

# Ditton Primary School



## Behaviour policy and statement of behaviour principles

2020/2021

**Approved by:** Governors

**Date:** December 2020

**Last reviewed on:**

**Next review due by:** July 2021

## Aims

This policy sets out a whole school approach to behaviour management through promoting positive behaviour and establishing a clear and consistent framework for dealing with inappropriate behaviour. It acknowledges the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The six principles of Nurture underpins all of our work in school.



## Aims

- To establish an ethos within school where positive behaviour is promoted and unacceptable behaviour dealt with firmly and consistently thereby securing a learning climate where effective teaching and learning can take place.
- To encourage pupils to be partners in their own development, including in their good behaviour.
- To set out a framework for a whole school approach to promoting positive behaviour.
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Governor's Behaviour Statement

We believe that:

- good behaviour is essential to ensure all pupils feel safe, learn to the best of their ability and develop an understanding of the core British value of accepting personal and social responsibility;
- positive reinforcement of good behaviour is fundamental to cultivating good behaviour within school;
- making mistakes is a normal part of growing up, and everyone can learn from the mistakes they make;
- there is always a choice, and always a way to make amends;
- fair and clearly stated consequences will follow from the actions chosen.
- Adults should reprimand behaviour, not the child.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Definitions

**Unacceptable Behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Persistent incorrect uniform
- Non-compliance with the Golden rules

**Serious unacceptable behaviour** is defined as:

- Violence towards any member of our school community
- Repeated breaches of the Golden rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images.

**Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).**

## School Expectations of Behaviour

All of our expectations are based on the *Golden Rules and the schools respect charter*, which we expect to see being followed in school: in every classroom; in shared spaces both inside and outside; at all times. These expectations relate to both staff and pupils and have been developed in consultation with the whole school community.

### Golden Rules

**Listen**

**Do as asked**

**Work and play well together**

**Try as hard as you can**

Expectations and rewards are explained in assembly and PHSE lessons at the start of the year to ensure that children are clear about the behaviour policy and develop an understanding of behaviour, consequences and self-discipline. Expectations and Steps to success (Sanctions) are displayed in all classrooms.

### Expectations

#### **REFLECT, RESPECT, RESET**

Pupils **REFLECT** by explaining what has happened and who has been affected by their choice/s. This helps children to recognise the consequences of their actions.

They are then asked to show **RESPECT**:

- for themselves by acknowledging their own feelings
- for others by finding a way to „put it right“ (e.g. apology, mending something, etc.)

Finally, pupils and staff together **RESET**. Children identify what they have learned and are reminded that everyone makes mistakes, which is OK as long as we learn from them. This shows that the choice has been made, a sanction identified and been applied, and the pupil now starts again, having learned from the incident.

### Rewards (Ditton Dots)

Pupils earn “Ditton Dots” (stickers) by working together as a class to demonstrate good behaviour for learning, following school rules and academic achievements. At the beginning of each half term, the teacher and class will negotiate and agree a target number. The children then have to work towards achieving that agreed number of “Ditton Dots” in order to receive a whole class treat. In Key Stage 2, the reward will take place at the end of a half term if the class have achieved their target. In Early Years Foundation Stage and Key Stage 1, the rewards will be more frequent depending on when a class has earned their target number of stickers. Ditton Dots are displayed in all classes, along with the agreed

class treat. Pupils can earn Ditton Dots for their good behaviour from any member of staff. Once rewards have been given they cannot be taken away. We encourage staff to use rewards frequently and to celebrate when children make great choices. We also have the "Always Club". 2 children from each class are selected by their teacher for always making good choices and being good role models for others. The Always Club meet with Mrs Pyne for a 20 minute snack and a drink and some time on the playground at the end of the day on Fridays. On a day-to-day basis, pupils will receive verbal praise and comments, letters or phone calls will be made to parents. Due to COVID19, celebration assemblies are not possible. Instead, each class teacher selects a pupil from their class who will receive an achiever's certificate in the post along with a handwritten message from their teacher explaining why they have received the award that week.

### **Behaviour Management and sanctions**

The school address behaviour through positive reinforcement and rewards but when necessary use **3 Steps to Success** to enforce Expectations.

<p style="text-align: center;"><b>Step 1</b> <b><u>Thinking Card</u></b></p> <p style="text-align: center;"><b>The child will be asked to think about what they need to do to improve their behaviour. This card will be given where possible without any interruption to the learning. Where it wont interrupt learning, the child may be given a reason for the card being shared.</b></p> <p style="text-align: center;"><i>Praise for modification of behaviour.</i></p>
<p style="text-align: center;"><b>Step 2</b> <b><u>Time Out</u></b></p> <p style="text-align: center;"><b>The child will be asked to sit within a "Time Out" area within their bubble. They will be asked to concentrate on improving their behaviour (suggested time -10 minutes).</b></p> <p style="text-align: center;"><i>Praise for modification of behaviour.</i></p>
<p style="text-align: center;"><b>Step 3</b> <b><u>Reflection</u></b></p> <p style="text-align: center;"><b>The child will be asked to complete reflection during their playtime or part of their lunchtime (while the other members of the class are outside). They will be required to complete a reflection form. Class teachers will keep a record of these reflections. Parents will be informed of more than 2 reflections occurring within a half term.</b></p>

Staff can also use their professional judgement to administer additional sanctions for specific behaviours, situations and individual pupils. See **Graduated behaviour Code**.

