



Nurture-Believe-Inspire-Achieve

**Danson
Primary
School**

Behaviour Policy

The Rule of Law

- Pupils are taught the importance of laws and rules applicable to class, school and the wider community
- Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken
- Teaching is reinforced by the school motto, 5Rs and the School Behaviour thermometer
- We use visits from partner agencies such as the local community support police team to support and reinforce learning
- We ensure that expectations are reinforced regularly and we praise positive choices

Outcome: Pupils display excellent behaviour and demonstrate fairness in sport

Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment
- Pupils make informed choices regarding their education and behaviour
- They are given the freedom to make choices and become critical thinkers
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices
- PSHCE/e-Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights

Outcome: Pupils display responsibility and independence

Tolerance of those of Different Faiths and Beliefs

- Danson Primary School is an extremely diverse school
- We actively promote diversity through our celebrations of different faiths and cultures
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others
- Members of different faiths and religions are encouraged to share their knowledge
- Pupils learn about and visit places of worship that are important to different faiths
- We promote messages of equality

Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures

Mutual Respect

- Pupils are taught core values such as respect and collaboration
- They demonstrate responsibility for self and others
- Our school reward system is centred on our four school houses: Lancelot- Green, Richmond-Blue, Taylor-Yellow and Boyd-Red.
- Rewards are given for positive attitudes and behaviours: House Points, Pupil of the Week, Head Teacher Awards and Golden Stickers
- High levels of mutual respect are developed through relationships between staff and pupils

Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Peer on Peer Abuse Policy
- Inclusion Policy
- Equality Policy
- E Safety and AUP Policy
- Staff Induction Policy

Rationale

We aim to be an effective school and are committed to the following:

- A high quality curriculum to meet the needs of all pupils
- A climate of high expectations
- Effective classroom management and organisation
- A whole school behaviour policy which is widely publicised, used consistently and understood as part of a successful partnership between parents, governors, staff, children and the wider community
- A clear system of rewards and sanctions
- A caring ethos
- A feedback mechanism which ensures that class teachers are informed by other members of staff when a class member shows exemplary behaviour choices or behaves inappropriately
- The provision of listening time or support for members of the school community as required

Aims

It is important that behaviour, in and out of the classroom, is managed, so that the aims of the school can be achieved.

This policy aims to:

- Encourage an ethos of positive behaviour management which will create an effective working environment
- Offer a framework for social, moral and spiritual education
- Clarify expectations regarding behaviour
- Maximise the positive effect the whole school can have upon behaviour
- Provide a basis for discussion on issues relating to behaviour
- Give children, staff and parents a shared sense of values and purpose
- Promote a common understanding of desirable behaviour
- Nurture children's self-esteem
- Ensure that differences and similarities between individuals and groups are valued and respected
- Ensure a consistency of approach
- Offer children the security of a happy, safe and well-managed environment
- Reinforce other school policies e.g. Equal Opportunities, Teaching and Learning, PHSE, Race Equality, Anti- Bullying and Health and Safety
- Encourage children to grow into responsible citizens

Responsibilities

The responsibility for ensuring good behaviour in school is shared between children, staff, parents and governors.

School Rules

All adults in school can help children to achieve high standards of behaviour by:

- Having high expectations of behaviour
- Setting a good example
- Being fair and consistent by using the behaviour thermometer model
- Listening carefully to children
- Co-operating with each other
- Being ready to discuss behaviour

- Working to develop good relationships with children
- Valuing each child

The Governors and the Head Teacher will also have an additional role to play if a sanction includes exclusion.

Desirable/Undesirable behaviours

Desirable behaviours include kindness, honesty, regard for property, peers or the School Community, truthfulness, the ability to listen to others and the desire to work hard and these are exemplified in the school beliefs. Lack of regard for the school beliefs and lack of respect or consideration for others demonstrate undesirable behaviour.

Strategies for Managing Behaviour

As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies (outlined later in this policy) to change individual children's behaviour. These are known, and used by **all** staff: teachers, support staff, MDMs, Admin Staff, Site Supervisor, visiting support staff etc. All new members of staff will receive a copy of this policy and training as appropriate.

