

Downsell
PRIMARY SCHOOL



Learning Today, Leading Tomorrow

Behaviour Policy

Review date:	18th September 2023
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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

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 adult's 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.

Class Charter Goal

Teachers should decide each day with their class about a specific area of the class charter they should work on to achieve their goals.

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 / carers

We expect parents / carers 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

How we support behaviour

We use both the *behaviour ladder* and *Class Dojo* to support behaviour.

The use of the ladder and class dojo supports children with understanding positive and negative behaviours, whilst also giving them the opportunity to reflect and manage their behaviour independently.

Early Years use a simplified version of the behaviour ladder – only the colours green, blue and orange.

The behaviour ladder

Blue

All children begin the school day on blue. This is our minimum expected behaviour.

Class expectations, as specified on the Class Charter are followed.

Examples of our expected blue behaviour are:

- Children are polite, saying 'please' and 'thank you'.
- Children line up sensibly.
- Children walk in line to and from the playground.

To remain on blue, children must continue with the following behaviours:

- Demonstration of positive behaviour.
- Good attitude, effort at tasks.
- 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 and working collaboratively

Yellow

Marble Jar – a move to yellow will result in one marble in the jar for the class.

Positive behaviours result in marbles collected and placed into a jar. When the jar is full the class earn a collective reward – to be decided by the class and teacher.

Examples of marble jar behaviours

In the Classroom	In the playground/dinner hall
Exemplary kindness shown to others. Helping others without being prompted. Positive learning behaviour displayed at all times including excellent listening, full participation in lesson and effective collaborative work with peers. Demonstration of good decision making when others are not doing so. Managing situations with a degree of maturity.	Exemplary kindness shown to others. Looking to include others in playground games. Good table manners and speaking politely to lunchtime staff. Lining up without reminders when returning to class. Looking for mature ways of problem-solving in conflicts.

Green

Class dojo is linked to green on our behaviour chart. Class dojo points will be redeemed for a bravo award. When they have been redeemed the child's points will reset.

KS2 – 20 points = bravo award

KS1 = 15 class dojo points = bravo award

Examples of green behaviours include:

- 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

Teachers may, at any point, call the parents of pupils showing yellow and green behaviours to express or celebrate the positive impact their child is having on their peers at any given time. Teachers are encouraged to make at least one short call every week.

Movement down the behaviour ladder

Orange

Children not meeting class expectations or displaying poor learning behaviours. **They are given an initial warning. Pupil continues to display poor learning behaviour and refuses to follow classroom expectations. This can be dealt with by a time out inside the class, completing work quietly in the reflection area.**

Orange Behaviours

Poor learning behaviour including: constant talking, persistently playing with objects on the desk when asked not to, not being on task, calling out, disrupting learning of self and others

Not following classroom expectations or school rules

Not completing set tasks

Before moving a student onto orange they need a warning from the class teacher. Moving a child onto orange leads to a child completing a time out within the classroom/ reflection sheet. This should be 5 minutes (KS1) and 10 minutes (KS2) in the reflection area of that classroom where a reflection activity can be completed.

If the reflection is completed appropriately and the pupil feels they can behave, they can return to class and have a fresh start on the blue step of the behaviour ladder.

All reflection sheets completed in a day should be given to the senior leader on duty who will scan them and attach them to a CPOMS report.

Orange behaviours need to be addressed in class by the class teacher

NB: It should be noted that some students with SEND may have more difficulties than others in understanding and following expectations. Teachers need to be aware of those students and mindful of tailoring expectations to their needs. Please see EHCPs and/or One Page Profiles in blue folders for more information.

Red

Red incidents are recorded on CPOMS.

Pupils will be referred to a Behaviour team member on duty if after they have moved their name to orange and they have returned to the class and are still persisting with the behaviours that got them onto orange. Before moving a student to red they are to be reminded that they will get a red if the behaviour persists.

