

Dean Bank Primary and Nursery School



Behaviour Policy

Headteacher: Mrs P Northcott
Chair of Governors: Mr J Davison Lindsay
Responsible Person:

Date: September 2020
Date for Review:



MISSION STATEMENT

Believe, Achieve and Soar with Pride

It is our aim to encourage in our children a self-discipline which arises from an awareness of the moral virtues which we hope to foster in our school – fairness, tolerance, respect and empathy, honesty and resilience. These are concepts which cannot be taught in isolation since they are to be found in our approach to every aspect of school life – curricular and non-curricular.

Good behaviour is a major factor in building a successful school.

Wherever there is a large group of people living and working together, certain codes of conduct are desirable in order to achieve a beneficial climate as previously outlined. Relationships within school are influenced by the structure of society and by factors in the local community. They are also influenced by the school as a social community and by the class as a social group. We sometimes call this network of relationships the Hidden Curriculum. The ethos of the school is indistinguishable from the Hidden Curriculum. Indeed, the successful delivery of a National Curriculum depends largely on the nature of the Hidden Curriculum.

This policy should be read in conjunction with the Restrictive Physical Intervention Policy and the Restorative Approach to Behavior Policy.

My Job Description

1. It's my job to show respect for others if I want others to respect me.
2. It's my job to always do my best in everything I do.
3. It's my job to be polite and kind to others.
4. It's my job to make sure that no-one is hurt by my actions.
5. It's my job to make sure I am prepared for every lesson and to look after my things and other people's things.
6. It's my job to make sure that I walk around school quietly and sensibly.

These job descriptions are displayed in classrooms and around the school.

Aims

1. To develop a whole school behaviour policy, supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
2. By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
3. To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.
4. To encourage good behaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish bad behaviour

Means of Promoting and Encouraging Good Behaviour

We reinforce good behaviour with positive encouragement and praise. Praise can be given in many ways and might include the following:

- A quiet word of encouragement
- A visit to the Headteacher or other member of staff
- A public word of praise in front of a group, class or whole school
- A written comment on a pupil's work
- A system of dojo points, both in class and throughout the school
- Public written acknowledgement through certificates for good work or behaviour.
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitude
- A letter or other notification, usually through the dojo messaging system, to parents informing them specifically of some action or achievement deserving praise.
- Stickers and badges

Supporting Systems and Policies

Dojo Point System

Children are placed in Teams on entry to the school -Ruby-Red, Emerald-Green, Topaz-Yellow and Sapphire-Blue. Pupils remain in these teams throughout their school career. Points can be awarded by staff for a range of achievements both in and out of the classroom.

Each child will be awarded a green or red dojo at the end of every session. Moreover, at the end of the day, a special 'Outstanding Behaviour' skill (worth 4 dojos) will be awarded by class teachers to an individual pupil in their class. These are then counted towards an individual and team total. Pupils can spend their green dojos on small items from the 'cart'.

Each week, team totals are collected with a term's winning team receiving a special treat whilst others in the rest of the teams will receive an extra 30 minutes break if they pass the agreed percentage threshold.

School Value Certificates

These are special certificates which can be given for specific instances where it is felt that children have deserved special recognition for their actions. We promote the qualities of Respect, Fairness, Resilience, Honesty, Empathy and Tolerance.

These can be nominated by any member of staff when appropriate and are presented in Celebration Assembly each week.

Each half term a school value will be highlighted and assemblies and class discussions used to develop.

Each class will have a display highlighting school values and expected behaviours.

Celebration Assemblies

This will be the main opportunity to communicate and reinforce instances of good behaviour and achievement. All the above systems can be presented or announced publicly during celebration assembly, together with a celebration of other achievements both in and out of school.

Newsletter

A regular newsletter celebrates pupil's achievements with parents and this is also shared on the school's website and with dates being put at notice boards outside school.

Preventative Approaches

- Promotion – Taking a positive approach and using a positive narrative
- Anticipation – Trying to see things in advance and putting in steps to avoid conflict
- Legal – Have regard to the legal position:
 1. Contractually
 2. Civil Law – in Loco Parentis
 3. Statutory Law – H&S Act / Children Act

REWARDS

Dean Bank Primary School's individual reward scheme is based on a web-based program called "Class Dojo" through which children can be rewarded for academic and non-academic achievements; for effort; for being caring and for all aspects of good work and behaviour. This program allows both positive points to be rewarded and, after a warning, negative points can also be given for example being off task, being disrespectful, not wearing school uniform.

Individual class teachers will give out a certificate to the pupil who has gained the highest Dojo points for that week during Celebration Assembly.

Through the Reward Point system children progress in a structured award scheme:

- Individual Teacher praise 0-49 Reward points, (stickers, recorded comments upon work etc.)
- Bronze Certificate 50 Reward points
- Silver Certificate 100 Reward points
- Gold Certificate 200 Reward points
- Diamond Certificate 300 Reward points
- Gem Certificate 400 Reward points
- Platinum Certificate 500 Reward Points
- Deputy Head teacher's Award 600 Reward points
- Head teacher's Award 800 Reward points
- Chair of Governors 1000 Reward points
- Governor's Award 1500 Reward points

To achieve consistency we expect homework to be completed, book bags with reading records and PE kits to be in school therefore no reward is necessary however, if this is not the case then red dojos should be awarded loss of Privilege time be allocated.

