



## Behaviour Policy 2019-2020

Agreed: 26.09.2019

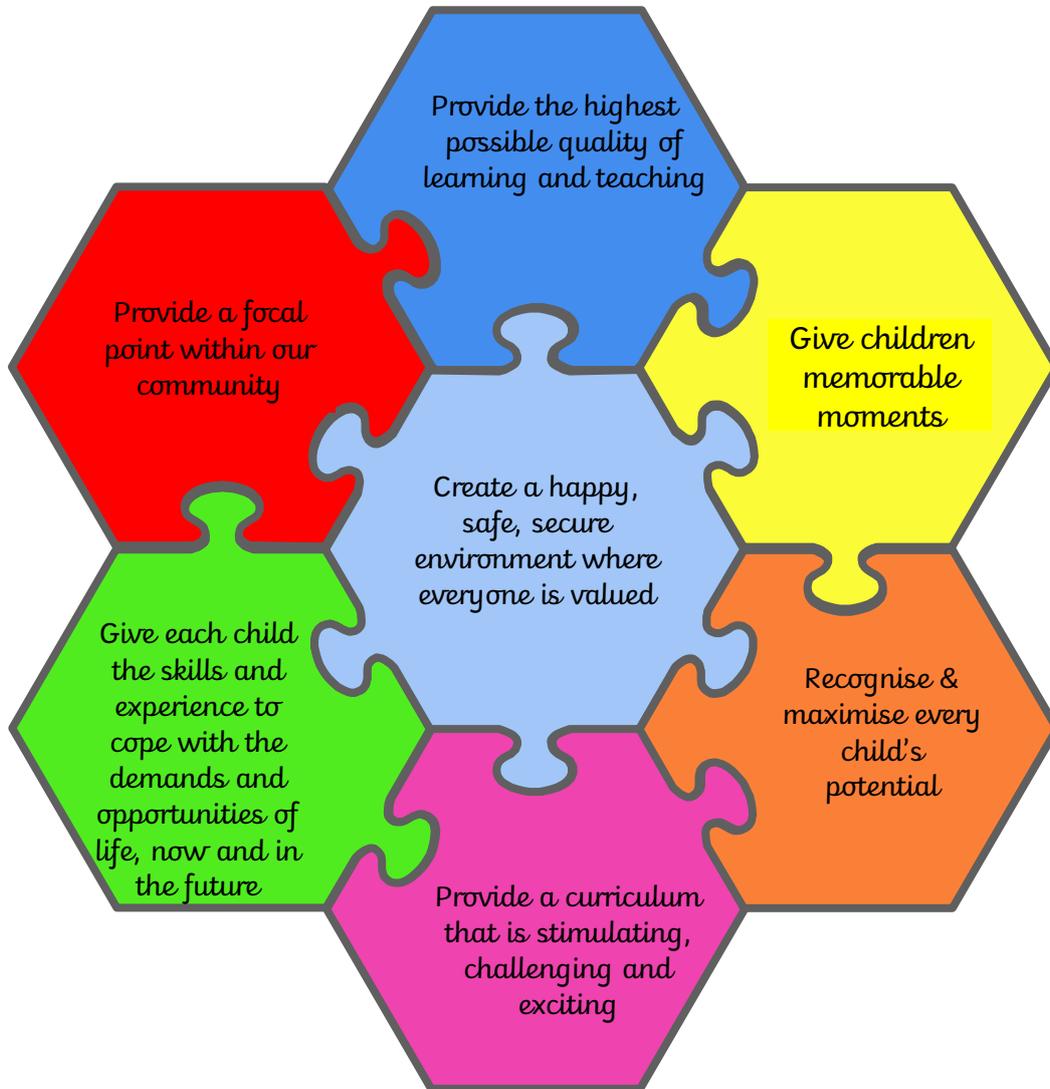
Signed: K Whitlock

Review Date: September 2020

# Aims of our School

**Mission:** Ensuring every child achieves

**Vision:** To create a school that unlocks the potential of every child



Our Golden Rule is

# R E S P E C T

- For yourself
- For others
- For learning
- For buildings and resources

This rule applies to all members of our School Community

## **Responsibilities**

### **Pupils:**

- To follow the golden rule
- To support each other to follow the golden rule
- To make the right choices

### **Staff:**

- To follow the golden rule
- To support children to follow the golden rule.

### **Parents:**

- To support children to follow the golden rule
- To follow the golden rule

### **Governors:**

- To follow the golden rule
- To support the partnership between home and school
- To monitor and evaluate the implementation of this policy.

## Promoting Positive Behaviour Management

At Great Dunham Primary School, we want everyone:

to feel safe,  
to be happy and  
to be able to learn.

These are the basic rights of every child at our school and against which the behaviour of everyone in our school is considered.

