BEHAVIOUR POLICY

November 2024

Head Teacher: J Lyon 27/11/24

Chair of Governors: J Brown 27/11/24

Introduction

This school shows itself to be a stable, ordered, caring community where children are encouraged to be self reliant, to make sensible choices and to exercise self-control. Throughout the school there is an **insistence on acceptable standards of personal behaviour** where all staff are key role models. We aim to reinforce good behaviour and emphasis is placed on praising good manners, kindness and consideration towards others.

This policy will provide staff with a framework in which to foster the healthy growth and development of a child's spiritual, moral, emotional and social education.

<u>Aims</u>
- To help each child acquire a set of moral values which will guide his/her personal behaviour
- To develop a respect for and responsiveness to the needs of others
- To develop a positive attitude to emotions, life and learning
- To encourage pupils to co-operate with one another, and other members of the school community
- To encourage each child to develop as an individual, grow in confidence and self knowledge, and learn how to deal with the more difficult emotional experience of life
- To help each child to understand and acknowledge the need for rules and authority
- To help each child develop a sense of personal responsibility
- To work with parents to develop a mutual understanding of the behaviour we expect in school.

<u>Equal opportunities</u>
All children irrespective of race, gender, social background or disability are treated equally in respect of the strategies included in this policy for the management of children's behaviour. **We start from the premise that we expect good behaviour from all children**.

<u>How we hope to foster good behaviour</u>
- By providing a safe, well-ordered environment in which learning can take place
- By valuing each child as an individual
- By providing challenging programmes of teaching, guidance and a range of opportunities designed to enable pupils to develop their full potential
- By teachers inspiring confidence
- By emphasising co-operation and interdependence
- Through close liaison with parents, giving information about progress and performance and early warning of problems whether associated with work, relationships or behaviour
- By creating a positive environment where children feel secure enough to try, succeed, fail and take constructive criticism
- By providing children with a set of school expectations to adhere to and making them fully aware of the consequences of disregarding them
- By celebrating success with parents, Head teacher, and the wider community
- Use of marble / dinosaur jars.

- Use of stickers, rewards and certificates across the school

Rules and Routines
It is essential to be clear on the rules and routines which apply to different times of the school day. Routines are established early on in the school year and are regularly reviewed and reinforced.
- What possessions can be brought to school
- What can be eaten at playtimes (healthy snack)
- Playtimes
- End of playtime routines – 2 rings of the bell
- Hanging up coats/belongings
- Where children can play

Behaviour that is likely to cause disapproval
Good behaviour is continually praised, however we acknowledge that children do forget and are placed in situations that can cause them to respond in a variety of ways. **For some children good behaviour needs to be taught**.

The following anti-social behaviour is considered to be particularly serious and appropriate action will be taken to address such behaviours.
- Bullying – verbal or physical
- Deliberate damage to property of belongings
- Racist abuse
- Behaviour that is likely to cause injury to self or others
- Abuse of adults – verbal or physical
- Bad language
- Aggression
- Stealing
- Name-calling
- Behaviour that is likely to detract from their work or the work of others
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When children are involved in behaviour that is unacceptable, we remind them:
1. **Why** we need good behaviour
2. **What** they have done wrong
3. **Help** them to think about the possible/actual consequences of their actions
4. **Remind** them again of **how** we expect them to behave
5. **Encourage** them to do so

For any unacceptable behaviour in the classroom/playground the consequence system must always be used.

Procedures for dealing with children who persistently choose unacceptable behaviour
1. Staff discussion involving all relevant members of staff including the class teacher, support staff, and SENCO
2. Use of an Individual Provision Map
3. Detailed monitoring and recording of behaviour
4. Parental Involvement
5. Referral to LEA's support services

See flow diagram (1) for dealing with this behaviour.

Behaviour at lunchtimes

The purpose of the lunchtime period is to enable children to:
- Eat their lunch
- Enjoy a period of social activity

Lunchtime is a period of supervised leisure time for all children. It is a time for them to relax, chat, and play with friends in a secure and safe environment. It is an opportunity to interact both with adults and children learning the skills of positive social behaviour. This can be best achieved in an organised and supportive environment in the dining room and playground.