All certificates and awards will be presented during an achievement assembly held on Fridays.

For children who achieve 95% or above green dojos they will be rewarded with a 'Precious Afternoon' which will be discussed and agreed as an off timetable set of activities.

Parents are encouraged to access their child's Dojo Account via the internet or App and dialogue can be initiated through personal messages through the site.

Each child belongs to a school team named 4 precious stones, and each child's Dojo points will contribute to the achievement of the whole school team. This information is collected on Friday and presented in Celebration Assembly, where the winning team receives the number of points collected.

At the end of each half term these points are tallied and a winning team is announced and receive the team trophy and an extra playtime.

Privilege Time

Children take part in an organised 30 minute Privilege Time session each Friday afternoon. Children choose from a number of activities for example art, physical education, construction etc.

Children lose 5 minutes each time they forget their PE kit, book bag or do not have at least 3 comments in their reading diary each week. Privilege Time may also be lost for poor behaviour.

Children who lose privilege time work with a teacher and re-join their peers for Privilege Time when they have completed their consequence.

Procedures for Encouraging Positive Playtime Behaviour

1. The teachers on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised.
3. The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.
4. The member of staff on duty should try to help children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures.
6. *Please see Consequences.*
7. At the end of play, teachers arrive promptly in the playground supporting the children to line up quickly and without fuss on hearing the bell.
8. Children come back into the cloakroom with their teachers and take their coats off quietly before returning to class.

Procedures for Dealing with Inappropriate Playtime Behaviour

1. A member of staff will give the child/children a verbal warning.
2. If poor behaviour continues then a red dojo should be awarded.
3. If there are further occurrences then a lunchtime detention should be given

Wet Playtimes

During wet playtimes, teachers/TA should stay with their own class.

It is the responsibility of the class teacher to provide wet play time activities.

Procedures for Dealing with Inappropriate Behaviour

Where children cannot manage to behave in an acceptable manner we have to apply the sanctions available to us within the School Policy. There are a range of sanctions/procedures which we can employ according to the seriousness of the incident/ behaviour. These include the following:

- Immediate checking of misbehaviour, including verbal and non-verbal, individual and group, with private or public indications of disapproval. Sometimes a “look” of disapproval may be all that is needed.
- Staff could also tactically ignore low level poor behaviour if it could potentially lead to an escalation.
- A request to acknowledge awareness of what has gone wrong and an action to put things right.
- A minor penalty – where possible relevant to the offence – an apology written or verbal – making good minor damage etc.
- Reflection periods of varying length – staff will encourage discussions about what went wrong and how people involved might feel and what others choices could be made. (restorative justice)

- For physical or defiant behaviour lunchtime detentions will be administered when a thinking sheet will be completed, this will be recorded on CPOMS. Parent's will be notified by text if a child receives 3 lunchtime detentions as a further detention will be an after school, detention.

Each class displays a behaviour journey which records pupil's behaviour throughout a lesson . Each lesson is monitored and pupils move through the stages. This is reset each lesson.

0 Starting point

-1 ~ is a verbal warning

-2 ~ is a red dojo for small misdemeanours

-3 ~ is if a child is moved away from their original seat but continuing to work in the same classroom.

-4 ~ is if a child is sent out to work in another classroom

-5 ~ is if once they return they continue to be disruptive and have to spend breaktime in class with staff or stand out with a member of staff outside.

If a child has a particular good lesson with outstanding behaviour and effort then they can achieve a +1 they will then awarded an additional green dojo.

If a child is violent or defiant then a lunchtime detention may be given. This is supervised by a member of staff who encourages the child to reflect on the behaviour and discuss restorative justice or any further consequences of actions.

If a child still does not respond, then the Head Teacher will be informed and parents asked to attend a 'back on track' interview where a Behaviour support contract will be put in place.

Detention

If a child is defiant, aggressive, swearing, physical towards another child or member of staff or disrespectful they will receive a lunchtime detention, which parents will be informed of. If a child receives three lunchtime detentions, they are given an afterschool detention and the parents will be informed prior to this detention taking place.

A detention should only be given if the correct procedures for behaviour management in the school have been followed. The area for detention should be supervised by a member of staff throughout dinner time. When on detention, children should complete a reflection sheet in order to allow them to think about their behaviour, their feelings, the impacts of their actions, how the original problem could be resolved and how it could be prevented in the future. If appropriate, the teacher who gave the detention should write at the top of the sheet the reason the detention has been given. Once a detention has been completed, the reflection sheet should be photocopied and a copy stored in school.

Behaviour Contracts

Contracts are used for our more challenging and persistent cases.

