to school is outstanding. The staff will nominate pupils towards the end of each term.

Appendix A

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

Introduction Under Section 88 of the Education and Inspections Act 2006 the Governing Body of Ditcheat Primary School is required to make and review a written Statement of Behaviour Principles. The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education.

This Statement of Behaviour will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Non-negotiables: The school behaviour management system defines behaviour that will not be tolerated at any level and should be clearly set out in the Behaviour Policy. Governors expect these expectations to be consistently applied by all staff and understood by children, whilst recognising the varying needs of all pupils.

Inclusivity and Equality: Ditcheat Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. Measures to protect children should be set out in the Behaviour and Equality policies.

Rewards and Sanctions: The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.

Pupil/Parent Conduct: The Governors wish to emphasise that violence,

threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

Power to Screen and Search Pupils: The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school (and as listed in the Behaviour Policy).

The Use of Reasonable Force or Other Physical Contact: The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

The Power to Discipline Beyond the School Gate: The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's response to any bad behaviour outside of school.

Pastoral Care for School Staff Accused of Misconduct: The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and other School Staff' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.



Exclusion Guidance

Decisions regarding exclusions are to be made by The Headteacher. This document provides a structure for leaders to work with but the final decisions will depend upon a reflection of the severity and nature of the incident.

Swearing

Child swears to them self;

- Child is warned that that language is not tolerated
- Child should be reminded about language used in school

Child swears abusively out loud or at a person

- Child misses the following playtime and goes to reflection
- Parents should be notified via a sticker in their reading journal

Swears in a threatening/aggressive way

- Internal exclusion for a session (i.e. the following lessons) and misses a playtime and goes to reflection

Intentional verbal assault, that is as a constant defiance and is linked to persistent disruptive behaviour

- Fixed term exclusion

Physical Assault

Child is involved in a 'fight/scuffle' where both parties are at fault

- Child misses the following play– both children to discuss at reflection what they should have done and will do differently next time
- Parents to be contacted

Provoked physical assault

- 1st incident child misses the following play and attends reflection time
- 2nd incident in a week miss playtimes and lunchtimes for remainder of week
- 2nd incident within a fortnight of previous one missed playtimes and lunchtimes, aim to resolve reasons
parents to be informed strategies employed in class to support child's social needs

Unprovoked Intentional Physical Assault on a pupil or member of staff

- 1st incident child misses the following play and attends reflection and ½ day internal exclusion
parents to be contacted. Discussion about the needs of the child (consider EHA/behaviour plan/ any SEN needs), warning of a fixed term exclusion
- 2nd incident Is this incident within 4 weeks of the last incident?
 - Yes, 1 day fixed exclusion
 - No, child misses following play and attends reflection and ½ day internal exclusion, parents to be contacted
 - Involvement in social skills group or more regular support via class to support root of problem

Depending on the nature and severity of the assault this may result in an immediate fixed term exclusion

Persistent Disruptive Behaviour

Despite being given options to engage in a constructive activity the child constantly refuses to engage with any adult.

Is the child safely contained having no effect on anyone else or their immediate environment?

- Yes- leave the child to 'cool down, try to re-engage after a suitable time lapse
- No- Ensure a member of staff (TA) is available to supervise and support the child Teacher to engage when necessary

After 45 minutes/ 1 hour engage headteacher to raise awareness, they can communicate options to the child and support where necessary

Arrangements for a PSP should be made

After 1 ½- 2 hours

Is the child disengaged for 80% of the time (50 mins out of any hour)

Is the child persistently refusing to comply with instructions?

Has the child refused to engage in ANY constructive activity?

Is the child dominating the time of at least 2 members of staff with no positive outcome?

Is the child putting themselves in a position of danger and not responding to making sensible choices about their actions?

If Yes, to any of the above Internal Exclusion for at least an hour, with Headteacher. Child can then return to class to try to make the right choices about their engagement. If disruptions then continue- Fixed Term Exclusion

If the child refuses to engage with the Internal Exclusion - Fixed Term Exclusion for the remainder of the day

Leaving the Classroom

On some occasions it is important for some pupils to be given constructive, managed outdoor time to help them self-regulate. This is adult-led.

When a pupil walks out of class, it would suggest that they are in a state of high arousal and unable to regulate them self. Opportunity should be given to resolve the child's difficulties. They may need support resolving a conflict or help with their learning. They may need time to cool down, reflect and return, encourage the child to do this in a secure place where they can be observed. Encourage a return to class when appropriate

When a child refuses to use a secure safe place or return to class, an adult should remain in sight of them. They may need time to cool off but eventually should be given structured choices to engage in a constructive activity.

- Is the child refusing to engage with the adult? – see persistent disruptive behaviour.
- Is the child attempting / managing to leave the premises but returns with adult support and guidance?
Yes-the child should be supervised with a suitable activity in class or out but headteacher should check in to observe the situation

Is the child attempting / managing to leave the premises and NOT returning after a reasonable amount of time or reasonable amount of choices given?

Is the child is putting themselves at risk by not complying with adult instruction?

School are unable to keep pupils safe because of the child's disregard for adults caring for them e.g. members of staff are involved in trailing the child away from the school premises

Yes-Fixed term exclusion

Some additional Guidance notes taken from the DFE which should be paid due regard

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for Free School Meals; looked after children⁷; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean communities.

In addition to the approaches on early intervention set out above, head teachers should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities.

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of special educational needs (SEN) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child.

Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers and the local authority that looks after the child.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN, schools should consider requesting an early annual review or interim / emergency review