### **Roles and responsibilities**

## **THE ROLE OF THE CLASS TEACHER, TEACHING ASSISTANTS AND LUNCHTIME ASSISTANTS**

- It is the responsibility of teachers and teaching assistants to ensure that the School's **Expectations** are enforced in class and that the children behave in a responsible manner throughout the school day.
- Class teachers support the Executive Head/Head of School in developing the children's understanding of **Expectations** and **3 Steps to Success**.
- Teaching Assistants and Mid-day Assistants are also responsible for ensuring that children meet **Expectations** and behave in an appropriate way.
- All staff handle all children fairly, showing respect and understanding, and enforce the school's **Graduated Behaviour Code** consistently.
- If behaviour reaches a level in which parents are involved, the class teacher liaises with them with either the Behaviour Lead or Head of school. The teacher is responsible for seeing that any support strategies e.g. School points card (shared with parents and behaviour lead) and reward system are kept in operation. They are also responsible for alerting all staff who have contact with the child of the strategies that are being used.
- When a child has an Individual Behaviour Plan (IBP), it is written by the class teacher, supported by the Senco and Inclusion Team.
- Class teachers are responsible for seeing that IBPs are followed and that all relevant staff have copies.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or LA Inclusion Team.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child or to pass on praise.

## **THE ROLE OF THE HEAD TEACHER**

- It is the responsibility of the Headteacher to implement the school Behaviour and Discipline Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher ensures records of all reported serious incidents are collated and centrally held. See **Behaviour Incident Record – High Level**
- The Headteacher has the responsibility for setting reflection with SLT and/or giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. Permanent exclusions are only put into place after the Chair of Governors has been notified.
- At times the Headteacher may liaise with parents over concerns about their children's behaviour and work with them to develop strategies to support the child.
- When a child is sent to the Headteacher they will discuss the child's behaviour. This discussion will involve examining the child's actions, effects, expectations and the sanctions that may result.

## **THE ROLE OF PARENTS**

- Where necessary, we collaborate with parents and carers so that children receive consistent messages about how to behave at home and school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to address the behaviour of a child, we expect parents to support the actions of the school. If parents have any concerns about the way an incident has been handled,

they should initially contact the class teacher and or the Behaviour Lead. If the concern remains, they should contact the Principal. If still unsatisfied they should contact the Chair of Governors. If these discussions cannot resolve the problem, the Complaints Procedure needs to be followed or an appeal process can be implemented with the LA, depending on the issue.

## **THE ROLE OF GOVERNORS**

The Governing Body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Principal Teacher in adhering to these guidelines.

The Principal Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head teacher about particular disciplinary issues.

## **Exceptional Circumstances**

Occasionally a small minority of pupils may resort to behaviour which is extreme. Typically this would be characterised by deliberate/extreme violence, open defiance, deliberate malicious damage, leaving the school premises without permission, racism, persistent bullying, swearing at an adult, sexual harassment or putting others' health and wellbeing at risk by not following the Covid19 rules outlined in the home school agreement.

In some extreme cases the severity and persistence of a child's behaviour may result in reflection with SLT. This is when a pupil will work away from their class for a fixed amount of time. This will be in a different classroom/work space. This is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where an internal exclusion is necessary. On return to class, the pupil and parent will attend a reintegration meeting with the Headteacher or a member of the SLT to discuss expectations.

## **Exclusions**

Ditton Primary School follows the guidance from the DfE '*Exclusion from maintained schools, Academies and pupil referral units in England, 2012*'.

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy.
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any unacceptable conduct as outlined in the behaviour policy; particularly those, which are:

- High level incidents
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Support Plan should be drawn up to try to avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

## **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration. The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination. The

Governors have established arrangements to review fixed term exclusions, which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations. Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians. Parents are expected to ensure that their child is gainfully occupied (not gaming or using the internet for leisure purposes) and that the child is not in a public place during school hours.

### **Permanent Exclusion**

Permanent exclusion will only be used as a last resort, 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.

