



Downe Primary School

BEHAVIOUR POLICY

Date written: September 2022

Review date: September 2023

At Downe Primary School, we place great emphasis on positive and secure relationships built upon trust, respect and clear communication. This extends to every member of the school community, providing a supportive learning environment where everyone is valued and included, championed and challenged. Children develop the personal skills required for a happy and fulfilled life alongside the knowledge and skills required for the next stage of their education.

Downe Primary School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MANTRA

Positivity

Staff have a responsibility to be positive in their relationships with pupils and supportive of each other.

Rigour

We have a responsibility to ensure every moment a child is in our school will be spent productively. Through thorough use of evidence, we will enable all children to make excellent progress.

Aspiration

Our motto is Safe - Happy - Learning.

All members of staff aim to promote an extraordinary school day to develop independence and creativity.

Commitment

We put children first.

Energy

Staff are prepared to go the extra mile to provide the best possible education for their pupils. Our aim should always be to provide for the pupils of our school what we would want for our own children.

Standards

We will maintain a relentless focus on raising standards of achievement so that all pupils have opportunities to achieve their full potential. We expect all staff to maintain the highest professional standards at all times.

At Downe Primary School, we believe that all behaviour is a means of communication. We believe that children who resort to less than positive behaviours are simply trying to express an emotion and it is our job to find out what they are trying to tell us.

Our Behaviour policy ensures that within a framework of rules, routines, rights and responsibilities we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn. We have high expectations of behaviour from all our pupils and adults. To ensure that the school community operates fairly everyone is expected to participate in making and agreeing the rules by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-control/self-discipline/self-management of behaviour
- Taking responsibility for one's own behaviour
- Having respect for the rights of adults and of other pupils
- Working co-operatively
- Honesty and fairness
- Class visions
- Use of school values throughout the curriculum

This is achieved through consideration of the rules, rights, routines and responsibilities.

Expectations and Rules

For the safety and well-being of everyone in the school community it is necessary for us to work within a set of rules. These are clearly displayed around the school building.

Our school expectations and rules are clear and simple. They are used consistently and are linked with consequences.

- Walk quietly on the left
- Speak to each other politely
- Keep your hands and feet to yourself
- Listen to and follow instructions
- Keep the school environment clean and tidy

At the beginning of each academic year teachers agree with pupils a set of class rules. These are linked to our school values and displayed in the classroom to be used as a point of reference for maintaining high standards of behaviour for anyone working in that room. They are also revised at the start of each half term.

Behaviour around the school

Dining Hall Rules

- Eat healthy food
- Follow instructions at the first asking
- Talk quietly
- Always walk carefully in the dining hall
- Stay in designated areas
- Ask for permission before leaving the table

Playground Rules

- We show respect to everyone by listening and being fair
- We look after our playground equipment
- We help each other out
- Our playground is a safe place to be
- We keep our hands and feet to our self

Consistent Adult Behaviour

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking
- The right to feel safe in, and moving around the school, classroom and playground
- The right to express themselves, ask questions and, share opinions and ideas
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after

At Downe Primary School, you will see visible adult consistencies everywhere.

We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We Do Not Shout

At Downe Primary School, we believe that there is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.

Shouting implies a lack of control and staff have regular training on how to manage behaviour positively and how to speak to children who are repeatedly exhibiting challenging behaviour. We believe that there is always a reason for challenging behaviour of every kind and that as the adults we are responsible for finding out the reasons and adjusting our behaviour and the environment to support the child in developing the skills they need to take responsibility for their own behaviour. We also believe that adults will sometimes need support in doing this and so we have clear lines of communication to ensure that staff feel supported by the SLT. We also believe strongly that working in partnership with parents/carers is key to supporting individual children and so endeavour to contact parents/carers at the earliest appropriate time to communicate how we can work together.

We Always Refer to the Behaviour and Not the Child

When we are speaking to children about negative behaviour we always talk about the behaviour so that they understand they have a choice in how they behave. They are not a 'naughty/bad' child – they have simply chosen an inappropriate behaviour and need help in choosing to behave positively.

