



Dundry C of E Primary School

Behaviour Policy (Updated October 2017)

At Dundry C of E Primary School we are committed to a whole school approach to good behaviour and discipline.

The system encourages children to make positive choices about how they conduct themselves both in and out of the classroom. We believe that children should take increasing responsibilities for their own behaviour as they develop and mature.

*Wherever possible, we encourage a **restorative approach** to behaviour, where parties discuss the impact of their actions and are part of the solution, thus giving responsibility to the pupil and restoring relationships as quickly as possible. This is in keeping with our Christian values of forgiveness and strong community ethos.*

Our policy is based on rewards and sanctions that are clearly defined. Good behaviour and attitudes are rewarded and inappropriate behaviour and attitudes are dealt with promptly, fairly and with concern for all parties. We expect parental support to ensure that all our children are well behaved and polite.

Where there is a concern over a child's behaviour we always involve parents so that we can work together to address and solve the problem.

Respect is central, with an emphasis on listening to children and adults in a supportive and positive atmosphere. By having a whole school commitment to behaviour we try to ensure a consistent approach. This promotes the aims of the school, and encourages highly motivated, caring and co-operative individuals who are well prepared to assume their role in society.

RULES

- ★ *The school rules are the same across the whole school and apply both within and beyond each classroom. These are referred to as 'Golden Rules' which are shown below.*
- ★ *The six rules are displayed clearly in every classroom, dining hall, corridor, toilets etc.*
- ★ *The Golden Rules are taught in quality Circle Time and through our worship themes, linking to Christian and British Values.*
- ★ *Adults constantly remind and refer to them during general conversation.*
- ★ *Reinforcement of rules is done by commenting on the behaviour of those children keeping to the rules and not by highlighting negative behaviour.*
- ★ *Everyone is expected to become a role model for the Golden Rules.*



REWARDS

At Dundry C of E Primary we expect all our children to keep the Golden Rules and provide a weekly incentive to encourage appropriate behaviour and positive attitudes. We believe that children should be rewarded for their efforts and this is why the Golden Rules are directly related to a whole school child initiated **Golden Time**.

Each child will be entitled to a regular 30 minute whole school Golden Time – keep the Golden Rules and everyone will enjoy each others company in Golden Time. Activities are all learning based and encourage collaborative as well as independent skills.

In addition to Golden Time, good behaviour is rewarded in a variety of ways and at different levels depending on the age of the children. These include:

- ★ Verbal praise and encouragement
- ★ Star of the week
- ★ House points
- ★ Stickers and certificates
- ★ Head teachers awards

CONSEQUENCES

- ★ Consequences are displayed in a prominent place in each classroom.
- ★ Inappropriate behaviour or the breaking of school rules result in an application of the consequences procedure.
- ★ A verbal warning is given by the member of staff; this is followed with a written warning on the yellow card if behaviour persists, and behaviour is logged on SPTO. There is the possibility of removing their name through improved effort for behaviour, but the record of the yellow card remains on SPTO.
- ★ If poor behaviour continues to be displayed, the child's name will be written onto the red area and this will be followed with a behaviour reflection log being completed by the child asking them to reflect on which golden rule has been broken.
- ★ A record of the incident will then be sent home in the child's behaviour log to inform parents. Parents can add their own comments or views if they feel this is appropriate.
- ★ Children receiving red cards will also miss ten minutes of whole school Golden Time per incident.
- ★ A system to earn back lost Golden Time is in place. An 'earning back' contract should only be used if the child has lost **ALL** their Golden Time, and only then can they earn back 15 minutes. The activity that they use to 'earn back' should be relevant to the Golden Rule they have broken.
- ★ On Golden Time day, the child who has lost Golden Time will spend that time lost, reflecting on their behaviour and discussing next steps on how to improve behaviour in future weeks.
- ★ Behaviour is reviewed, monitored and reported to parents termly so that relevant support systems can be implemented.
- ★ Children who have a difficulty, disability or special educational need that causes a barrier to positive behaviour or a disturbance in behaviour, may have a specific plan to support them. A behaviour plan is designed to help children make small steps to a long term goal of acceptable behaviour. We may also seek advice from outside agencies for guidance on tailoring behaviour plans to suit children's needs.