Assemblies and other whole school events are often used to encourage good behaviour by thinking of others.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

- Mirror & praise the expected behaviour
- Model calmness, fairness and reason
- Be consistent
- Avoid 'You' statements, e.g. "You are always talking" and replace it with 'I' statements, e.g. "I understand what you are saying but you have been asked to complete/do....".
- Use eye contact to engage pupils when giving instructions and ignore unwanted behaviour by deliberately not looking at the pupil involved.
- Move confidently and calmly to give the message that you are in control. Be at a child's level.(Even with KS2 children, sit with them, do not lean over.)
- Move into pupils' space and offer assistance in a non-threatening way
- Praise much more than you reprimand
- Be imaginative and varied in your praise e.g. describe the good behaviour you have seen – not simply "Well done" or "Good boy". Instead say, "Excellent walking," "Correct sitting."
- Have a wide range of rewards for on-task behaviour and good work (see rewards section: House Points, golden stickers, lunchtime stickers)
- Do not set unrealistic or unnecessary restrictions on pupil behaviour
- Non-verbal interruptions can often be an effective way of gaining class attention so never talk over noise – be prepared to wait until pupils are silent and attentive
- Humiliation and sarcasm can damage pupil self-esteem and should be avoided
- Use class discussions/projects on behaviour/feelings to help children develop socially and emotionally, e.g. Circle Time
- Avoid class punishments – they are unfair and rarely appropriate
- End lessons positively with feedback or an opportunity for pupils to demonstrate what they have learnt
- Give children who have become unsettled small, achievable behavioural tasks to be worked on over a short time and reward suitably
- Everyone to be in the mindset of, 'a new day, a fresh start.'

Rewards

Children respond to praise. They appreciate and learn from a sense of fairness and justice. It is our duty to offer positive role-models and to demonstrate high standards for ourselves and the pupils we teach.

All good behaviour should be recognised and valued by all pupils and staff. Any member of staff who notices a pupil or pupils behaving in a thoughtful, caring or sensible manner will give praise.

Quiet praise from an adult to a pupil who demonstrates improvement from previously unacceptable behaviour can be a powerful motivation to maintain improvement.

Good work and behaviour is rewarded by a variety of measures which might include:

- Praise
- Thumbs up
- House Points
- Opportunity to tell/show Head Teacher/Deputy Head/other staff
- Golden Stickers
- Stickers e.g. for good behaviour at lunchtime/playtime
- 'Pupil of the week' & achievement assemblies
- Classroom monitors – e.g. in charge of register, table leaders etc.
- Head Teacher Award- end of term
- House cups

Sanctions

In order for learning to take place in the school, disruptive behaviour must be managed and kept to a minimum. The Behaviour Thermometer is used to show children what is expected of them and is followed in order to ensure consistency across the school (appendix 1)

Behaviour Modification

Class Management – Whole Class

- Use of the behaviour thermometer
- Control seating arrangements and do not let challenging children gather/be seated together
- Lessons are most successful when there is an overall theme with clear learning objectives and success criteria which are shared with children
- Negotiate **simple** rules and routines with children that can help minimise disruptive behaviour
- Remind the class of these regularly/ have them displayed in the classroom
- Introduce the task with clear explanations
- Check pupils' understanding through verbal feedback
- Vary activities
- Make it more rewarding for pupils to do the work than to avoid it
- Pace the lesson and keep it moving
- Be aware that some activities may not suit certain classroom conditions, for example, pair and group activities can rarely be done silently
- Ensure that there is a high probability of pupils achieving the proposed outcomes
- Make good use of classroom space – ensure seating arrangements are suitable for the task
- Make sure all rules and routines are clear and explicit
- Keep an attractive and tidy classroom using interesting wall displays, preferably including pupil's work
- Make sure work is regularly marked and accompanied by verbal feedback, if necessary
- Allow time for lessons to finish in an orderly manner
- Use circle time to promote good relationships with children; they are less likely to want to let you down
- If you enjoy what you are doing, then it's likely that the children will too!

Dealing with unwanted behaviour

Marking the limits of acceptable behaviour

Have in mind the behaviour you are looking for and communicate this clearly. Make it clear which behaviours are not acceptable

- Negotiate **simple** rules with your class

- Know how to reward systematically the appropriate behaviour of pupils and sanction inappropriate behaviours

Dealing with situations

- Have strategies prepared to cope with a situation when pupils misbehave. These should be levelled (as with the behaviour thermometer) so that the less serious instances of misbehaviour are treated differently from the serious ones. Always be prepared to carry these out
- Poor behaviour is often seeking negative attention – ignoring such behaviour may stop it occurring
- Early interventions are generally more effective than later ones
- Isolate pupil if necessary. A staged approach could be used i.e. ignoring, warning of isolation, then isolation for a period of time