Structural arrangements and routines
- Lead midday supervisor in charge of all decisions made in relation to the organisation of the children/activities over this time
- Children seated in hall and good table manners are insisted on
- The staff operate a staggered lunchtime
- All midday supervisors follow the same 'school expectation and consequence' system as staff
- The bell rings at 12.55pm and the midday supervisors wait with the children until a teacher takes over at 1pm
- Lunchtime awards are given out where appropriate

Lunchtime Sanctions
- Verbal disapproval after reference to lunchtime rules and expectations of behaviour are made clear (warning).
- MSAs note in book
- Child is given 'time out'
- Midday Supervisor refers child to the HT if behaviour persists
- If the unacceptable behaviour continues after the warnings the child will lose lunchtime play the following day and parent's will be informed.
- If there is no improvement in the child's behaviour at lunchtime then the school reserves the right to exclude children for the lunchtime period and it will be the responsibility of the parent/s to collect the child at the end of the morning session and return him/her at the start of the afternoon session

SEND

Children with special education needs sometimes need more support to help them understand appropriate and inappropriate behaviour. The same rewards and sanctions are used in these instances but staff may also introduce other more personalised strategies such as sticker charts, behaviour plans, sitting spots etc. Any differentiated strategies are discussed with SLT and/or the SENDCO and shared with parents. Outside agencies may also be involved.

Risk assessment

We put a risk assessment in place when there is a pattern of behaviour that causes concerns or when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

Positive Handling

We have members of staff who are trained in positive handling and on the rare occasion, a child puts themselves or others at risk of harm, these strategies may be used. This option is always discussed with the parents after the event and referred to on the SEP and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

Exclusion/Suspension

In serious cases, one of the following sanctions may be necessary:
- Isolation or Internal suspension. The child may need to complete their school work outside the classroom with extra supervision. This may occur as a sanction when a child has behaved in an unsafe manner.
- Fixed term suspension. At times, it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time, staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion. This would only occur when all interventions for support have been exhausted and staff believe that Dishforth Airfield CE Primary School is unable to further meet the pupil's needs.

Linked Policies: Exclusions Policy.

Further Information - Behaviour Logs
A robust system called CPOMS, is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

Internet Safety
Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our Online Safety Policy.

Peer on Peer Abuse

Peer on peer abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiating or hazing type violence and rituals and sharing nudes and semi-nudes.

All allegations of abuse are serious. The DSL is informed and a record made on CPOMs. The DSL will respond by investigating what has happened, which includes: speaking to staff pupils and parents and then deciding on any necessary course of action.

Actions may include any of the following:-

· meeting with parents

· organising support for perpetrator and victim in school

· organising with the teacher to address issues through RSE lessons

· organising assemblies

· refreshers for pupils on E-Safety

· refreshers for parents on E-Safety and age limits

· making an Early Help referral

· reporting to Children's Social Care

· reporting to the police

Further information can be found in:-

Keeping Children Safe in Education (KCSiE) DfE updated September 2022

Peer on peer abuse: The DfE's 'Sexual violence and sexual harassment between children in schools and colleges' advice has been updated, in line with the revised KCSIE September 2021

Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020

Linked Policies

Child Protection   PSHCE   Online Safety

Strategies for Managing Classroom Behaviour (1)

Class teacher notes child and tries school strategies to manage the behaviour (school expectations.)

Little or no progress

Class teacher consults SENCO and tries different strategies. Strategies are discussed with the child's parents. (Concern noted)

Little or no progress

Meeting between Head teacher, class teacher, SENCO and parents to share concerns. Permission from parents is required for further referrals
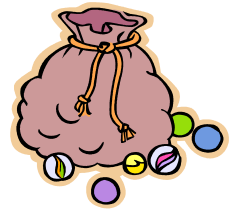
Little or no progress

Head/SENCO refer child to outside agencies e.g. Education psychologist. The school will implement any suggested strategies

Little or no progress

Head/SENCO/Parents request EHCP procedures

School Expectations

1. I will follow instructions first time by any member of staff.

2. I will do all my work in class and homework to the best of my ability.

3. I will keep my hands and feet to myself.

4. I will be kind and respectful to people and their property.

5. I will tell the truth.

6. I will follow the school values of: commitment, compassion, co-operation, respect, resilience, responsibility

If I choose not to follow the expectations.

1. I will be given a verbal warning.
2. My name will be noted and I will miss 5 minutes of playtime.
3. Time out in a separate space in class with a timer and behaviour logged in class book.
4. I will be sent to the Head Teacher to complete a behaviour change plan.
5. My parents will be contacted.