

Ditchheat Primary School



Behaviour Policy

This policy will be reviewed every 2 years.

Reviewed and agreed by:

Curriculum Governors:.....

Headteacher:.....

Date:

Next review: Autumn 2018

DITCHEAT SCHOOL BEHAVIOUR POLICY

"Learning together to achieve our best"

Rationale

Ditcheat 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 Ditcheat School we believe our children should ultimately learn self discipline and initially this needs to be taught. 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.

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

Throughout the whole school 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.

'In cases where 'The Weather Chart' does not support the specific needs of an individual child, we will work with parents and child to create an individual behavior management plan.

Rewards - Whole School Systems

Team Points:

- All children are members of a mixed age colour team.
- Year 6 children act as team leaders looking after younger team members. They model good behaviour and recognise the achievements of their own teams. Year 6 children work towards achieving the sports leadership awards in their role as team leaders.
- Team points are awarded for:
good work, good behaviour, achievement of targets, kindness, initiative and effort.
- Points collected from each class are added to the whole school display and celebrated at our Friday assembly. The winning team sits on the bench for the following week. At the end of each term members of the winning team are awarded a small prize or a party.
- At least once a term teams meet to share an activity.

Ditcheat Stars:

- Each week members of staff select children who are deserving of particular praise. They are presented with a Ditcheat Star Certificate and sticker in our Friday assembly. On the certificate the reason the child has been chosen will be recorded. Certificates 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. These are also displayed in the main corridor for a week.
- There is a Headteacher's cup which is awarded to one child each week.

Raffle tickets:

- These are awarded on a daily basis to any child who deserves recognition. The tickets are saved and at the end of each week a winner is drawn from each class. The winner is able to choose a small prize.

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.

Sanctions

Minor misdemeanours will be dealt with by the class teacher or adult on duty, who will follow the weather chart. Sanctions should help the child to realise the consequences of their actions. This may involve apologising to the 'injured party' or making amends for inappropriate activities eg tidying or cleaning up. They could include - writing a letter of apology, loss of playtime(s) or a privilege, putting right 'damage', working away from a peer group, internal exclusion.

The class teacher keeps informal records of concern, for example in a home/school book, if an individual child is exhibiting persistent unsatisfactory behaviour.

Unacceptable behaviour, for example hitting, kicking or biting another person, spitting, swearing or verbal abuse will be dealt with using the following system:

- Verbal warning
- If a child refuses time out to cool off and calm down - during lesson time this may be in a quiet spot in the classroom, the class teacher should be called initially. The deputy or head should be called if the situation escalates. If it is felt necessary the child may be asked to move to another class. During break time a child may be told to stay near the adult on duty or to sit in a quiet spot on the playground. If a child refuses to respond in the required way the Head or Deputy will be called to the incident.
- If a sequence of incidents of poor behaviour is noted by the class teacher the Head should be informed.
- If a very serious or persistent problem occurs, the child's parents will be contacted and asked to come into school to discuss the matter. We aim to work closely with parents, and expect and value their support. Follow up meetings to discuss progress will be held as necessary.
- The ultimate sanction would involve short/ long term exclusion, although we aim to help children with behaviour difficulties before this is necessary. Decisions regarding exclusions are to be made by the Headteacher and in his absence by the Senior Teacher. Appendix 1 provides a structure for leaders to work with but the final decision will depend upon the severity and nature of the incident.
- Staff will use their professional judgement to decide on the appropriate point of entry in the sanction system, depending on the nature of the incident and their knowledge of the children concerned.
- All staff carry a red card which is used to summon support in cases of extreme behaviour.
- For persistent problems the class teacher will record the details of any incidents on an individual record card, keeping the head informed so the situation is monitored. If felt appropriate, the school can involve the behaviour support services.

The Head will report to the Governors in the Summer Term on behaviour in the school.

Exclusion Guidance

Aggression – (Fight, scuffle, punch, bite, scratch, pinch)

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

- Restorative Justice Process (talking to both parties about the consequence of their actions).
- To spend time away from other children and distractions for a limited period (e.g. 10 mins in the library), more depending on severity. (Staff to spend 'time away' explaining process to child)
- Parents to be contacted

Provoked acts of aggression

- 1st incident to be sorted via Restorative Justice including limited time away from other children and distractions (e.g. 10 mins in the library)
- 2nd incident in a week further time spent away from other children (e.g.20 mins in the library)
- 2nd incident within a week of previous one parents to be informed as to strategies employed in class to support child's social needs.

Unprovoked Intentional Acts of aggression on a pupil or member of staff

- 1st incident to be sorted via Restorative Justice including limited time away from other children and distractions (e.g. 30 mins in the library). Parents to be contacted
Warning of a fixed term exclusion. Discussions about the use of a PSP meeting.
- 2nd incident Is this incident within 1 week of the last incident?
 - Yes, 1 day fixed exclusion
 - No, Time spent away from other children (e.g.30 mins in the library)
Involvement in Nurture 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; for example putting someone in immediate, significant danger