We never use the word such as 'stupid' to describe behaviour because children can confuse the use of these words to mean that they themselves are 'stupid' and this causes distress, confusion and conflict.

"It Takes a Whole Village to Raise a Child."

Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community. We have regular assemblies on ways we can contribute positively to the local community. We always act upon any complaints

from the local community and speak to parents and children (for example if a child has been seen to be misbehaving on their way home from school). We strongly believe in welcoming children back to see us when they are at secondary school and we will contact their secondary school if we have any concerns about their behaviour or well-being when we see them.

Non-Confrontational Approach

All staff at Downe Primary School will use a non-confrontational approach when speaking to the children and the rest of the school community. This approach will be based on the works of **Bill Rogers' positive leadership model**. Staff will receive regular reminders to ensure consistency across the school and the highest standards of behaviour continue. Staff should minimise unnecessary confrontation & embarrassment and promote the use of appropriate choices.

A positive classroom environment should be a place with shared rights and responsibilities for all involved. The teacher is seen as a facilitator and leader and should model to the student's ethical behaviour. Bill Rogers believes that students need to be given choices within the classroom in order to be accountable for their behaviour respect the rights of others to learn, be safe, and be respected; and build facilitative positive relationships. Behaviour support plans should be built on the notions of rights, respect and responsibilities. Rogers believes that by using this method students are "having a say" in the way their classroom is run and in turn behaviour management will be more positive and effective.

Rewarding Pupil Commitment when Following the Expectations Set - Positive Rewards

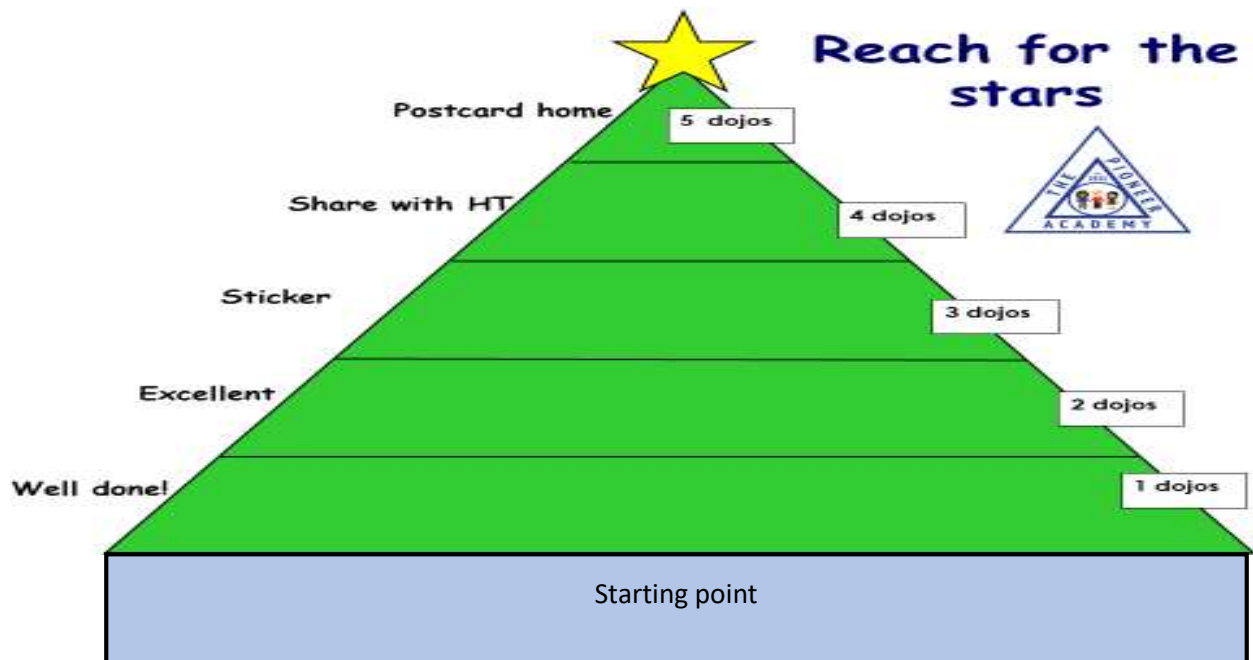
Rewards are central to the encouragement of positive behaviour. There are whole school, class based, playground and individual reward systems in place. School staff will seek opportunities to reward desired behaviour. Effort as well as achievement will be recognised. Teachers, teaching assistants and midday supervisors can use reward systems in place:

