

**Behaviour Policy**

**2017**



**Downsell Primary School**

**Behaviour Policy**

Our main aim at Downsell Primary School is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school’s Behaviour Policy has been designed with this in mind. We endeavour to create an environment where everyone feels happy, secure and safe.

**Aims**

* Promote a positive climate for learning
* Ensure that each child can develop and achieve his or her full potential
* Provide a safe environment where everyone feels welcome, happy and secure, free from bullying, violence and any form of harassment
* Promote self-esteem, self-discipline and positive relationships based on mutual respect
* Promote a culture of praise and encouragement in which all pupils achieve
* Ensure teachers and other staff are well equipped to manage behaviour issues that can impede effective learning
* Work in partnership with parents and carers to support the social, emotional and academic development of all pupils
* Provide a framework to support and promote acceptable standards of behaviour

**School Ethos and Values**

Downsell Primary school has high expectations of all its pupils and is fully committed to every child receiving the best education.

All members of the school community must behave well, work hard and show respect for one another ensuring that Downsell Primary is a safe and positive place to be.

We endeavour to create an environment where a high standard of behaviour is the norm.

We are a **Rights Respecting School** and the following Articles from the ***United Nations Convention on the Rights of the Child*** underpin our Behaviour Policy.

 

**Article 2 –Every child to be treated the same regardless of ethnicity, gender, religion, ability, language**

**Article 3 – The best interest of the child must be a top priority in all decisions that affect children**

**Article 5 – The responsibilities of parents to provide guidance for their child must be respected**

**Article 12 – Every child has the right to express their views**

**Article 19 – Every child must be protected from all forms of violence, neglect and abuse**

**Article 28 – Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights**



**Expectations**

**What we expect from pupils**

**We expect our pupils to:**

* Have high levels of attendance and punctuality
* Move around the school quietly
* Use appropriate language
* Work collaboratively
* Value other individuals and the contributions they make to lessons
* Accept responsibility for behaviour
* Behave appropriately outside of school
* Be an ambassador for our school
* Listen to others and respect their view

**What we expect from staff**

**We expect our staff to:**

* Treat each other with respect at all times
* Speak to each other politely
* Have a zero tolerance environment against all bullying or discrimination on basis of race, gender, sexuality or religion
* Accept shared responsibility for promoting appropriate behaviour
* Promote good relationships with parents and carers and foster a sense of belonging to a community
* Listen to and be supportive of all pupils
* Work together for the overall good of the school community
* Respect the values and beliefs of others

**What we expect from Parents**

**We expect parents to:**

* Treat all staff and other adults with respect
* Behave responsibly on school premises
* Encourage their child to have high standards of behaviour
* Collaborate actively with the school to ensure children receive a consistent message about behaviour

**School Expectations**

**Celebrating Success**

We celebrate success and promote positive behaviour in a variety of ways. Examples include:

* Praise by the teacher or other adult
* Written praise in books
* Stickers, stamps and House Points
* Achievement and Bravo cards
* Headteacher’s Award stickers

Every class, with input from teachers, TAs and pupils will generate a set of class expectations based on the Articles. This forms the Class Charter which offers children and adults guidance on what is expected in terms of behaviour, work and attitude. The expectations focus on the positive and are displayed prominently in the classroom.

Circle Time/SEAL

All classes use circle time sessions at least once a week to discuss issues that may be impacting on well-being of children in class. They could include discussions on inappropriate behaviour or language.

**Rewards**

Each week children from every class are awarded Bravo or Achievement cards for good behaviour, attitude and achievement.

Children are sent to the Headteacher or a member of the SLT with a Bravo or Achievement card for praise and reinforcement for good behaviour and outstanding achievement.

Parents are invited to a Reward assembly every Friday to participate in celebrating their child’s achievement.

**House Points System**

There are four Houses named after planets:

**Venus, Mars, Jupiter, Saturn**

At the start of each academic year children in Year 1 are allocated to a House. They remain in that house throughout their time at Downsell Primary School. Children can be awarded house points up to a maximum of ten in a day for a variety of reasons including, good listening, lining up sensibly, finishing work on time, remaining focused on tasks, being polite.

Children record their points on their House chart which is displayed in the classroom. Names of children belonging to each House must be prominently displayed in their classroom. The total points for each House will be collated and collected each week and announced in Friday’s Award assembly. The winning house is given a trophy.

**Supportive Pupil of the Day**

Pupils nominate and vote for the person in their class who they feel have been particularly supportive towards others.

**Goal of the Day**

Each day the class teacher and pupils select a goal that the whole class can work towards.

**Golden Award**

Golden Awards are given to a pupil who has demonstrated tremendous effort, perseverance, caring attitude, excellence in their work and achievement.

**Sanctions**

At Downsell children are encouraged to take responsibility for their behaviour and strive to ensure high standards in behaviour at all times.

Sanctions for poor behaviour will be applied according to movement on the Behaviour Ladder.

**Behaviour Books**

Every class will have a Behaviour Book for logging poor behaviour and Time Out. The child’s name, including the time child was sent to another class and length of time must be recorded. Behaviour Books will be checked twice a week by the Behaviour Manager on a Tuesday and Friday (see Behaviour Ladder).

**Behaviour Ambassadors**

Two Behaviour Ambassadors will be appointed to every class each term. They will encourage others to display acceptable and appropriate behaviour, particularly at playtimes. The Ambassadors will monitor the playground zones during playtime and at lunchtime to remind children about expectations in each zone. They will record poor behaviour in their Behaviour Books and alert the MDAs to any incidents as they occur.

The Ambassadors will also check lining up at the end of playtime and movement to and from classrooms.

**Lunchtime Reflection**

This is necessary for some pupils to enable them to reflect on their behaviour. Reflection can be given by a member of the SLT or the Behaviour Lead (see White Behaviours on Behaviour Ladder). Parents will be notified after two referrals. Referrals will be logged on SIMS and monitored weekly by the Behaviour Lead and the Headteacher.

**Lunchtime Mentoring**

For some pupils referred for Lunchtime Reflection will participate in a mentoring session led by one of the P.E coaches/Learning Mentor to help equip them with the skills necessary to develop good social, emotional interaction, resolve conflict and build positive self-esteem. Children who continually display negative behaviour, may be referred to the Learning Mentors or the SEND Manager for further support.

**Lunchtime Incidents/MDAs**

All games in the playground at lunchtime will stop ten minutes before the end of the session to allow issues to be resolved by the MDAs. The MDA Supervisor will collect and monitor books of incidents kept by the MDAs. Any incidents in the playground must be dealt with and resolved before the children go back to class.

**Bullying**

Our school does not tolerate bullying of any kind; physical, verbal, psychological, sexual and cyberbullying. Any act of bullying or intimidation will be acted upon immediately. We endeavour to do everything possible to ensure that all children and adults attend school without fear of bullying (see Anti-Bullying Policy). We encourage co-operative behaviour and an environment where any victim feels confident and supported to report any problems. All staff must be mindful of bullying behaviour and take steps to stop it.

**Racist Behaviour**

Racially motivated behaviour that can take the form of derogatory name calling, racist jokes or graffiti, or a physical assault will not be tolerated and will result in an immediate referral to the Headteacher.

**Sexual Harassment/Abuse**

Incidents could include a wide range of behaviours in the form of personal abuse, physical attacks, comments etc. All incidents of this nature must be reported to the Headteacher for appropriate action.

**Sexist or Homophobic Bullying**

Homophobic bullying where an individual is targeted because of actual or perceived sexuality will never be tolerated and will be dealt with by a member of the SLT.

**Further Sanctions**

The Headteacher can impose further sanctions when all other strategies have been attempted and failed.

**Exclusions**

Exclusions will occur if children repeatedly violate the Behaviour Policy and/or

If a child seriously assaults another child

If a child assaults a member of staff

Exclusions can be *fixed term* or *permanent*

Internal exclusions (with the written agreement of the parents) can also be applied at the discretion of the Headteacher.

All exclusions must be carried out according to DfE guidelines and can only be used in serious cases. Parents will be fully consulted before any exclusion, so they understand the terms and their rights.

At Downsell Primary School we will continue to work in partnership with pupils and parents to ensure that exemplary behaviour is demonstrated at all times.

This Policy will be reviewed in Autumn Term 2017

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

The **Behaviour Ladder** allows for a whole school approach that is consistent for everyone to use - teachers, teaching assistants and Midday Supervisors.

It is based on a clear reward system for good behaviour and sanctions for inappropriate behaviour.

Each colour depicts a reward or sanction as children move up or down the ladder.

**Blue**

All children begin the school day on blue

Class expectations, as specified on the Class Charter and school rules are followed.

Children are polite, saying 'please' and 'thank you'

Children line up sensibly

Children walk in line to and from the playground

**Purple**

Children progress up the ladder as they are rewarded for displaying positive learning behaviours, attitude and good work.

**Purple Behaviours**

Demonstration of positive behaviour

Good attitude, effort at tasks

Polite

Class expectations are met

Good manners and respect shown to peers and adults

Good learning behaviour demonstrated across all lessons i.e. being on task, good listening, turn-taking, working collaboratively

**Yellow**

Marble Jar

Positive behaviours result in marbles collected and placed into a jar. When the jar is full the class earn a collective reward - a session on the Bouncy Castle of approximately thirty minutes.

**Marble Jar Behaviours**

Exemplary kindness shown to others

Helping others without being prompted

Positive learning behaviour displayed at all times including excellent listening, full participation in lesson, effective collaborative work with peers

Demonstration of good decision making when others are not doing so

Managing situations with a degree of maturity

**Green**

Bravo Award

This is a Class reward based on number of Bravo Cards awarded each half term; the class with the most over the half term will be able to select a reward such as a Pizza Party.

**Bravo Award Behaviours**

Showing exceptionally mature behaviour

Demonstrating exceptional care for peers

Outstanding effort with behaviour for learning

Managing a difficult situation by making the right decision

Perseverance in their efforts to improve behaviour

**Pink**

Children not meeting class expectations or displaying poor learning behaviours will be removed from their group and given time out in the classroom. An area of the classroom must be set aside for this purpose. Time out will be for a period of no more than 10 minutes and children are given the opportunity to rejoin the group or activity. This will be logged in the Behaviour book.

**Pink Behaviours**

Talking and not listening when told to do so

Distracting others or self

Not listening to instructions

Poor learning behaviours including constant talking, not on task, playing with objects that are not part of a task

**Orange**

If after being given time out in class a pupil continues to display poor learning behaviour and refuses to follow classroom expectations, then Time Out in another class within the same year group will be given.

Pupils will be sent to the other class with an orange card which will indicate to the receiving teacher the child is having time out. The child should be sent with work to complete.

**Orange Behaviours**

Poor learning behaviour including not being on task, calling out, disrupting learning of self and others

Not following classroom expectations or school rules

Not completing set tasks

**All time out sessions will be recorded in the class Behaviour Book.**

White

Continued poor behaviour and/or refusal to follow school rules will result in a Referral being written and pupil sent to a member of the SLT other than the Headteacher. Parents will be notified of the pupil's behaviour via a phone call.

Two Referrals will result in a letter being sent home and parents invited into school to discuss the pupil's behaviour. The SLT or Behaviour Lead may decide to call parents in after only one referral depending on the seriousness of the behaviour.

**White Behaviours**

Insolence/ lack of respect

Refusal to follow instructions

Verbal abuse of others including adults

Threatening behaviour and intimidation of others

Persistently refusing to adhere to class expectations

Inappropriate behaviour

Inappropriate language

Disruption of learning of others

**Red**

Pupils will be referred to the Headteacher for serious behaviour incidents that are likely to result in an exclusion from school for a fixed term. Parents will always be called in immediately for all behaviours referred to the Headteacher.

A serious incident at any point on the ladder will result in movement directly to red, bypassing all other colours

**Red Behaviours**

Racist, homophobic

Physical violence towards others including adults

Biting or hurting others with an object such as a pencil

Behaviour that endangers self or others

Aggressive threats of violence towards a child or adult