

Behaviour Policy

This policy sets out the expectations of behaviour at Dalton St Michael's C. E. Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the development of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school because we believe it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

Our school mission statement is:

Belong, Believe, Achieve
Dalton St Michael's
A Place to Shine

This mission statement was agreed by members of the school community. Views were sought from children, parents, staff and governors in developing the statement. It helps to demonstrate the sense of belonging we feel, where all in our community are given the opportunity to flourish in a positive environment.

As a Christian School, we have six Christian Values which all members of the school community agreed were important to us.

These are: [Friendship, Compassion, Trust, Truth, Respect and Forgiveness.](#)

These Values underpin our school aims and ethos statements. As part of our Christian ethos we expect all members of our school community to treat others as they would like to be treated. Behaviour strategies and the teaching of good behaviour is reinforced through Christian Values.

The aims of our behaviour policy are:

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

Every member of the school community has the right to feel valued and respected. We promote an environment where everyone feels happy, safe and secure, and all members of our school community are treated fairly and consistently. Good relationships are promoted, so that people can work together as a team with the purpose of helping everyone to achieve. This policy is designed to promote good behaviour whilst developing an ethos of kindness and co-operation.

Context

The Behaviour policy has links to the following policies:

- Health and Safety Policy
- Attendance policy
- Learning and Teaching policy
- Single Equalities Policy

Classroom Management

We are proud of our positive relationships at Dalton St Michael's. We are aware that good classroom organisation, effective teaching methods and the provision of a high quality curriculum impacts on behaviour. A welcoming and secure classroom environment, in which all people feel valued, reinforces positive behaviour.

Throughout the curriculum and all experiences within and out of school, positive behaviour is reinforced by all staff. Regular meetings between staff members ensure that any concerns are discussed and dealt with swiftly.

Rules

At Dalton St Michael's C.E. Primary School, the following rules are understood by all pupils and adults:

- We will always try our best and allow others to do the same
- We will show respect towards everyone and everything
- We will listen carefully and follow adult instructions

Individual classroom rules are negotiated each year as part of the classroom rules and are discussed regularly with the children. They are clearly displayed in each classroom.

These rules apply to all pupils, at all times, including school visits and residential activities. These are the rules for acceptable behaviour across the whole school.

Conduct out of school

All children are expected to demonstrate good examples of behaviour outside of the school premises. Teachers may follow the school behaviour policy when:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or when:

- Misbehaviour could have repercussions for the orderly running of the school
- Misbehaviour poses a threat to another pupil or member of the public
- Misbehaviour could adversely affect the reputation of the school

Rewards

At Dalton St Michael's positive behaviour is demonstrated consistently. We believe children should be rewarded regularly and appropriately. All staff aim to focus on the good behaviours we observe, and acknowledge it consistently with a range of the following rewards:

- Praise (non-verbal, verbal and written)
- Stickers
- Bookmarks and Certificates
- Postcards/Letters home to parents
- Moving up classroom rocket/rainbow (or similar)
- Extra responsibilities for pupil (within class or whole school)
- Show work to another member of staff
- Headteacher Award
- Raffle tickets or 'Chance' cards
- Dojo Points
- Individual behaviour chart

Sanctions

Despite positive responses as a means to encourage good behaviour, it may be necessary to employ a range of consequences if unacceptable behaviour is demonstrated. These sanctions are not hierarchical, and consequences/sanctions will be chosen appropriate to the misconduct:

- Non-verbal discouragement
- Verbal warnings
- Time Out / Cooling Off Period
- Completion of a 'Reflection Sheet'
- Name noted in registration class incident book, name on the board
- Withdrawal of privileges (e.g. loss of part/whole of playtime)
- Discussion with parents/carers
- Sent to Headteacher or Senior teacher
- Letter home to parents
- Behaviour card issued to be completed daily/weekly

Sometimes it is appropriate to discuss certain behaviour with the children. In discussion they are told...

The choice is... the consequence would be...

All children are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on

educational visits and the acceptable use of the internet (cyber-bullying), digital recording devices and mobile phones. *The Education and Inspections Act 2006* states

The headteacher must determine measures to be taken with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

The pupils at our school are expected to follow the requirements of the “Home School Agreement” which has been signed by the headteacher, parents and the child. (Appendix 1)

At Dalton St Michael’s we have established good links with outside agencies should the need arise where additional support or advice is necessary.

Special Educational Needs and Disability

We recognise that some children may require a more personalised approach to rewards and sanctions. On these occasions an individual behaviour plan is put in place which supports the needs of that particular child at that particular time in their lives. Views of the child, parents and all staff involved with the child are taken into consideration when writing the behaviour plan. The support of outside agencies will also be sought where appropriate.