What sort of behaviours do we reward using ClassDojo?

As with any other reward system, we focus on the positives. For consistency, we have standard ClassDojos across the school to promote positive behaviour which are awarded with specific points. These also include our 6 School Values:

- Reflection
- Respect
- Resilience
- Recognition
- Responsibility
- Relationships

We focus on a different value each month, and the points will be changed to reflect this, to encourage children to demonstrate this value even more!



Class dojos and the triangle

Children are rewarded with dojos. Everyone starts at 0 each morning.

- Verbal praise **well done, excellent** –1 dojos
- Verbal praise **excellent** – 2 dojos
- Be praised by our teachers – **Sticker** – 3 dojos
- To be sent to the Head Teacher for a **Golden Sticker** – from 3pm –4 dojos
- To take home a good note – **Postcard** – 5 dojos
- Head Teacher Merit Certificate – **Weekly Awards Assembly**

Dojos are added to each child's account at the end of the school day when the triangles are being discussed and rewards given.

Achievement Celebration Assembly

This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, our teachers and teaching assistants award a certificate to a child/children in their class who have worked really hard or who have demonstrated our school values, for example resilience to complete a piece of work.

We ensure that throughout the year, every child in each class receives at least one certificate because every child can excel in at least one area.

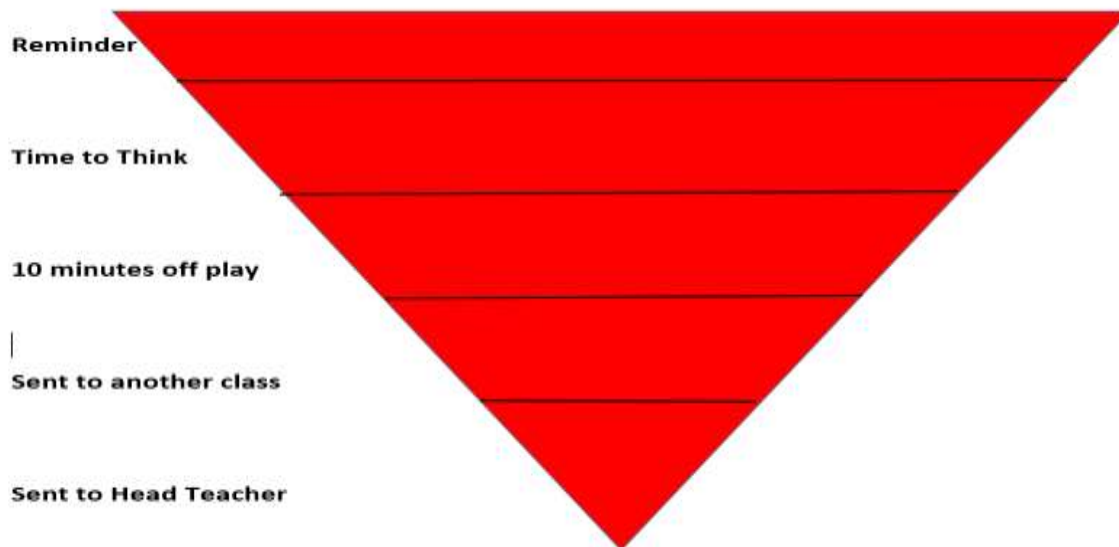
The school ensures that all children's achievements throughout the school year are acknowledged as appropriate to their needs. The school recognises that children's needs vary greatly and therefore rewards are given in a variety of circumstances. The Celebration Assembly is also an opportunity to say well done and award any certificates gained in the areas of sport, music, drama or any other of the many competitions our children enter.