For serious behaviour incidents that are likely to result in an exclusion from school for a fixed term pupils are to be sent directly to the Head Teacher. Parents will always be called in immediately for all behaviours referred to the Head Teacher.

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

Examples of Red Behaviours

- Racism, sexism or homophobia
- Threatening behaviour and intimidation of others
- Continuous disrupting learning of other after the time out and reflection sheet
- 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
- Persistently refusing to adhere to class expectations
- Disruption of learning of others
- Verbal abuse of others including adults

Appendix 1 – Behaviour Ladder

Class Dojo

We have adopted the use of Class Dojo, as a behaviour communication platform bringing together parents/ carers, teachers and children.

As a school we have up to 12 positive behaviour options on our class dojo menu. All teachers include the key positive behaviours:

- Respect / helping others
- Resilience / persistence
- Responsibility / working hard
- Presentation
- Using learning time effectively / on task
- Walking sensibly
- Lining up sensibly
- Class inspection

The remaining 4 options can be decided by the class teacher

Class teachers may also use class dojo when children are displaying poor behaviour choices. This is to be used alongside the colour chart.

Circle Time / SEAL

All classes use circle time sessions to discuss issues that may be impacting on well-being and mental health of children in class. They could include discussions on inappropriate behaviour or language.

Physical Restraint

On occasion it will be necessary for staff to physically restrain a child. This will only happen if the child is presenting a danger to themselves or to other children. Restraining a child is a last resort and will always be done sensitively and to cause minimal disruption. The welfare of the child will be forefront and bringing resolution and peace to the situation will be the main objective. All staff are obliged to act professionally in this event and make decisions based on the risk presented to them. Several staff are trained in physical restraint (Team Teach) and their names are on display on the board by the office. However, all staff are required to act if the safety of anyone is compromised. Physical restraints must be logged on CPOMS and in the bound red book in the head teacher's office. This is a legal requirement.

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 and stamps
- Achievement and Bravo cards
- Head Teacher's Award stickers
- Class dojo points
- Phone calls home to make parents and carers aware of successes

Awards

Each week children from every class are awarded Bravo awards for good behaviour and attitude through the collection of class dojo points.

Achievement cards are awarded for learning successes during Friday's celebration assemblies.

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

Parents are informed of their child's achievement each week in order to celebrate their success and are invited to attend our celebration assemblies.

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 and or through the use of class dojo points. While understanding that certain behaviours can be frustrating for teachers and peers alike, it is important that humiliation is not used when applying sanctions.

Time out

When necessary, time out in class at the time out table with a timer (orange). Children will complete a reflection sheet or activity away from their peers. Pupils in Years 3 – 6, will be asked to complete a reflection sheet to support them with reflecting and accepting responsibility for their own behaviour. Where necessary and when available, an adult will support younger pupils to reflect on their behaviour.

Following on from this period of time and if the reflection has been effective, the pupil will return to normal classroom activities to begin again on blue.

If behaviour persists, children will be required to meet to have a discussion with a member from the behaviour team.

Appendix 2 – Reflection sheet (KS1) and Reflection Sheet (KS2)

CPOMS

Red and orange behaviour incidents must be logged on CPOMS.

Lunchtime Mentoring

The Learning Mentor will offer support to some pupils who may be experiencing difficulties at lunchtime to help equip them with the skills necessary to develop good social, emotional interaction, resolve conflict and build positive self-esteem.

Lunchtime Incidents/MDAs

All games in the playground at lunchtime will stop five minutes before the end of the session to allow issues to be resolved by the MDAs. Any incidents in the playground must be dealt with and resolved before the children go back to class.

Lunchtime reflection

Children that are moved to red will need to complete a consequence. Dependent on the nature of the red incident this may be either a lunchtime reflection or for more serious red incidents decided by the Headteacher.

When a child is given a consequence of lunchtime reflection, their class teacher will be given a slip to inform them of the consequence. Parents / carers will also be informed.