Pupils are encouraged to be aware not only of their own needs but also those of others. We aim to develop values of **respect for self and for others, acceptance, self-control** and a **sense of responsibility**.

These important skills can only develop in an atmosphere of mutual support and understanding and it is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere, discipline is consistent yet sympathetic.

To achieve this aim, adults in the school are encouraged to promote positive behaviour management strategies. When conflict arises we will use **Restorative Approaches** to repair harm and rebuild relationships.

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and celebrating their good behaviour.

During transition days each class teacher will work with pupils to create a **Class Contract** which everyone will sign. This will outline the sorts of behaviours they want to see in their room that will help to develop our golden rule of respect which will allow everyone to be able to learn, be safe and be happy.

The positive behaviour we are looking for is:

- Showing good manners at all times
- Focusing on work/tasks with a Growth Mindset
- Using agreed methods to answer questions
- Getting on with tasks given immediately
- Being respectful to staff, adults and children
- Having the right equipment or knowing where to get it (quickly, with limited learning time lost).
- Waiting patiently i.e. for the start of assembly, their class to be called, for someone else to have their turn to speak or for their next instruction (i.e. at lunchtime to collect food or to go out to play) without being disruptive.

### Certificates

Teachers award 'Star of the week' and 'Good Citizen' certificates to children from their class for special achievements in work, attitude, behaviour effort and citizenship. The certificates are presented to children in an achievement assembly by the Headteacher and the names of the children are placed in the school's newsletter. Children who demonstrate outstanding behaviours for learning or go above and beyond the school expectations could be entered into the Head Teachers golden book (an example of their work may be included).

### A Graduated Approach

Occasionally, there will times when pupils display inappropriate or unacceptable behaviour. The following paragraphs outline the stages of sanctions imposed when a child displays such behaviour. It is our policy that **restorative language** should be used and every opportunity should be given for the child to turn their inappropriate behaviour around and choose to do the right thing. If there is serious misconduct e.g. physical violence, a pupil may miss stages e.g. move straight to Stage Three.

**Stage One: Day to day behaviour management by all adults.**

- 1<sup>st</sup> (Friendly but firm) verbal warning only (name, eye contact, clear communication about what they are doing wrong or the use of a **Restorative Thinking Questions**):

*What are you doing?*

*How is it affecting others?*

*What is the rule about that?*

*What is the best choice you can make now?*

- 2<sup>nd</sup> verbal warning – name is moved to the Yellow Zone.
- 3<sup>rd</sup> verbal communication – name is moved to the Red Zone and 5 minutes is lost from playtime. During this missed time, if appropriate, the pupil should complete a Behaviour Incident report.

### **Unacceptable behaviour**

When a pupil's behaviour is unacceptable it will be dealt with in a fair and consistent way. Other pupils may be involved in discussing the incident so as to establish the facts. Significant bad behaviour or complaints by adults about bad behaviour is recorded on the Behaviour log. One copy is kept by the Head.

The following are behaviours that Great Dunham Primary School considers unacceptable:

- Discrimination of any kind – Equality Act 2010 – reported to Local Authority & Governors
- Disruption of learning time
- Swearing
- Physical violence against anyone in the school
- defiance
- Disrespect
- Bullying\* – reported to the Governors
- Stealing
- Bringing illegal items or substances into school

**\* The ABA (Anti-Bullying Alliance) defines bullying as: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.**

It is against the law to discriminate against anyone because of the protected characteristics (Equality Act 2010):

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The Equality Act also introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools. This combined equality duty came into effect in April 2011. It has three main elements; in carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,

- advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

### **Any prejudice related incidents have to be reported to the Headteacher and LA.**

As we believe in a restorative approach, these sanctions are always reversible for positive behaviour and it is always stressed that it is the behaviour that is being sanctioned not the child.

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**NB: Fresh Start Policy: we always start each new session with all names in the Green zone.**

We are sure that this is as far as it will need to go in 99.9% of instances.

#### **Stage Two: Sent to another adult**

If at all possible, there is an immediate conversation/withdrawal on the day of the incident.

- Parents are informed verbally by the Class teacher.

#### **Stage Three: Sent to the Headteacher**

If at all possible, there is an immediate conversation/withdrawal on the day of the incident.

- The pupil and Headteacher have a discussion about what has gone wrong.
- Parents are informed by a phone call or letter from the Headteacher and invited to a meeting (if for persistent misbehaviour a behaviour contract will be drawn up and signed by pupil, parents and Headteacher.)
- The pupil may be internally excluded from their class or the playground.
- The actions are recorded on the pupil's records.
- Permission to involve the LA Behaviour Support team may be sought if misbehaviour is an on-going issue.

#### **Stage Four (and absolute last resort): Exclusion**

Parents are informed by official letter (as set out by the LA exclusions process)

This is usually a graduated response: i.e. half day; one day; three day, five day, permanent.