



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

Behaviour Policy

Reviewed	September 2022
Next Review Date	September 2024

This Policy for Behaviour has been formulated by Staff and Governors of the School to support the aims of the School. In particular, the children in our care will be happy, confident and independent who will contribute to the Local Community. This policy will also embody our aim to use our RESPECT characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach. The effectiveness of these policies will be reviewed on a regular basis by Staff and Governors to ensure they continue to support our aims. We aim to promote these policies across the Community in order to ensure that they are living documents which support us in our everyday work.

Statement of Principles

New Delaval Primary School is a place where everyone is valued and cared for as an individual, their views and heritage respected and where children are at the centre of all we do. We allow the uniqueness in each individual to flourish through a happy, safe and stimulating environment where everyone can meet their personal goals and full potential: intellectually, physically, socially, emotionally, morally and spiritually. Through a positive community ethos we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling enjoyable learning within the context of a rapidly changing technological society.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at New Delaval Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's golden rules and will be asked to be involved again in reviewing the policy in two years time.

Aims

The aim of New Delaval Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

New Delaval Primary School has a number of "Golden Rules". The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

The development, teaching and use of the RESPECT characteristics (Respect, Empathy, Self-Awareness, Positivity, Excellence, Communication and Teamwork) underlying our positive approach to behavior management by instilling a set of values.

New Delaval Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

Expectations

At New Delaval Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.

- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code or contract.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect characteristics for self, others and the world around us.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of New Delaval Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

School Rules

The school's 'Golden Rules' are:

- We are gentle...we don't hurt others
- We listen...we don't interrupt
- We are honest...we don't cover up the truth
- We are kind and helpful...we don't hurt anybody's feelings
- We work hard...we don't waste time
- We look after property...we don't damage things

These are displayed in pictures and texts around the school.

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

Rewards and Consequences Overview

We aim to create a healthy balance between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. All

systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'consequences' below). All class teachers should operate a stepped approach to consequences, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their children
- Stickers and stamps
- Certificates
- Privileges
- Positive phone call home
- Class wide rewards
- House points (collected weekly by House Captains – Cup given in Celebration Assembly)
- Merit Stars – awarded annually for children in each class
- National Curriculum Awards – annually for achievement and attainment
- Annual Sports Medals
- Star of the Week
- VIP Board
- Praise postcard
- Visits to the Headteacher's and Deputy Headteacher's office and other classes to show good work

Negative Behaviour and Consequences

Despite positive responses as a means to encouraging good behaviour in New Delaval Primary School, it may be necessary to employ a number of consequences to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start as is every lesson.

It is imperative that any consequence is applied fairly and the consequences fully explained.

If the class/school rules are broken the following procedure will be followed:

- Children will be given two non-verbal warnings by the class teacher, learning support assistant or supervisor;
- If the behaviour continues in the same lesson this will result in a yellow card
- Any further rule breaking in the same session results in a red card and a consequence from the list below

Consequences List

- 15 minutes lost playtime at either breaktime or lunchtime – supervised in either own classroom or in homework break room with Deputy Head
- After 2 red cards in a day or session, children should be sent to the Deputy Headteacher for consideration of Back on Track System
- Separation e.g.
 - Working in isolation from other children but beside the teacher
 - Teachers may send their pupils to another class (a responsible child should accompany them). When sending a student to another class, they should have work to complete
 - A change of activity
 - Leaving offending child to last e.g. choosing an activity or going out to play

Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. Consequences of being sent to the Headteacher/Deputy Headteacher may include:

- A phone call to parents
- An official letter home
- Entered into school warning book (kept by the Headteacher)
- “Back on Track”
- Fixed Term Exclusion (by Headteacher only - see exclusions section below)
- Permanent Exclusion (by Headteacher only - see exclusions section below)

Back on Track

This is both a serious consequence and a behaviour improvement and monitoring system. The Deputy Headteacher would normally place a child on Back on Track. Depending on the age of the child, Back on Track is normally over one-week period, if the child does not successfully complete the week of Back on Track then further days could be added. Removal from Back on Track is based upon the successful achievement of SMART behaviour targets agreed with the student at the start of Back on Track. Parents will always be informed in writing if their child is placed on Back on Track. While on Back on Track, children may not:

- Represent the school
- Represent their house
- Attend school trips
- Attend after school clubs
- Play out
- Have lunch with their class

Playground Removal

During playtimes, occasions arise where children display poor behaviour. The staff on duty should all respond to these incidents in the same consistent way. Lists of behaviours and the system for dealing with them are outlined in Appendix A. A behaviour slip is then completed.

SEALs Group

Children that continually display poor decisions or poor social skills will be allocated a place in a specialised SEALs group. Children in these groups engage in activities that address their particular behaviour or social needs. Children may participate in more than one group depending upon their assessment for needs.