- Parents Consultation: This has the triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and parents. By keeping open this dialogue we can ensure the child's holistic needs are well met.
- Passport to Success: A contract with agreed short term achievable targets is drawn up. This is monitored against behaviour at regular periods during the day. It may be sent home for parental comments daily and returned the following day by agreement.
- It may be necessary to keep a chronology or escalate this to Personal Behaviour Plan for a child who has caused problems with anti-social behaviour.
- Withdrawal from a particular class or from all lessons for a period: This will involve supervision of some kind or a change of class for a short while.
- Fixed term or permanent exclusion: This will be in accordance with Local Authority Procedures. This will always be the last resort.

Dean Bank Primary School's Behaviour Policy recognises the achievements and positive behaviour of pupils and ensures that these are recognised, shared and celebrated. It also recognises that consequences and sanctions may need to be applied.

Restrictive Physical Intervention-RPI (Team Teach)

However, there may be circumstances where, when de-escalation and preventative strategies have failed, some form of Restrictive Physical Intervention (RPI) may be unavoidable.

Behaviour Monitoring Records

More serious incidents are recorded formally on CPOMS. These records become public documents and may be accessed by interested parties therefore must be written appropriately. The categories for serious incidents are violence, swearing, defiance, deliberate damage, sexually explicit behaviour, derogatory comments including racial and homophobic.

Fast-track

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving school premises without permission, verbal abuse, refusal to work, repeated disruptive behaviour in class .In all of these cases being sent to the head teacher may be instantly reached.

This type of behaviour is rare at Dean Bank Primary School and it is the duty of the Head Teacher or the Deputy Head Teacher to deal with it promptly, particularly if the problem persists.

NB: A particularly serious problem could result in suspending the normal procedure and a child being sent home straight away.

The exclusion procedures set out by Durham Local Authority will be carried out at all times

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents. Other than in extreme circumstances, any physical intervention will only be made by staff members who are Team Teach trained.

An Incident Form is completed and the situation discussed with the Head Teacher or Deputy Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies i.e. Social Services; Educational Psychology Service; Behaviour Support/Pupil Referral Service; Crisis Intervention: Child and Adult Mental Health Service (CAMHS); Parent Support Advisor (PSA) etc.

Behaviour in EYFS

Means of Promoting and Encouraging Good Behaviour

We pride ourselves at Dean Bank for the strong relationships that exist between staff and children in our setting. These positive relationships promote, encourage and value good behaviour on a day to day basis, but in addition we use other, more formal ways of recognising positive choices and good behaviour, such as:

- Stickers
- Visits to other staff or other children, to show them a sticker/work that deserves praise
- Green dojo points
- Messages to parents either over Class Dojo, Seesaw or in person
- Having work put on display in a special place
- Visits to our Headteacher

A note on the use of dojo points in EYFS.

Throughout their time in EYFS, children will be awarded with green and red dojo points. The children enjoy having dojo points, this helps them to learn the system and to feel included in the whole school dojo system. However, for most children in EYFS, the process of saving up and then spending their dojos is beyond their level of development. When EYFS staff feel that they are ready, most likely in the summer term of reception, children will access the "dojo stall" and be able to spend their dojo points.

Procedures for Dealing with Inappropriate Behaviour

At Dean Bank we recognise that our EYFS children will sometimes behave inappropriately, and that some of this behaviour is a natural and important part of their development and learning. We recognise that each child is unique and that school staff will need to be flexible in how they manage inappropriate behaviour depending on the individual child's level of development, their needs and the specific situation.

We also recognise that our youngest children need immediate feedback about their behaviour, as for example, trying to explain to a 3 year old that they made the wrong choice two days after the event is likely to be a waste of time.

These are some of the strategies that we will use when dealing with inappropriate behaviour:

- Checking misbehaviour, including verbal and non-verbal indications of disapproval, such as a “look”, a cough, a shake of the head, or a polite but firm reprimand.
- Tactical ignoring of some behaviours; this process would be monitored and communicated with other staff and adapted as necessary.
- A quiet chat with the individual to discuss what has gone wrong and what needs to happen to make things right. This might then require further support, for example to enable “peaceful problem solving” to take place between two children.
- If these approaches do not work and things escalate, a more direct approach may be adopted, where staff tell a child/children what to/not to do and why, using a level of communication and language appropriate for the child’s development. That might mean very little language at all and instead, an increased use of gesture and modelling. During such situations, a red dojo point may be awarded. Where a child becomes upset at being told off, they will always be comforted, but only after the behaviour has stopped and the child has responded appropriately.
- A period of “time out”. This might involve being moved to play in a different area away from where the trouble has been, or it might be a short period of time sat with a member of EYFS staff, or in a different part of the classroom alone. This might also include the awarding a red dojo point.
- For more serious or repeat offences, a child might have “time out” away from the EYFS setting, e.g. in the Y1 classroom or for very serious offences, with a member of SLT.

Where de-escalation and preventative strategies have failed, and for dangerous or violent situations, some form of Restrictive Physical Intervention (Team Teach) may be unavoidable. In such circumstances, parents will be made aware over the phone or in person as soon as possible, and will be recorded in line with whole school procedures.