Preventing Bullying

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Any concerns or incidents concerning possible bullying are always dealt with swiftly and consistently. At Dalton St Michael’s C.E. Primary School we follow the ‘Seven Steps to Bullying’ Approach which is restorative and enables all children to be considerate of others (see Appendix 2). It also allows all children to be aware of theirs and others needs in a structured manner. Our Christian Values reinforce the fact that we should always treat others as we would like to be treated.

Exclusion

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher finds it necessary to exclude a child, she would inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher would make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school would inform the parents how to make any such appeal.

The headteacher would inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
2. Power to search without consent for prohibited items (see Appendix 3)

At Dalton St Michael's any confiscated item is returned to the child and/or parent at the end of the school day.

There is now a specific legal defence for confiscating inappropriate items. The headteacher can authorise a search of pupils or their possessions (including bags and trays) without their consent if there is reasonable grounds for doing so. Normally this would be undertaken by the Headteacher or Senior Teacher. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

Staff Development and support

At Dalton St Michael's we have experienced staff who share their expertise and support. All school staff have received training on behaviour and associated positive behaviour strategies and other interventions.

Malicious Accusations

All accusations against another child or a member of staff would be explored as a 'matter of course'. Witness statements would be taken from all people present. **If an accusation was proved to be malicious then disciplinary action would be taken.**

Liaison with parents

Parents have a vital role to play in their children's education – supporting their child's learning and cooperating with the school. We are very conscious of the importance of good communication between home and school. The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body is legally required to consult staff, parents and pupils on the school behaviour policy. This should be done every time the policy is updated. The Governors review this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Complaints Procedure

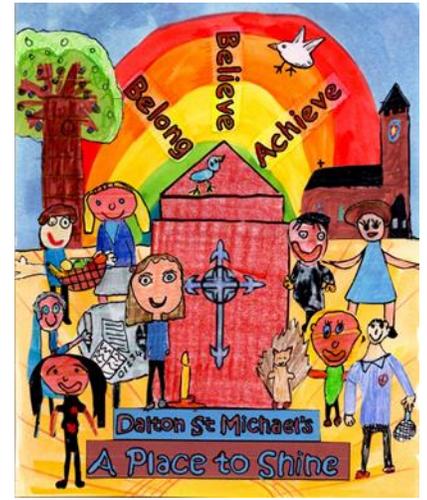
The complaints procedure can be accessed via the school office. Reference would be made to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' should and complaints against a member of staff be made.

Signed:	Signed:
	On behalf of the Governing Body
Head Teachers name: Mrs Adele Robinson	Chair of Governors name: Mrs Maureen Faulkner
Date: December 2016	Proposed Review date: December 2017

Appendix 1

Home and School Agreement

Belong, Believe, Achieve
Dalton St Michael's
A place to shine



SCHOOL

The school will always:

- *encourage children to do their best at all times*
- *provide a broad and balanced curriculum and aim to meet every child's individual needs*
- *promote good behaviour and discipline to ensure a safe and caring environment*
- *regularly communicate with the family on all aspects of their child's welfare and education*
- *encourage children to take care of their surroundings and others around them*
- *Ensure homework is appropriate to the needs of the child*

Signed: Headteacher (on behalf of the school)

FAMILY

The Family will:

- *make sure the child attends regularly, punctually and properly equipped*
- *provide an explanation if the child is absent*
- *support the school's code of good behaviour and discipline*
- *inform the school of any concerns about health, education, behaviour and general welfare*
- *attend open evenings to discuss the child's progress*
- *support children with homework, including regular reading*
- *encourage children to complete homework, including regular reading practise*

Signed: Parent / Carer (on behalf of the family)

The Child

I will:

- *do all my work as best as I can*
- *keep the school rules*
- *bring the equipment I need every day*
- *take school letters straight home and give them to my family*
- *complete homework, including regular reading practise*
- *wear full school uniform*

Signed: Pupil

1 **Interview with the victim**

When a teacher finds out that bullying has happened they start by talking to the victim about his/her feelings. They do not question the victim about the incidents but they do need to know who was involved.

2 **Convene a meeting with the people involved**

The teacher arranges to meet with the pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate bullying.

3 **Explain the problem**

The teacher tells them about the way the victim is feeling and might use the victim's poem, piece of writing or drawing to emphasise his/her distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

4 **Share responsibility**

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

5 **Ask the group for ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but will not go on to extract a promise of improved behaviour.

6 **Leave it to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

7 **Meet them again**

About a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

Appendix 3

Power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.