Fixed-term and permanent exclusions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, Monitoring and evaluating behaviour

Classroom

In class children may be given SMART behaviour targets to achieve and these will be recorded on a tick chart. This helps focus children's attention onto positive behaviour traits. A child on Back on Track automatically receives a chart. These charts are kept outside the Deputy Head teacher's office. Incidents of poor behaviour should be recorded in the pastoral folder and added to CPOMS.

Playground

Incidents of disruptive behaviour in the playground are recorded on the 'behaviour slip' by those on duty. At the end of playtimes these are given to each classroom teacher. These records are used to give consequences for unacceptable behaviour and also to inform the child or children involved in such incidents, teachers, parents/guardians and other interested parties of an individual's poor behaviour when necessary. Slips are kept in each classroom teacher's green pastoral file. The member of staff on duty can also give an immediate consequence.

Pupil's Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises (*Section 89(5) of the Education and Inspections Act 2006*) "to such extent as is reasonable". Sanctions in this behaviour policy may be applied to all non-criminal bad behaviour and bullying anywhere off the school premises and which is witnessed by a member of staff or is reported to the school. Teachers may discipline a pupil for:

any misbehaviour when the child is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way clearly identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Roles

The Role of School Council

The School Council meets approximately once a month. The School Council consists of children from Year 1 – Year 6. KS1 classes (Year 1 and 2) have one elected member, while KS2 classes (Year 3 to 6) have two elected members on the School Council, one male and one female representative. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's "Golden Rules" and RESPECT characteristics to parents and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime using the 'lunchtime slips' and can also issue immediate consequences. Lunchtime staff can also issue rewards.

The Role of the Class Teacher

New Delaval Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at New Delaval Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting other than in rare occasions as a management strategy.

Teachers contribute to the open policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

How do the roles layer together?

<p>The Class Teacher</p>	<ul style="list-style-type: none"> • Implementation of behaviour policy in classroom and around the school • First point of contact for all incidents of poor behaviour in class and at playtime / coming to and from school etc • Parents should be referred to the class teacher regarding behaviour issues / enquiries by office staff, TAs and senior management as first point of contact – class teachers should hold all records of behaviour and therefore are in the best position to comment on behaviour in the first instance. • Pass serious incidents to Deputy Headteacher after investigation
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<p>The Deputy Headteacher</p>	<ul style="list-style-type: none"> • Issues consequences for serious / persistent behaviour incidents – these should have initially been dealt with by class teacher first. <u>Incidents that come straight to the Head / Deputy Head should be passed back to the class teacher as first point of contact before being dealt with.</u> • Monitors serious behaviour incidents in school behaviour book • Supervises Back on Track and monitors SMART targets, liaising with parents when necessary • Passes racist incidents and very serious incidents to Headteacher after further investigation
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<p>The Headteacher</p>	<ul style="list-style-type: none"> • Issues consequences for very serious behaviour and racist incidents or persistent behaviours – after incidents have been investigated by class teachers and Deputy Headteacher. <u>Incidents that come straight to the Head / Deputy Head should be passed back to the class teacher as first point of contact before being dealt with.</u> • Reports exclusions to LEA
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	<ul style="list-style-type: none"> • Liaises with parents where necessary • Reports on effectiveness of behaviour policy to governing body
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It is not the role of the Deputy Head or Head teacher to be the first point of contact for behaviour incidents. This is important as it allows class teachers, who know the children the best, to discuss behaviour and consequences in line with the school Golden Rules and each class' own behaviour contracts with the child. It also allows class teachers, during the process of investigation, to provide a full picture of the child's behaviour to the senior management. This may include, for example, information on previous incidents that led up to the investigated one; information from home that may help explain the behaviour and therefore assist senior staff in selecting a consequence that fits the behaviour.

Appendix A

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
<ul style="list-style-type: none"> • Unless repeated these behaviours should be dealt with outside by giving 15 Minutes time out and will shadow a member of duty staff outside. 	<ul style="list-style-type: none"> • Removal from yard for remainder of playtime to the DHT/HT • Behaviour Slip completed and passed to Class Teacher • Incident dealt with and consequence implemented by Class Teacher at an appropriate time • Consequences may include Deputy Headteacher's warning book 	<ul style="list-style-type: none"> • Removal to outside HT/DHT offices • Behaviour Slip Completed • Incident dealt with by senior member of staff <u>AFTER</u> class teacher has discussed behaviour with the child. • Consequence implemented by senior staff
Name-calling Persistently swinging on or climbing on equipment Throwing objects General rough play (pushing, shoving etc) Deliberately throwing objects over fence Misuse of school property Spitting on ground Not lining up correctly at end of lunch / break Messing about in pod areas	Throwing soft objects at others Spitting on school property Persistent rough play (pinching, pushing etc) Deliberately entering any out of bounds areas Lying Inappropriate harassment (touching, nasty words etc) Ignoring staff instructions Multiple or extreme Level 1	Spitting at another person Racist comments Swearing at adult Running away from adult Rude to adult Fighting (any hitting, kicking etc) Biting Throwing dangerous objects Bullying Multiple or extreme Level 2

