

# Dunmore Primary School

## BEHAVIOUR POLICY



### **Underlying Principles**

At Dunmore Primary School we aim to provide an inclusive and broad curriculum which inspires and challenges all children. We achieve this within an environment that is safe, secure and stimulating and encourages and reinforces good behaviour and the fostering of positive attitudes.

We aim to set the highest expectations in everything we do and we all keep striving to improve and learn from each other socially as well as academically. Praise for good behaviour is our key to creating a positive atmosphere where the children have the opportunity to succeed. Behaviour codes and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

We are committed to:

- ensuring everyone's well-being and happiness as these are key to successful learning.
- promoting positive values which underpin all the work of the school.
- encouraging positive and trusting relationships between all members of the school community.
- meeting the needs of all our pupils, nurturing, developing and extending each pupil's skills and talents.
- encouraging children to develop the confidence to challenge themselves and recognise their own potential.
- creating and nurturing successful partnerships between parents, staff, governors and the wider community.

We will not accept the following behaviour:

- use of rude or unkind language
- hitting, kicking, biting or other such physical responses
- racist, sexist or homophobic remarks or those relating to disability or family situation

### **Learning and Teaching**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of negative behaviour. Dunmore also delivers the SEAL Programme (Social and Emotional Aspects of Learning) for the majority of its PSHCE (Personal, Social, Health and Citizenship Education) in order to support children in this area of learning development.

It follows that lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking is used as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **Behaviour Management**

Behaviour management and teaching methods have an important influence on children's behaviour. The school environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce

uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Most instances of negative behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

### **Positive Behaviour Management**

At Dunmore School we intend to focus on the positive things that children do and praise and reward this constantly through a variety of different techniques. We aim to keep in mind that we should always use positive language when dealing with children to increase self-esteem, confidence and maintain positive relationships.

### **House Points**

We have a house point system through which children can be recognised for academic and non-academic achievements, for effort and for all aspects of good work and behaviour. Children are awarded house points for thoughtfulness, being helpful, producing good work etc. House points can be awarded by anybody who comes into school, but should as a rule only be awarded one or two at a time to keep the value of them high. However, in exceptional circumstances in Key Stage 2 teachers can award up to ten house points. Each week the house points will be counted by the House Captains and they will share the results during the Gold Book assembly so that all children are aware who the leading house is.

### **In Class systems**

Classes from Year 1 will run a traffic light display with 5 steps – red, amber, green, silver gold. All children start each day on the green. This emphasises how every day is a fresh start for the child. The child can move up the chart to silver if they are behaving well in class. The child can move up to gold if they have behaved impeccably throughout the day. How this is displayed in the classroom is down to teacher discretion but the principles behind it must be consistent. This system will not necessarily be used in Upper Key Stage 2, although the option is there if required.

### **Gold Book Assembly**

In the Gold book assembly each week one child from each class is presented with a certificate in recognition of an achievement that week. This achievement is then celebrated further through our school website and school notice boards where the children's are listed so the wider school community can share in their success. Children are encouraged to share their achievements in and out of school with their class when appropriate.

### **Incentives**

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible. Other reward systems may be used at teacher discretion such as the "diddy dot" system, "marbles in the jar" and "raffle tickets".

Each class teacher has a set of postcards which can be used to share successes with parents. The class teacher will write a personal note to the parent to explain what they child has done and this will be posted to the child's home.

Most children respond to this positive approach where their efforts are seen to be valued and contribute to their team's success. They make considerable efforts to improve their work, and, where necessary, their behaviour.

## Dealing with negative behaviour

Consistency in dealing with negative behaviour is key across the school. At Dunmore School we regard negative behaviour as everybody's responsibility. We only speak about the behaviour and not the child, as a key element of any effective behaviour management policy is maintaining self-esteem of the child and positive relationships.

We always intend to stop negative behaviour before it escalates. We do this through a range of techniques such as:

- positive praise and clearly understood incentives
- non-verbal gestures – a quick look at the child, hand on the shoulder, position in the classroom
- Strategic ignoring
- Humour
- Praising another child in the classroom
- Having a quiet word with the child
- Giving the child a choice about their behaviour “\_\_\_\_\_you have a choice. You can either stop calling out and continue your learning with the rest of the class and go out for your break on time. If you continue to disrupt others' learning you will have to miss ...minutes of your break or lunchtime to catch up on the work you are missing. It's up to you, it's your choice.” It is very important to remember to give the child take up time to make their choice.
- Asking the child to go on an errand to take them out of the situation when the adult has spotted that a behaviour may be building up.
- Provide a visual aid, e.g. egg timer to help them focus on the task
- Provide fiddle toys
- Provide carpet spots
- Move the child to a different place in the classroom
- Provide a time-out space which the child can choose to use, or be directed to use.

The **class teacher** is the central person in the behaviour management of children. When a consequence is used by any member of staff, the child's teacher will be informed as soon as possible. The class teacher will contact the child's carers if they have concerns about a child's behaviour. The class teacher must have evidence of relevant incidents recorded and dated in their class behaviour log for all level 2 and 3 behaviours. These are collated by the head teacher termly (every six weeks) for monitoring. If a child appears on a behaviour log 3 times in a term a meeting with the parents will be arranged by the class teacher to discuss their concerns.

All children know that negative behaviour always results in a consequence that is appropriate and fair.

The following flow chart below sets out the different behaviours and the consequences of their actions.

## **YELLOW Level 1 Behaviour**

This is behaviour which is low level which should not be recorded on the behaviour log unless it becomes frequent or repetitive. Class teachers may wish to keep a running record of these types of behaviours to ascertain if they are repetitive. It is expected that the class teacher will use the appropriate behaviour management strategies to manage and resolve this kind of behaviour. This type of behaviour includes:

- Calling out without hand up
- Disruptions during sessions such as silly noises
- Fidgeting
- Not completing work due to poor behaviour
- Inappropriate physical play
- Saying unkind things to another child
- Using equipment inappropriately

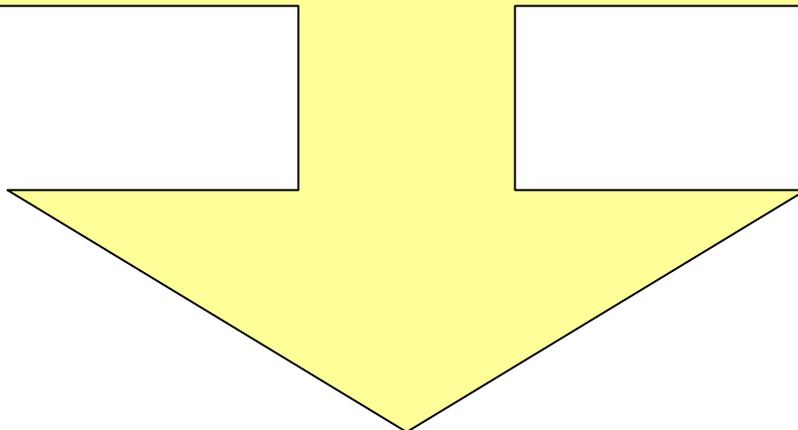
If children are displaying level 1 behaviours frequently, the expectation is that the teacher will try a range of strategies recording evidence and monitor the behaviour to check if there are any patterns or trends which can be identified. Teachers will also think very carefully about the teaching and learning provision for this child as if children are engaged effectively, low level behaviour usually is eradicated or at the very least minimised. If low level behaviours persist teachers should check with other staff including the team leader and Inclusion Manager as appropriate.

### **Moving down the wall chart to orange**

After a warning the child will move their name down to orange on the chart. This results in a child having a discussion with their teacher. If the behaviour continues the child will move down to red and this becomes a level 2 behaviour.

### **Time out**

Withdrawal from the activity where the child can sit on their own to reflect on their behaviour.



## **AMBER Level 2 Behaviour**

This is behaviour which should be recorded on your behaviour logs and followed up as soon as possible. This includes:

- Repetitive or frequent instances of any of Level 1 behaviours listed
- Passing inappropriate messages
- Refusal to follow instructions
- Using personal mobile technologies in school
- Physical damage to school or someone else's property

### **Sanctions**

#### **Withdrawal from play or lunchtimes**

Teachers will inform the child that they will be missing a set amount of break or lunch time. The teacher will supervise this child and discuss their behaviour with them and catch up on work that has been missed. The class teacher will keep a running record of this using their behaviour log, as missing three in a half-term or less will result in the child's parents being contacted by the class teacher. Class teachers should contact parents as soon as possible after the first or second incident to try to prevent any repetition of these behaviours. If this is repeated on a more regular basis the Phase Leader will contact the parents.