Playtimes/Lunchtimes

Minor problems to be dealt with by:

- Talking to the child, discuss what happened
- Walk around with an adult discussing strategies for a more successful playtime/lunchtime
- Encouraging the child to engage in productive playing, possibly in another area
- Time out (use the sand timers given by MDMs)
- Use 3 warning system followed by all staff
- Inform Year Group/Phase Lead MDMs of any incidents and then the Phase Lead MDMs will inform the Class Teacher at the end of lunch
- MDMs logging behaviour, good and bad, in their lunchtime books. MDMs to use star stickers to award House Points during lunchtimes

Serious problems:

- Send to Leadership Team/ Deputy Head/Head Teacher

Ongoing Concerns

1. Is the child on the Special Needs Register?
 - a) Yes. Refer to EHC plan
 - b) No. Discuss with SENCO, Year Group Leader, Key Stage Leader, Assistant Head Teacher, Deputy Head Teacher.
2. Discuss with parents and set up strategies

Challenging Behaviour

Challenging behaviour can take the form of:

- Physical abuse
- Verbal abuse
- Racial abuse
- Assault
- Defiant refusal
- Absconding
- Persistent bullying

Children exhibiting these behaviours are referred directly to the Head Teacher, Deputy Head, or a member of the Leadership Team.

On report

If children are persistently disruptive in class or at playtime, parents will be called into School to discuss their child's behaviour choices. It is then that the child may be placed on report. This will be used to record positives and wrong behaviour choices. This report will go home on a regular basis for parents to review and sign.

An alternative method of doing this is a blank timetable with 2-4 targets to be followed. Staff teaching their class and adults on playground duty will monitor their behaviour and enter a brief report and signature on the timetable. Targets will be set after discussion with the child and/or their parents.

The Home School Agreement explains Danson Primary School's responsibility and those of the Pupils, Parents/Carers and Teachers who are asked to sign the agreement, indicating that they understand and accept its contents.

Parents/Carers can help more effectively if they know what the school is trying to achieve and how they can help.

Internal exclusion

For children who are persistently disruptive in class or at playtime an internal exclusion may be deemed necessary. This would involve a short time period of no more than a week, where a pupil may complete lessons in another class or location, or where a pupil may be excluded from having playtimes with the rest of the school. Internal exclusion would be communicated to the parents in advance as this would only occur due to a situation that does not warrant previously mentioned sanctions or where the previously mentioned sanctions have been exhausted or repeatedly flouted.

Exclusion

Serious or continuous breaches of the known and accepted behaviour policy may result in a pupil being excluded from school. It may be necessary for the general good of the pupil to be asked to leave the school on a temporary or permanent basis.

This is a serious matter for the pupil and comes about only when something major has occurred where it seems essential that all parties concerned; the pupil, the parents and members of the school community understand the seriousness of the misdemeanour. Whilst we can't enforce expectation outside of school, we do have an expectation for everyone to behave in the 'right way' especially when wearing school uniform.

There are only two types of exclusion:

1. Fixed term exclusion: limit for fixed period exclusions has been set at 45 school days in one year.
2. Permanent exclusion

The following offences have been judged serious offences, which may, after investigation, may lead to fixed term or permanent exclusion:

- Physical aggression against other pupils
- Physical aggression against staff
- Damage to property
- Intimidation of pupils
- Verbal abuse or insolence towards staff
- Disobedience or refusal to obey rules
- Theft
- Racial harassment
- Sexual harassment
- Actions which persistently disrupt the education of others
- Actions which put the health and safety of the school community at risk

The list of offences leading to consideration of exclusion cannot be exhaustive, though most difficulties should be accommodated by the more general rule that a pupil is behaving in a manner that is at variance with the school ethos, and the Behaviour Policy and/or posing a danger to themselves or others.

If exclusion is judged necessary, the length of exclusion will be decided with regard to the seriousness of the incident. A first offence of sufficient gravity may lead to permanent exclusion. As a general rule, however, a first exclusion would normally be for a number of days. A subsequent exclusion would be for a longer period (the Education Act 1997 gives a 45 day maximum for a school year). Repeated exclusion would suggest that a pupil is not able to conform to the ethos and the Behaviour Policy of Danson Primary School and must give rise to the consideration of the exclusion becoming permanent.

In the case of fixed term exclusion, the pupil will only be accepted back into school when returned by the parent/carer and following discussion to ensure the future good behaviour of the pupil. Only when all parties agree, will the pupil return to class and confirmation of the agreement be sent to the Parent/Carer.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head Teacher's duty to notify parents, apply in all cases.

Staff Responsibility

Any member of staff who is aware of a breach in the Behaviour Policy likely to lead to an exclusion should report it immediately to the Head Teacher. The Head Teacher will investigate the matter thoroughly, gathering and recording available information.

The Role of the Head Teacher

1. The Head Teacher should ensure that all pupils, parents/carers and staff know the standards of behaviour expected.
2. The power to exclude a pupil can only be exercised by the Head Teacher who may delegate that responsibility to the Deputy Head Teacher in the Head Teacher's absence. The Head Teacher should not exclude a pupil until in possession of all the relevant facts and supporting evidence and the pupil in question has been given an opportunity to comment.
3. The Head Teacher must inform the pupil and parents/carers immediately and a letter confirming the exclusion should be sent by first class post on the same day.
4. A copy of the letter should be sent to the Local Authority Manager of Admissions, The Chair of the Governing Body and the Local Authority Exclusion Officer.
5. In the case of a fixed term exclusion the Head Teacher should invite the parents/carers to attend a meeting to discuss the reasons for the exclusion, even when parents/carers do not make representations.
6. Homework should be provided for any excluded pupil on fixed term exclusion. The homework should cover the time of the exclusion.
7. In the case of a permanent exclusion the Head Teacher must write a detailed report and send it with a copy of the Behaviour Policy to the parents/carers and the exclusion panel.

The Role of the Governing Body

1. The Governing Body should review the Behaviour Policy on a regular basis.
2. The Governing Body should support the Head Teacher and staff in maintaining high standards of discipline.
3. The Governing Body needs to monitor the number of exclusions and appoint an exclusion panel of three or five members, which must include one Parent Governor, when necessary.
4. In the case of permanent exclusions, the exclusions panel must hold a meeting within 15 school days from the date of the exclusion, to review the Head Teacher's decision. The Parents/Carers and pupil concerned should be invited to this meeting, to which they can make written and/or oral presentation. Any written representation and all documentation from the Head Teacher must be made available to all parties before the meeting. An officer of the Local Authority must be present at the meeting.
5. The Governing Body are responsible for making all arrangements for the meeting and will call upon a legal assistant from the Local Authority to clerk that meeting and communicate the decision, with reasons, to all interested parties.
6. Governors can direct reinstatement.

Intervention

Details are outlined in the Physical Intervention/Team Teach Policy. If a child violently attacks another child or adult and does not respond to behaviour strategies, then physical restraint maybe necessary.

The child should be removed from the situation as soon as possible and taken to the Head Teacher, Deputy Head or Leadership Team members. An Incident form should be filled in and the situation discussed with the Head Teacher or Deputy Head.

The Head Teacher or Deputy Head in consultation with the Inclusion Manager will work with the member of staff and parents to devise a Behaviour Plan to meet the child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Accident online recording (School Office via MyView)

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- A senior member of staff fills in the online accident report to send to the HSE/Riddor (where necessary)

DDA incidents

The school has an agreed approach to:

1. Bullying incidents (please refer to Anti-Bullying Policy)
2. Racist incidents (please refer to Race Equality and Equal Opportunities policies)

Monitoring and Evaluation

The school will monitor and evaluate this policy annually in order to review its effectiveness.

The policy will be promoted and implemented throughout the school.

APPENDIX 1

Behaviour Thermometer – Sanctions

Jump 6	Formal Procedure	Child permanently excluded	Violent behaviour towards adults Violent behaviour towards other pupils Defacing school property Throwing large missiles e.g. chairs Continuing any of Jump 5 actions repeatedly
		Child placed on fixed term exclusion	
		Child excluded for a whole day	
		Child excluded for half a day	
		Pupil offered to attend Pupil Referral Unit	
		The Rapid Intervention Team are consulted for their advice	
		Child placed on a pastoral support plan	
Jump 5	School Hierarchy	Warning that the next layer of sanctions are to begin (look at thermometer with the child)	Leaving the classroom without permission Stealing Kicking Scratching Biting Pinching Fighting Name calling (bullying/racism) Non compliance Continual low level disruption
		Member of SLT will meet with parents	
		Child should work for a fixed period of time in the Deputy Head Teacher's office/ Work in isolation	
		Sent to the Assistant Head Teacher or Deputy Head Teacher	
		Year Group Leader and Class Teacher to meet with parents	
		Send child to the Key Stage Leader	
Jump 4	Outside the classroom	Warning that the next layer of sanctions are to begin (look at thermometer with the child)	Continuing any of Jump 1, 2 or 3 actions Non compliance
		Child goes to the Year Group Leader	
		Child goes to a parallel class	
Jump 3	Classroom sanctions	Warning that the next layer of sanctions are to begin (look at thermometer with the child)	Name calling (more serious) Throwing small missiles e.g. paper or erasers Hiding other peoples' belongings Lying Refusing to co-operate/arguing Running around the classroom Swearing Being rude to an adult
		Class Teacher will meet with parents informally after school	
		Pupil will miss 5 minutes of playtime	
		Issue a final verbal sanction (red card)	
		Child should stand up/sit on floor for 1 minute	
		Give the child time out to think (in class away from peers)	
		Asking the child to move seats/tables	
		Writing pupils name on board (yellow card)	
Jump 2	Verbal consequences	Issuing a warning that the next layer of sanctions are to begin (look at thermometer with the child)	Name calling (minor) Bad manners Disturbing others Snatching Drawing/writing on another child's work Not finishing work Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group
		Offering a choice of behaviour	
		Having an individual chat with the child in class time	
		Warn child of the consequences of continuing their behaviour	
		Saying a student's name, 'I would like you to....'	
		Proximal praise, reward other pupils showing desired behaviour	
Jump 1	Non-verbal consequences	Issuing a warning that the next layer of sanctions are to begin (look at thermometer with the child)	Shouting out Moving or getting up when not supposed to Playing with friend's hair Chatting Talking when teacher is speaking Making silly noises Fidgeting Kneeling up Pulling Velcro on shoes
		Taking something away from a child	
		Moving towards a student or stand near a child	
		Non-verbal gesture e.g. finger on lips, point to 'good sitting' picture,	
		Assertive look	
		Stop, wait and look	
		Eye contact	

- Sanctions decided will be based on the outcome of conversations with both the children and adults involved in the incident/event
- Children with additional needs please refer to their Educational HealthCare plan

Behaviour Forms

Ongoing monitoring

Danson Primary School						
Incident Report Form						
Date	Time	Name	Class	Incident	Class Teacher informed Y/N?	SLT informed Y/N?
End of Week Evaluation						
SLT Signature						

Individual incident (more serious)

Danson Primary School		
PRIVATE AND CONFIDENTIAL		
Incident Record		
Date:	Time:	Location:
Staff name:	Child name:	Class:
Nature of incident: child told you: <input type="checkbox"/> You observed: <input type="checkbox"/> You overheard: <input type="checkbox"/> Told by someone else: <input type="checkbox"/>		
What information were you given: <small>(including where you were and at what time)</small>		
What did you say to the child: <small>(including where you were and at what time)</small>		
Any additional information:		

Action	Staff Leading action	Time/Date	Completed (tick and sign)
Written Statements taken from: <small>(please make sure these are attached)</small>			
Follow up Actions/Comments			
Who did you report this to?		What time did you report it?	
Name and sign of person reported to:		Time of being reported to:	

Danson Primary School						
Tell us what happened.....						
Name	Time			Class		
Date						
Location	Classroom	Reception garden	1st playground	2nd playground	Field	Other
What happened?						

House Master Information

The Danson House system runs from Reception all the way to Year 6. As well as helping to build a strong sense of community, the House system allows all pupils a chance to explore the nature of competition, team work and leadership, whilst also trying new experiences. The four Houses are named after four gentlemen who were responsible for designing features of Danson Park.

Lancelot - Lancelot "Capability" Brown was a landscaped architect and designed Danson Park.

Mr Nathaniel **Richmond** - designed Danson Park with Capability Brown

Sir Robert **Taylor** - architect Bank of England and of Danson House

Sir John **Boyd** - the house was designed for him, vice chairman of British East India company.

House	Colour	House Master
Overall House Leader- Mr Corley		
Lancelot	Green	Miss Gore
Richmond	Blue	Miss Jones
Taylor	Yellow	Miss McCulloch
Boyd	Red	Miss Young

House Masters will be supported by the House Captains.

The House Captains jobs are as follows:

- To be a direct link from House Masters to House Captains to house groups
- They will pass on information to houses about 'House Events'
- They will encourage students in their houses to get involved in House Activities and will be expected to lead by example, taking part themselves whenever it is possible
- They will come up with fund raising activities for the school
- They will meet with their House Master termly

Date reviewed: September 2018

Next Review: September 2020

Head Teacher: L Casey

Chair Of Governors: M Egelton