



# Dore Primary School

## Primary Behaviour Policy

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## Statement of intent

**Dore Primary School** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. As a Rights Respecting School, the best interests of the child are a top priority (article 3). It is our focus to ensure that children have the right to a good quality education (article 28) and protection from harm (article 19) and privacy (article 16).

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all, including those with SEND.
- Praising and rewarding good behaviour.
- Implementing appropriate consequences and using post incident learning when tackling undesirable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy should be read in conjunction with the Restraint Policy, Adult Behaviour Policy and Complaints Policy and the Anti-bullying policy

Signed by:

\_\_\_\_\_ **Headteacher** Date: \_\_\_\_\_

\_\_\_\_\_ **Chair of governors** Date: \_\_\_\_\_

## 1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Dore Primary School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Head teacher is responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staffs, including teachers, support staff and volunteers, are responsible for following the policy and for ensuring pupils do so too. They are also responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers are expected to take responsibility for the behaviour of their child(ren) before they have dropped them off and after they have picked them up.
- 1.8. Parents/carers are expected to support the school's policies and guidelines for attendance, behaviour, safety and dress code, which are intended to promote the highest standards of behaviour and citizenship.
- 1.9. Parents/carers are expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.10. Pupils are expected to demonstrate appropriate responsibility for their own behaviour both inside school and out in the wider community.
- 1.11. Pupils are responsible for their social and learning environment and where appropriate will report all undesirable behaviour to staff in school.

## 2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others. Intentional damage to school property along with damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse and /or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach. This may be due to the repeated behaviours having significant impact on other children’s learning or compromising the safety of children.

### **3. Training of staff**

- 3.1. At the school we recognise that early intervention can prevent poor behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behaviour in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

### **4. Pupil expectations/ Code of Conduct**

- 4.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:
  - Be ready
  - Be respectful
  - Be Safe
- 4.2. The school will ensure that pupils follow our Code of Conduct by responding in the following way:
  - Consistent, calm behaviour
  - First attention for best conduct
  - Relentless routines
  - Scripted interventions
  - Restorative follow up.

### **5. Rewarding good behaviour**

- 5.1. The school recognises that pupils should be rewarded for their display of good behaviour. First attention for best conduct is a whole school approach to positive behaviour management.
- 5.2. The school will use the following rewards for displaying good behaviour:
  - Certificates
  - Postcards home
  - Headteacher awards
  - Verbal praise
  - Stickers
  - End of term whole-class rewards

## 6. Consequences

- 6.1. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action (including fixed term or permanent exclusion see 9.1.).
- 6.2. At **Dore Primary School**, teachers have the freedom to impose appropriate consequences depending on the behaviour, and age, of the pupil:
- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable. The teacher will do this by using a scripted intervention such as: *'I notice that you are running. You are breaking our school rule of being safe. Thank you for listening.'*
  - If the pupil does not respond to school expectations of behaviour after they have had a reminder then the teacher will use the next level of scripted intervention which will incorporate a natural consequence. An example could be: *'I have noticed you are not ready to do your work. You are breaking the school rule of not being ready. You have chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'*
  - If behaviour continues then the teacher will carry out a post incident learning review at the earliest opportunity (playtime/ lunchtime). This restorative approach includes the following:
    1. What happened?
    2. What were you thinking at the time?
    3. What have you thought since?
    4. How did this make people feel?
    5. Who has been affected? How? What should we do to put things right?  
How can we do things differently?
  - If necessary parents will be notified by the class teacher.
  - If behaviour continues Phase Leaders will be made aware and will speak to the child and carry out further post incident learning.
  - The next step would be for Phase Leaders to contact parents and possibly arrange a meeting.
  - Following this, if the behaviour persists, then the Head Teacher/ Deputy Head Teacher would become involved.
  - At each stage the school staff will consider the developmental stage of the child and any additional needs when making decisions.
  - If a pupil misbehaves on the playground, the member of staff responsible will follow up this incident by using the same strategies (named above) as are used in the classroom – post incident learning discussions.

- 6.3. At **Dore Primary**, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, outcomes of that behaviour may be unintentional.
- 6.4. Teachers will use their knowledge of the children when considering consequences, taking into account whether they believe the outcome of the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 6.5. At all times, teachers will discuss with the child their reasoning for the behaviour and ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour (post incident learning).
- 6.6. When there are patterns of behaviour, the class teacher will work with parents to analyse the presenting problem and establish appropriate and agreed protective/preventive strategies which may be outlined in a behaviour plan.
- 6.7. When the patterns of behaviour continue, the class teacher will work with parents and senior management to analyse the presenting problem and establish appropriate and agreed protective/preventive strategies. These strategies will be outlined in individual Positive Handling Plans and will be shared with staff and parents where appropriate and necessary.
- 6.8. Any member of staff who witnesses a display of unacceptable behaviour, or who issues consequences to a pupil, must report this on CPOMs.
- 6.9. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of all the pupils and staff within the school.

## **7. Serious incidents & Exclusion**

- 7.1. Any instances of physical violence, racism, homophobia, discrimination, or comments or actions of a sexual nature, will be recorded on CPOMs and the leadership team will be alerted. Parents will be informed. The leadership team will decide on appropriate consequences and follow up actions.
- 7.2. In certain circumstances the head teacher may decide that exclusion is the appropriate consequence. Exclusion will be used when:
  - There are serious breaches of the school's behaviour policy
  - Allowing the pupil to remain in school would seriously harm the education or well-being of the child or others in school
- 7.3. Exclusions will generally be fixed term in the first instance. When a fixed-term exclusion is for a period in excess of 10 days the school will:

- Ensure that the child's education continues during the period of exclusion
  - Use the time to plan for further measures to address the pupil's problems
  - Discuss with the LA what arrangement will best help the pupil's reintegration into the school at the end of the exclusion.
- 7.4. Internal exclusions may be used in some circumstances and these will be supervised and implemented whilst giving consideration to the restorative process.
- 7.5. Exclusion from school trips may be used if behaviour is deemed to be unacceptable or a health and safety risk.
- 7.6. It is the parents' responsibility to support the school in enforcing the exclusion. Where parents refuse to cooperate, the school will contact the Education Welfare Service and seek advice of the LA about legal procedures.
- 7.7. Permanent exclusion will always be a last resort. If, in the head teachers judgement there are 'exceptional circumstances' which warrant the consideration of permanent exclusion, the current DfE guidance will be followed.

## **8. Outside school and the wider community**

- 8.1. Pupils at the school must agree to represent the school in a positive manner.
- 8.2. The Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 8.3. Complaints/communication from members of the public about poor or inappropriate behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed by the head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 9.2. This policy will be made available for inspection and review by the chief inspector, upon request.