#### **Send to Phase Leader**

#### **Withdrawal from class**

Child is taken to another class in school by another adult with a red card and an activity to complete – this is usually pre-arranged beforehand if possible. The child will then return to the class teacher at break or lunch time to complete the work that has been missed. The class teacher must make a record of any withdrawals on the classroom behaviour log, as being withdrawn from three lessons in a half-term or less will result in the child's parents being contacted by the Headteacher or Deputy Headteacher.

**If disruptive behaviour continues, consider discussions with the Inclusion Manager. The child may have a Behaviour Support Plan drawn up to support them.**

### **RED Level 3 Behaviour**

This is very serious behaviour and should be dealt with by the Head, Deputy or Assistant Head teacher and a serious incident sheet completed. This would normally result in parents being contacted and appropriate sanctions. On rare occasions when these behaviours are displayed by a child with special educational needs, the behaviour may be dealt with using a Behaviour Support Plan with support from the Inclusion Manager.

- Repeated hurting a child or adult **deliberately** by kicking, punching, pinching, spitting, pushing etc
- Fighting or serious level of aggression towards peers or adults
- Insulting offensive language: swearing/sexual/homophobic/racist
- Bullying behaviour
- Theft
- Acting in a dangerous manner which will endanger either their or others safety
- **Absolute** refusal to comply with instructions
- Bringing an item onto school premises such as drugs, matches, weapons, inappropriate pictures and publications etc
- Major disruptive behaviour in class which forces the teaching to completely stop and other children to be removed for their safety
- Using technology to bully others e.g. Facebook, Twitter etc.
- Three incidents of withdrawal from class

### **Sanctions**

#### **Consider internal exclusion**

The class teacher and Senior Leader will agree on a removal from the classroom for a set period of time

#### **Send to Deputy Headteacher or the Headteacher**

Child will discuss their behaviour with deputy or the headteacher.

#### **Serious Incident letter home**

To be completed by the Headteacher or Deputy Headteacher.

#### **Exclusion from privileged events such as school disco, residential trips, school visits, pre- and afterschool clubs**

To be considered by the Headteacher or Deputy Headteacher

#### **Consider exclusion (lunchtimes, fixed period or permanent)**

Only to be considered by the Headteacher or Deputy Headteacher. We are committed to supporting children in managing their behaviour without the use of exclusions. However, in some extreme cases this option may be necessary.

**Monitoring**

Each class keeps a weekly behaviour log. Every term this is handed to the Headteacher who monitors behaviour for any causes for concern. These logs will be kept in classrooms.

**Behavioural, Emotional and Social Difficulties**

Within our school community some children will have Social, Emotional and Mental Health difficulties and others will exhibit negative or inappropriate behaviours owing to disabilities such as Autistic Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD) or Down’s Syndrome, and will thus be identified as having a Special Educational Need, therefore, their behaviour may be managed by a Behaviour Support Plan which can include different strategies from within this policy.

**Staff responsibilities**

It is the responsibility of each class teacher to cater for any children on the Special Educational Needs register within their own classes. They are supported in this by the Inclusion Manager who is able to manage and timetable support staff, liaise with outside agencies, and offer or seek professional guidance and support. The Teaching Assistants are deployed by the class teacher and by the Inclusion Manager to provide specific interventions and support for children with SEN.

Policy Agreed by the Governing Body on .....

Signed ..... Chair of Governing Body

Review Date: September 2018

Appendix 1 – Behaviour Logs kept in classrooms in exercise books using the following format:

Term:		Class Teacher:		Dunmore Primary School Behaviour Log	
Date	Child's Name	Behaviour/incident	Consequence	Parents?	Completed by

## Appendix 2:

### **Behaviour Codes**

#### **Classroom Code F3 – Y1**

- 1: We use kind hands.
- 2: We use neat legs.
- 3: We use our indoor voices.
- 4: We share with others.
- 5: We help to tidy up.

#### **Classroom Code Y2 – Y6**

- 1: I will always show kindness to others.
- 2: I will always listen to whoever is talking.
- 3: I will talk quietly and respectfully.
- 4: I will respect other peoples' property.
- 5: I will care for our school environment.