Consequences

It is, of course, necessary to give consequences to children who consistently break the rules. These consequences are not intended to humiliate or make an example of a child. The aim is to help the child think about his/her actions and take responsibility for changing their behaviour. This is very important in the classroom because a lack of good learning behaviour leads to disruption and ultimately affects the ability of the rest of the class to concentrate as well as take time away from the teacher to do their job and teach all the children.

There is a clear system and progression of consequences as a result of continuing to not follow the expectations set, which show disapproval of unacceptable behaviour and maintain the safety and happiness of the school community:

| | |
|---|---|
| No record made | Non-verbal warning of how to behave and follow the expectations. |
| Reminder | Verbal reminder |
| Time to Think Consequence 1 on Red Triangle | Spend 5 minutes alone in a Responsible Thinking Space in the classroom |
| 10 minutes off playtime Consequence 2 on Red Triangle | Spend 10 minutes of playtime in missed play. Names are recorded on My Concern by CT. Also, a chart kept by teacher on missed play. A total of 5 missed plays in one half term results in parents being informed by the Class Teacher. Pupils to take part in a mindfulness session. |
| Sent to another class Consequence 3 on Red Triangle | Spend 30 minutes in a paired class. The Class Teacher will record the incident on My Concern The Class Teacher will ensure that appropriate work is sent with the pupil. Parents and carers are to be informed. By CT and recorded on My Concern. Records are kept on My Concern and regularly monitored. A behaviour report chart will be set up. |
| Sent to the Head Teacher Consequence 4 on Red Triangle | Sent to the Head Teacher or Member of SLT. The Class Teacher will record the incident on My Concern and will also notify the parents/carers. This will be recorded. HT will ring parent if repeated sent to HT. A behaviour report chart will be set up. Records are kept on My Concern and regularly monitored. |



These are displayed in classrooms as steps towards the apex of a triangle with the verbal reminder as the base. They are kept on a flat surface out of the view of other children. We will make clear to pupils what standards of behaviour we expect and offer them support to help them understand and improve their behaviour. All adults use consequences consistently throughout the school.

It is very rare for children to be sent to the Head Teacher but when this happens each case is dealt with individually and sensitively. More often than not, this talk between the child and the Head Teacher leads to improvement in behaviour but occasionally there is a need for a phone call home or a letter to parents. This is usually the case when the following has happened:

- Rudeness/swearing towards staff
- Refusal to follow instructions
- Striking a member of staff
- Physical aggression
- Fighting
- Bullying
- Racism
- Vandalism/damage to property
- Theft
- Truancy

Action to be taken in Racial Incidents involving Pupils

All racial incidents must be reported to the Head of School. They will make a record of all such incidents and report them to the appropriate authorities.

In **all** such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents of all the pupils involved will be advised in writing of the incident and the action taken.

The following is the hierarchy of discipline measures that will be implemented:

- 1) In addition to the above, a severe verbal reprimand and loss of playtimes.
- 2) The discipline measures outlined above and up to 1 day of in-school isolation.
- 3) A longer period of in-school isolation.

Significantly serious racial incidents such as those involving ongoing harassment or violence will result in a pupil being excluded from the school premises.

The Head Teacher (or representative) will consider: the child's age and/or understanding of racial abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

In School Isolation/Fixed term Exclusion

The sanction of isolation or fixed term exclusion will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. In-school isolation in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. Fixed term exclusion where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Downe Primary School.

Consideration will be taken of the age, knowledge and understanding of the child/children involved in the incident when determining whether an in-school or fixed term exclusion will be used as punishment.

Permanent exclusion is the ultimate sanction and will be used when:

- All other avenues of support have proved unsuccessful – details of this support are available from the Inclusion Leader.
- A child's behaviour or demeanour puts the well-being, safety and dignity of others in jeopardy.

Action to be taken in Racial/Homophobic/Sexist Incidents involving Pupils

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher who will record these and inform the appropriate authorities.

In all such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.

- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised in writing of the incident and the action taken.

The following is the hierarchy of discipline measures that will be implemented:

- 1) In addition to the above, a verbal reprimand and loss of playtimes.
- 2) The discipline measures outlined above and up to 1 day of in-school isolation.
- 3) A longer period of in-school isolation.
- 4) Significantly serious incidents involving prejudice and discrimination, such as those involving ongoing harassment or violence, will result in a pupil being excluded from the school premises.

The Head Teacher will consider, in consultation with the Chair of the School Board the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

Reintegration of Excluded Pupils

All pupils being reintegrated following exclusion will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a Key Worker, clear systems of rewards and sanctions, communication procedures and liaison with parents. Records of the meeting are logged on CPOMS.

Behaviour outside of school

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately. For example, it will be addressed in assembly or by a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Stage One behaviour

| Behaviour issue | Consequences (Red triangle) | People Involved | Support Offered |
|---|--|----------------------------|---|
| Talking in class | Non-verbal reminder | Pupil | Consistent use of rewards and consequences Circle time activities Lunchtime clubs |
| Talking whilst lining up | Verbal warning | Class teacher | |
| Talking whilst walking around the building. | Time to think | Phase leader/member of SLT | |
| Not listening to an adult | Behaviour recorded in behaviour file | | |
| Inappropriate behaviour | Missed playtime | | |
| Name calling | Sent to partner class with work until the end of session | | |
| Being off task (slouching, tipping chair, fiddling with resources etc) Disrupting others learning. | | | |

Stage Two behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|--|---|----------------------------|--|
| Persistent low-level behaviour | Continuation of moving down the red triangle | Pupil | Consistent use of rewards and consequences Circle time activities Lunchtime clubs Support of Inclusion leader/School counsellor |
| Fighting/play fighting/bullying | Daily/weekly report card set up by CT with pupil/parent | Class teacher | |
| Swearing/inappropriate language | Referral to Head Teacher | Parent | |
| Refusing to follow directions from staff | In school isolations | Phase leader/member of SLT | |
| Rudeness to teachers and other adults | Fixed term exclusion | Deputy Headteacher | |
| | | Head Teacher | |

| | | | |
|---|--|--|--|
| Wilful damage to property | | | |
| Preventing other children from learning | | | |

Stage Three behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|--|---|------------------------------------|--|
| Two incidents of stage 2 behaviour in a day | Daily/weekly report card set up by CT with pupil/parent | Pupil Class teacher | Consistent use of rewards and consequences |
| Disrespectful behaviour to members of staff and other adults | Referral to Head Teacher | Parent | Circle time activities |
| Biting/violence | In school isolations | Phase leader/member of SLT | Lunchtime clubs |
| All behaviours that puts other children's safety at risk | Fixed term exclusion | | Support of Inclusion leader |
| | Reintegration meetings | Deputy Headteacher | Behaviour support plan in place with individual reward system |
| | Part time education programme with support from parents | Head Teacher LA Inclusion staff | If appropriate, referrals made to the following services: School counsellor CAMHS team/ EPS/Social care |

Stage Four behaviour

| Behaviour issue | Consequences | People Involved | Support Offered |
|------------------------|---------------------|------------------------|------------------------|
|------------------------|---------------------|------------------------|------------------------|

| | | | |
|--|---|---|--|
| <p>Extreme violence</p> <p>Carrying an offensive weapon</p> <p>Repeated racist/homophobic behaviour</p> <p>Repeated bullying incidents</p> | <p>Reduced timetable</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p> | <p>Pupil</p> <p>Parent</p> <p>Class teacher</p> <p>Head Teacher</p> <p>LA Inclusion staff</p> | <p>Alternative arrangements for education from day six onwards</p> |
|--|---|---|--|