- Parents/carers, Chair of Governors and Local Authority informed by letter.
- Governing Body Committee, comprising at least three governors, meet and consider all representations and reports (parents/carers and child may attend).
- Governing Body Committee either re-instate or uphold exclusion.
- Parents/carers notified of right to appeal.
- If appeal is successful, re-instated child stays on a Behaviour Plan for the maximum 12 weeks.
- If appeal is unsuccessful, remove child from school roll.
- Records relating to exclusions will be stored confidentially.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **Screening, searching and confiscation**

We follow the DfE guidelines, which give the legal right to search and confiscate items. We reserve the right to search without consent for items, which are prohibited (see DfE guidance: *'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies' February 2014*). In addition to the items laid out in the DfE Document above, the following items can be searched for:

- Mobile phones, tablets, gaming devices or computers
- Cameras or other recording devices
- Chewing gum, fizzy drinks or other food items which do not form part of a packed lunch or morning snack
- items which have gone missing during the school day ☒ any item of school property

### **Misbehaviour outside school**

Recent guidance from the DfE (Behaviour and discipline in schools: Advice for headteachers and school staff, February 2014; p9) states, "Teachers have the power to discipline pupils for misbehaving outside of the school premises." This includes:

Misbehaviour when the pupil is:

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



- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; -
  - poses a threat to another pupil or member of the public; - could
  - adversely affect the reputation of the school.

If misbehaviour is brought to our attention, we will follow the behaviour systems set out in this policy and those associated with it (see below). Parents will always be informed of these investigations/incidents.

**Team Teaching**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE publication ‘Use of Reasonable Force’ July 2013. Staff only intervene physically to restrain children to prevent injury to another child, if a child is in danger of hurting him/herself or could cause significant damage to property. Staff can also use reasonable force to remove a disruptive child from a classroom when they have repeatedly refused to follow an instruction to do so.

The actions that we take are in line with government guidelines on the restraint of children and the appropriate restraint form is completed. A log is kept of all restraints and parents are informed in person.

This policy is written with guidance from the DfE publication, ‘Behaviour and Discipline in School’ January 2016.

**Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**Anti-Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with relevant training on managing behaviour. Behaviour management will also form part of continuing professional development. On induction, staff will be shown the school's behaviour toolkit.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body on a termly basis. At each review, the policy will be approved by the headteacher.

On a half-termly basis, the pastoral team will monitor the matrix to identify emerging trends in individual classes, year groups and key stages. This information will form a report to be shared with the governing body.

The written statement of behaviour principles will be reviewed and approved by the full governing body.



## Graduated Behaviour Code

STAGE	PERSON	ACTIONS
<p>Stage 1</p> <p>□ Low level incidents- shouting out, chatting, nudging, wandering around the classroom.</p>	<p>Class Teacher/TA/MDA</p>	<ul style="list-style-type: none"> <li>• Thinking card</li> <li>• When behaviour is modified, child highly praised and card removed.</li> </ul>
<p>Stage 2</p> <ul style="list-style-type: none"> <li>• Persistent repetition of stage 1 behaviour</li> </ul> <p style="text-align: center;">Or immediately if...</p> <ul style="list-style-type: none"> <li>• Name calling or not keeping hands and feet to themselves</li> </ul>	<p>Class Teacher/TA/MDA</p>	<ul style="list-style-type: none"> <li>• Time out Card (10 minutes at time out table continuing to listen/work)</li> <li>• When behaviour is modified, child highly praised, card removed and child returns to group. Child to apologise.</li> </ul>
<p>Stage 3</p> <ul style="list-style-type: none"> <li>• Continuation of disruption throughout stages 1 and 2.</li> </ul> <p style="text-align: center;">Or immediately if...</p> <ul style="list-style-type: none"> <li>• Child is not compliant to previous sanctions or their behaviour could be dangerous</li> </ul>	<p>Class Teacher &amp; Parallel Class Teacher</p>	<ul style="list-style-type: none"> <li>• Playtime Reflection</li> <li>• Completion of reflection form (sent home with child if refusing to complete)</li> <li>• Contact with parent/carer at the end of the day. (In person if possible otherwise by telephone) This is recorded on the reflection form and store in class reflection files.</li> <li>• If child has missed work, complete this at break time</li> </ul>
<p>Stage 4</p> <ul style="list-style-type: none"> <li>• Two reflection forms completed in one half term</li> </ul> <p style="text-align: center;">Or immediate if...</p> <ul style="list-style-type: none"> <li>• Fighting/hurting a child</li> <li>• Swearing at a child or adult</li> </ul>	<p>Class teacher, Phase Leaders, Behaviour Lead and Parents</p>	<ul style="list-style-type: none"> <li>• Parents invited into discuss their child's behaviour and agree future support (if necessary).</li> </ul>

<p>Stage 5</p> <p><b>See Behaviour Incident Record – High Level</b></p> <ul style="list-style-type: none"> <li>• persistent stage 4 behaviour</li> </ul> <p>Or immediate if...</p> <ul style="list-style-type: none"> <li>• Physical assault/possible harm to self or others</li> <li>• Bullying</li> <li>• Threatening</li> <li>• Leaving</li> <li>• Spoiling with intent</li> </ul>	<p>Executive Head teacher/Head of School</p>	<ul style="list-style-type: none"> <li>• Parent meeting with class teacher and Head teacher</li> <li>• Behaviour and support plan and risk assessment.</li> <li>• Loss of full play time(s)</li> <li>• Isolation</li> <li>• Involvement of external agencies-SEN/CAF</li> <li>• Exclusion</li> <li>• High Level Behaviour form completed</li> </ul> <p>(Decision dependent on the context of incident)</p>
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