#### **Whole School code**

- 1: We will be polite to everyone we meet.
- 2: We use our classroom code around school and in our play areas.
- 3: We always walk on the left when we are moving around school.
- 4: We always remember that others are learning as we move around school.
- 5: We will come into and go out of assembly quietly.

## **Appendix 3: The Use of Reasonable Force**

### **Key points**

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

### **Definitions**

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

### **Who can use Reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

*Schools can use reasonable force to:*

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment, this is unlawful.

### **Unacceptable risk**

Certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are:

- The "seated double embrace" which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The "double basket-hold" which involves holding a person's arms across their chest.
- The "nose distraction technique" which involves a sharp upward jab under the nose.

### **Staff training**

The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Oxfordshire provides advice and guidance to help schools to develop an appropriate training programme – (peter.wild@oxfordshire.gov.uk)

### **Handling pupil complaints when force is used against them**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law, that is, they have used reasonable force in order to prevent injury, damage to property or disorder, this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true, it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**Appendix 4: Behaviour Support Plan**

**Dunmore Primary School  
Behaviour Support Plan**

<b>Name of Pupil:</b>	<b>DOB:</b>
<b>Class:</b>	<b>Date of plan:</b>
<b>Adults involved:</b>	

**Summary of incidents**

<b>Date</b>	<b>Incident</b>	<b>Incident reportable?</b>	<b>Physical intervention?</b>

**Known Triggers**


**Known flashpoints**


Strategies tried/already in place

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**Views of the child**

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**Views of parents**

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**Targets**

<b>Target</b>	<b>Strategies to use</b>	<b>Review 1</b>	<b>Review 2</b>	<b>Review 3</b>

Names	Signed	Date

Review meetings

## Appendix 5: EYFS/Y1 – Behaviour policy



At Dunmore our aim is to maintain a happy atmosphere with co-operation between staff, parents and children, whilst at the same time maintaining good order, a working atmosphere and attitudes of courtesy and respect. We believe that children learn best by following good role models and endeavour to maintain good relationships and polite interactions with children, parents/carers and visitors to our school.

We expect the same courtesies to be extended to our staff.

Three, four and five year olds are still learning how to work with and get along with each other, and are finding out what is acceptable and what is not. This is the type of learning which is best shared by parents and school working together. We are tolerant and patient when helping the children get on with each other. We have a few 'rules', which we call our classroom code to help things run smoothly. They are as follows:

We use kind hands  
We use indoor voices  
We share with others  
We help to tidy up  
We sit neat legs

Each 'rule' has a picture to reinforce its meaning and links directly to the classroom codes operating throughout the school.

- Behaviour is managed in the first instance, through reward, praise, stickers and certificates. These procedures promote a child's confidence and self-esteem and focus on putting them in charge of managing their own choices.
- Children may, at the discretion of the Early Years Practitioners, be asked to sit down for a few minutes and have some time for thinking. Every practitioner is responsible for promoting positive behaviour.
- Parents will be informed of any significant incidents and given the opportunity to discuss their child's development in this area of learning.
- Please inform us of any changes at home (i.e. a new baby, loss of a pet) which may affect your child's reactions and emotions.

## **Appendix 6 Lunchtime Behaviour Policy**

Our Lunch Time Rules are:

- We always follow the School Rules
- We eat our lunch sensibly and in a quiet manner
- We play together nicely and do not upset other children
- We always listen to staff and play-time leaders and do as we are asked

The vast majority of our lunchtime supervisors are also teaching assistants in the school which helps ensure that the school rules are followed throughout the lunchtime. Senior Leaders also monitor behaviour at lunchtime.

Lunchtime supervisors will reward children for behaving well on the playground and in the dining hall with house points and stickers.

### **Consequences**

Level 1 behaviours at lunchtime are dealt with directly by the lunchtime supervisors and would possibly involve time out and apologising.

If children show level 2 behaviours, e.g. refuse to follow instructions, then the lunchtime supervisor records this behaviour in the lunchtime behaviour log and speaks to the relevant class teacher. Level 2 consequences are dealt with outside of lunchtime e.g. Missing break time the following day, writing a letter of apology the following lunchtime

Any serious incidents (e.g. level 3 behaviours) are recorded in the lunchtime behaviour log and reported to the class teacher and a Senior Member of staff to decide on an appropriate consequence. Level 3 consequences would be missing lunch time play for more than one day.

Parents would be spoken to in all instances of level 2 and level 3 behaviours.