CONSEQUENCES PROCEDURE

Behaviour		Consequence	Comment
1	<i>Breaking of Golden Rules or inappropriate behaviour e.g. silly noises, calling out etc.</i>	Verbal warning given.	
2	<i>A continuation of rule breaking or inappropriate behaviour</i>	Child's name will be written on yellow card.	<i>The name of the child who has received the yellow warning is recorded in class and on SPTO.</i>
3	<i>A continuation of inappropriate behaviour and not responding to the teacher's requests</i>	Red warning issued resulting in the loss of 10 minutes Golden Time	<i>The name of the child is recorded and the child spends their own time reflecting with the behaviour log, which is then sent home to parents.</i>
4	<i>Further continuation of inappropriate behaviour</i>	Child removed to member of SLT	<i>A record is kept of behaviour and the frequency with which it appears. A conversation with parents will take place.</i>
5	<i>Stealing, running out of school, fighting & intentional physical harm, serious challenge to authority, verbal abuse to staff, vandalism, persistent bullying. Extreme danger or violence, very serious challenge to authority, verbal/physical abuse to any staff.</i>	Internal exclusion with member of SLT, parents notified and invited to meet and discuss incident.	<i>Possible involvement of outside agencies e.g. EBD support, placing on SEND register, Pastoral Care Programme implemented. The governing body is notified and official procedures followed. All external exclusions to be reported to the Chair of Governors.</i>
5b		Immediate exclusion considered for a fixed period which could be extended to a permanent exclusion.	

Behaviour Log:

Name:	Class:	Date:
<i>What rule did I choose to break?</i> (Please tick)		
<i>Do be gentle, don't hurt anyone.</i>		
<i>Do be kind and helpful, don't hurt people's feelings.</i>		
<i>Do be honest, don't cover up the truth.</i>		
<i>Do work hard, don't waste time.</i>		
<i>Do look after property, don't waste or damage things.</i>		
<i>Do listen to people, don't interrupt.</i>		
<i>What happened?</i>		
<i>What did you do?</i>		
<i>What did the other person/people do?</i>		
<i>How could I have stopped this happening?</i>		
<i>What do I need to do now?</i>		
<i>Parent/Carer comment:</i>		

EXCLUSION

Both the DfE and MSNP exclusion policy and processes have been adhered to when considering sanction 5a and 5b of our behaviour policy and will be followed should this sanction become operational.

- *Exclusion (internal or external) is not a course of action that the school would wish to take. However, in certain circumstances it may be the only sanction to safeguard the rights of others. If pupil/staff welfare is threatened and behaviour becomes a health and safety risk, exclusion will occur.*
- *The sanction to exclude a pupil from Dundry C of E Primary is only used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*
- *Where we have concerns about any child's behaviour, we firstly try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. Where necessary, this will involve multi-agency assessment that goes beyond the pupils educational needs.*
- *It is only the headteacher who is able to exclude a pupil and this must be on disciplinary grounds only.*
- *If an exclusion is considered to be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.*
- *Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.*
- *Any decision to exclude will be in line with the principles of administrative law, i.e. that it is: lawful, rational; reasonable; fair; and proportionate. The school will not discriminate against pupils on the basis of protected characteristics, such as disability or race. Particular consideration will be given to the fair treatment of pupils from groups who are considered to be vulnerable to exclusion.*
- *Whether or not the school recognises that a pupil has special educational needs (SEND), all parents have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about how SEND could be relevant to the exclusion.*

- *If a decision to exclude a child is taken, then parents will be notified of the period of the exclusion and the reasons for it. By the end of the afternoon session, parents will be informed that for the first five school days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.*

- *Without delay, parents will also be provided with the following information in writing:*
 - *the reasons for the exclusion;*
 - *the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;*
 - *parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 50 – 57 of the DfE Guide to Exclusions) and how the pupil may be involved in this;*
 - *how any representation should be made; and*
 - *where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.*

- *Where alternative provision is being arranged and where it can reasonably be found out within the timescale, information about the start date, times of sessions, the address at which the provision will take place together with other relevant details will be provided.*

- *The Headteacher will also notify the governing body and the local authority.*

- *Excluded pupils will be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.*

- *All children have a right to an education. Therefore the school will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion and alternative provision will be arranged from the sixth day.*

- *The school has a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.*

This policy will be reviewed in October 2018