Escalation of incidents

We will follow the escalation procedures below for incidents of poor behaviour, which will reset for pupils each half term:

1st red incident – lunchtime reflection and parent / carer phone call from behaviour team

2nd red incident – lunchtime reflection and parent / carer meeting with senior leader for year group, where a behaviour plan will be drawn up

3rd red incident – meeting with Deputy Head to review behaviour plan and to discuss further support i.e. learning mentor interventions or outside agencies such as early Help / BACME

4th red incident – meeting with Headteacher

Throughout the process the Inclusion Team will discuss the needs of the child and possible next steps with input from the class teacher.

Further Sanctions

The Head Teacher 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 Head Teacher.

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.

Reporting to parents / carers

We believe that the partnership between school and parents / carers and families is key to supporting our pupils successfully with their behaviour.

Positive behaviours are celebrated through our awards and the use of class dojo points. This information is shared with parents / carers and families through assemblies and a class dojo linked account.

Orange behaviours and red behaviours are communicated through end of day conversations, telephone calls or meetings. Where a pupil gets on to red on the colour chart then the escalation process is followed (page 8). This is to ensure that the child understands the seriousness of their behaviour and it supports us in planning for further support if needed for the pupil.

Our reports will also include information of your child's behaviour – the amount of red incidents and how many lunchtime reflection sessions they have attended.

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.

If staff have any concerns around issues related to bullying, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to bullying and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

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.

If staff have any concerns around issues related to racist behaviour they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to racist behaviour and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

Sexual Harassment/Abuse

Incidents could include a wide range of behaviours in the form of personal abuse, physical attacks, comments etc.

If staff have any concerns around issues related to sexual harassment / abuse, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to sexual harassment / abuse and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

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.

Sexist bullying is driven by sexism within society with peer enforcement of perceived gender norms. For this reason, it is vital that we take a strong approach against all forms of sexism and sexist stereotypes in order to build a response to sexist bullying.

If staff have any concerns around issues related to sexist or homophobic bullying, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

Parents will be informed of all incidents related to sexual or homophobic bullying and appropriate consequences put in place for pupils, not limited to but also including restorative approach.

For all children subject to incidents of bullying, racism, sexual harassment abuse, sexist or homophobic bullying, appropriate support will be put in place for them with consultation with parents.

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.

Child on child abuse

Every child has the right to feel safe at school. Just as every child has a right, they also have a responsibility to treat others respectfully to ensure others are also safe.

"Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online."

“It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.”

Keeping Children Safe in Education

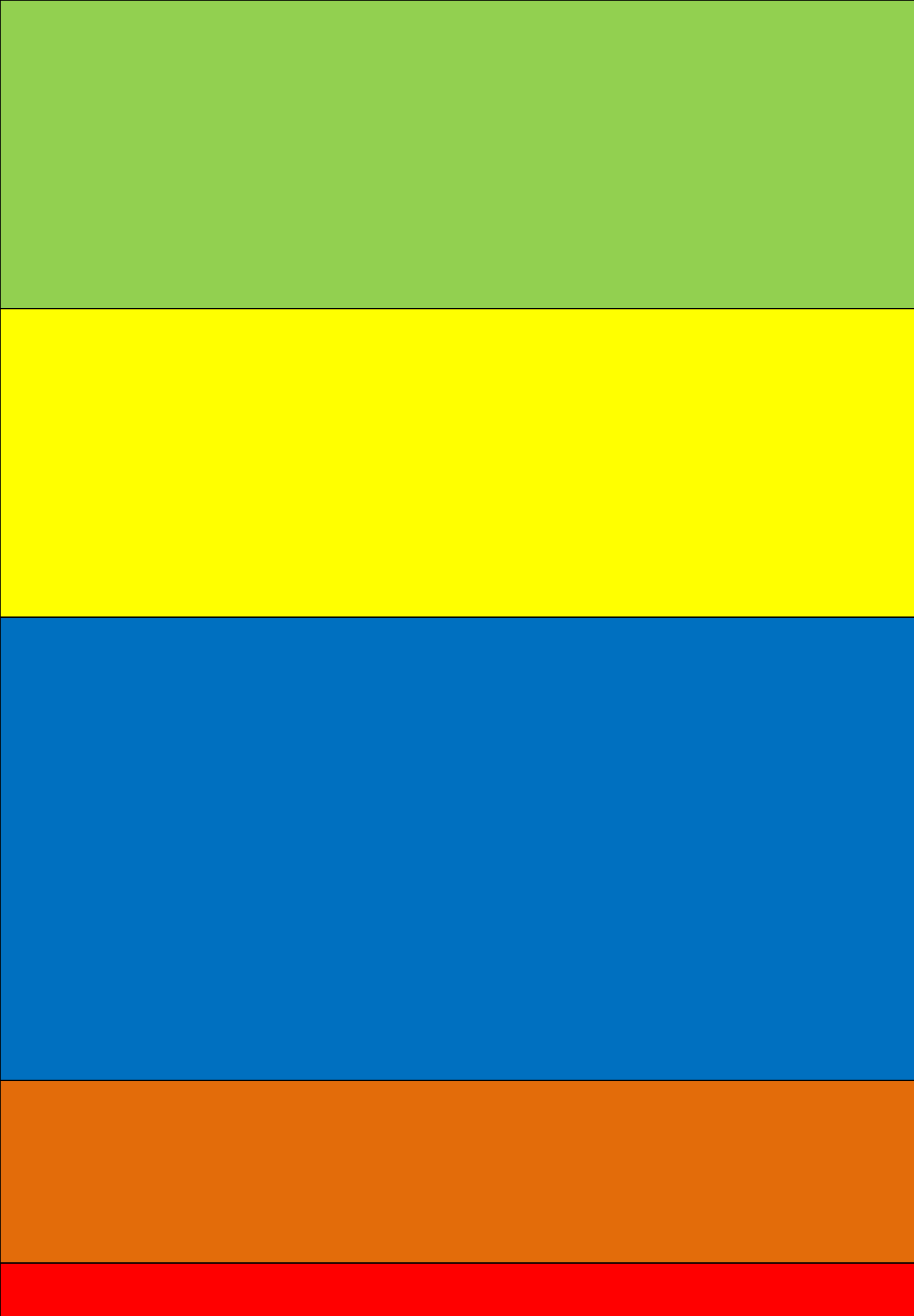
Screening, searching and confiscation

Our aim is to ensure that we create a safe environment for both staff and pupils. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. With this in mind we have a separate searching, screening and confiscation policy in place, which should be read alongside this policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Where there is suspected child on child abuse please read the school’s Child Protection and Safeguarding Policy.

Appendices 1- Behaviour Ladder



Reflection Sheet

What happened?

How did you feel?



stressed



upset



nervous



angry



worried



other

How did your behaviour make other people feel?



stressed



upset



nervous



angry



worried



other

What could you do next time?

Adult section:

Not following instructions

Incomplete work

Talking when asked to stop

Disrupting others

Other:

.....

Adult name:

Date:

Reflection Sheet

How were you feeling when you were moved down the behaviour ladder?



What happened?

How did your behaviour make other people feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated

What could you do next time?

We are a Rights respecting school. Our behaviour has an impact on other children's rights. Which right has your behaviour had an impact on?

Rights Respecting Schools



Article 19
You have the right to be protected from being hurt and mistreated, in body or in mind.

Rights Respecting Schools



Article 28
You have the right to good quality education. You should be encouraged to go to school to the highest level you can.

Rights Respecting Schools



Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Adult section:

Not following instructions

Incomplete work

Talking when asked to stop

Disrupting others

Other:

.....
.....

Adult name:

Date: