



DOWNSELL PRIMARY SCHOOL

Behaviour Policy

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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.

1. 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

2. 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



3. 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

4. How we support behaviour at Downsell

We use the Behaviour Ladder to support the monitoring of behaviour. The use of the ladder supports pupils with understanding their behaviour, whilst also giving opportunity and encouragement for them to work at managing their behaviour.

The Behaviour Ladder allows for a whole school approach that is consistent for everyone to use - teachers, teaching assistants and Midday Supervisors. Every classroom and teaching space has a behaviour ladder displayed.

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.

The nursery use a simplified version of the behaviour ladder – only the colours blue and orange.

Teachers may also have classroom management techniques that are specific to them and their teaching style. Teachers should be free to use those strategies but they must be used alongside the behaviour ladder as this information is collated and reported on.

Behaviour ladder for Years R-6

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.

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 and then recorded on the google drive (with a date of when the jar was filled).

Lunchtime staff will have up to 4 yellow cards every day that they can award to pupils showing yellow behaviours. These can be taken back to the classroom by pupils and exchanged for marbles in the jar – one marble per card.

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

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 from a menu devised by the school council.

If a child has collected more than 3 Bravo Cards they will then have the opportunity to partake in a fun filled one hour session run by the senior leadership team at the end of the term.

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

Names of children receiving Bravo Awards will be recorded on the awards overview on google drive. They will be celebrated in the fortnightly newsletter.

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 send a celebratory text to the pupil's parents.

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 or class group bubble dependent. This should be 5 minutes (KS1) and ten-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 then return to their lesson within the class and have a fresh start on the blue step of the behaviour ladder. All orange incidents need to be logged into CPOM's by a member of the staff.

All reflection sheets completed in a day should be given to the learning mentor 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

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

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.

5. 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
- Phone calls home to make parents and carers aware of successes

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.

Each week children from every class are awarded Bravo awards for good behaviour and attitude and Achievement cards for learning successes.

Children are given a Bravo or Achievement card by the Class Teacher for good behaviour and outstanding achievement on a Friday.

Parents are informed of their child's achievement each week in order to celebrate their success.

Pupil's success is also celebrated in the fortnightly newsletter and on the school website.

Golden Award

Golden Awards are given to a pupil who has demonstrated tremendous effort, perseverance, caring attitude, excellence in their work and achievement over the week. Teachers should keep track of this on the spreadsheet on google drive.

6. 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. 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 in the time out table with a timer (orange). Children will complete a reflection sheet or activity away from their peers. If behaviour persists, children will be required to meet to have a discussion with a member from the behaviour team. 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.

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

Behaviour Ambassadors

One Behaviour Ambassador will be appointed to every class.

The children will have the opportunity to apply for the position of a behaviour ambassador. Teachers will explain the role of the behaviour ambassador and time will be given for children to complete an application for the post. The class teacher will then review these applications and appoint a behaviour ambassador.

Behaviour Ambassadors will be responsible for:

- Encouraging others to display acceptable and appropriate behaviour, particularly at playtimes.
- Monitor the playground zones during playtime and at lunchtime to remind children about expectations in each zone. They will alert the MDAs to any incidents as they occur.
- Monitoring lining up at the end of playtime keeping a safe distance from others.

CPOMS

Serious behaviour incidents must be logged on CPOMS (see red section of the Behaviour Ladder for types of behaviour that should be referred and logged on CPOMS) and the Learning Mentor will upload the behaviour sheets.

Class Teachers will log orange/ behaviours and the behaviour support team member will upload reflection sheets on CPOMS at the end of each day. The behaviour Team member on duty will log red behaviours on CPOM's and upload reflection sheets.

Children who continually display negative behaviour, may be referred to the Learning Mentor or the Inclusion Manager for further support.

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. The MDA Supervisor will collect and monitor incidents kept by the MDAs. Any incidents in the playground must be dealt with and resolved before the children go back to class.

Referrals

Children who continuously display negative behaviour, may be referred to the learning mentor of the Inclusion Manager/ Head Teacher.

To refer a child for behavioural concerns, please log this on CPOMS:

Referral - Behaviour

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

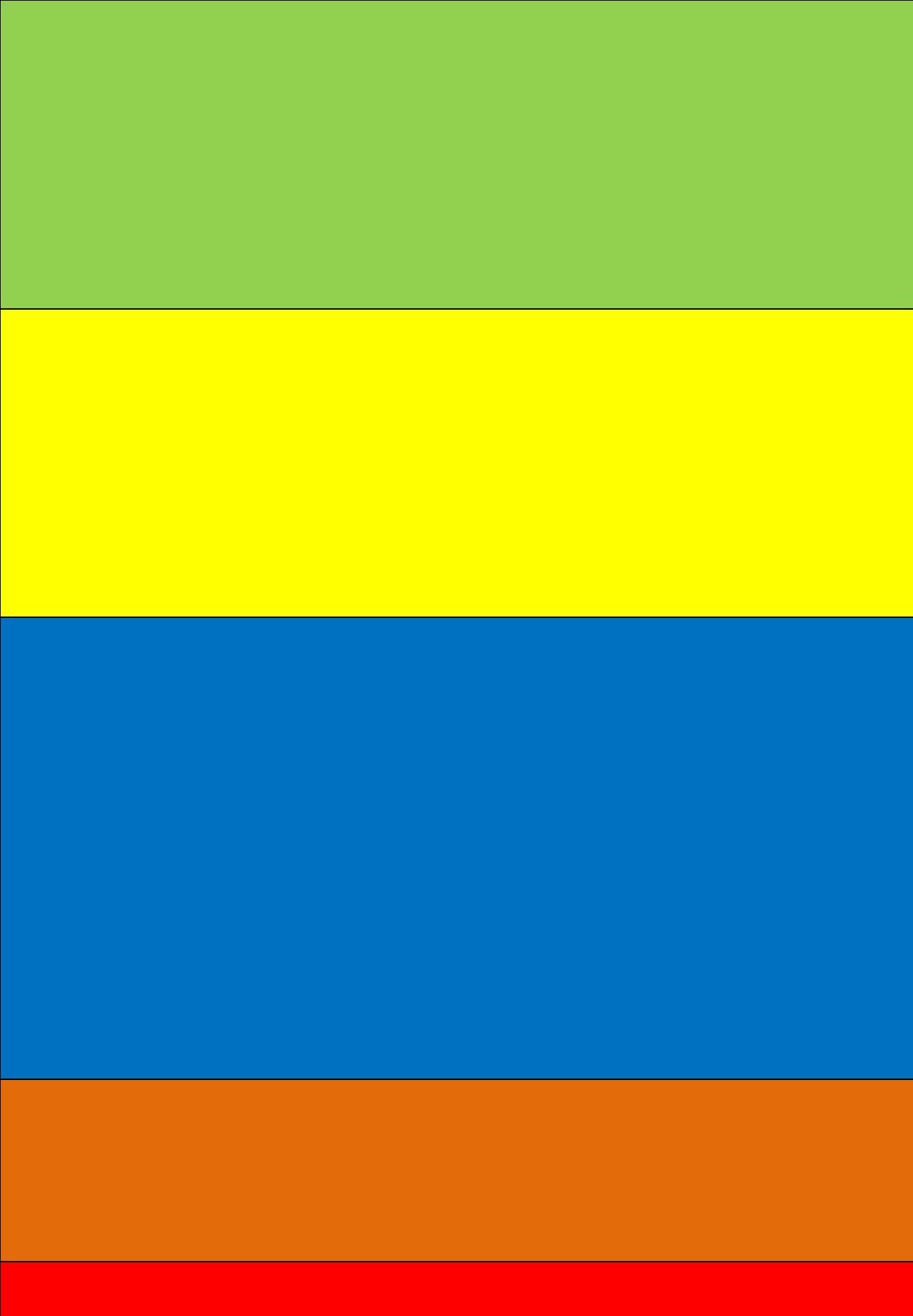
If staff have any concerns around issues related to sexist or homophobic bullying, they are to raise this on CPOMs. Once investigated and if proven, then this will be recorded on SIMs and shared with the Governors in the termly safeguarding report and Head Teacher's report.

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.

Appendices 1- Behaviour Ladder



KS1 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:

KS2 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?

<p style="text-align: center; font-weight: bold; font-size: small;">Rights Respecting Schools</p>  <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or in mind.</p>	<p style="text-align: center; font-weight: bold; font-size: small;">Rights Respecting Schools</p>  <p>Article 28 You have the right to good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p style="text-align: center; font-weight: bold; font-size: small;">Rights Respecting Schools</p>  <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p>
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Adult section:

Not following instructions

Incomplete work

Talking when asked to stop

Disrupting others

Other:
.....
.....

Adult name:

Date: