

Behaviour Policy 2022

Dove Bank Primary School



Approved by: *Sally Dakin*

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Last reviewed on: 1st September 2022

Next review due by: 1st September 2023

1.1 There is a need for the school to have a whole school approach to behaviour that all staff, children and parents are aware of. The school has adopted a whole school approach to pastoral and disciplinary issues. There is an ongoing process of training to help all staff deal effectively with behaviour and discipline. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

2. Introduction

2.1 Within school, it is important that children behave appropriately so that they are able to develop as independent learners – taking more responsibility and initiative; maturing in their approach to school work, in developing friendships, and co-operating with each other, and behaving appropriately within the environment outside of school and on the internet and in using technology responsibly.

2.2 At Dove Bank, we understand that children have an array of needs, and some children experience significant trauma. Our expectation is that all children behave appropriately, but understand that on occasion different approaches may be necessary.

2.3 By encouraging good behaviour, children are allowed the opportunity to foster positive attitudes to learning; developing listening skills and encouraging sustained concentration. This in turn should lead to an increased interest in work and should allow the children to grow in self-confidence and self-esteem.

2.4 This policy will allow for a positive, balanced approach towards behaviour management, with rules and strategies being implemented from Nursery through to Year Six.

3. Behaviour and Discipline Statement

3.1 All pupils are expected to behave in a responsible manner, both to themselves and each other, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement and rewards and praise, rather than sanctions and punishments. Setting, and expecting, high standards of behaviour and mutual respect is our aim.

3.2 This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from staff to endorse the guidelines. It is important that the guidelines work towards achieving high standards of behaviour. Behaviour should be exemplary; relationships are conducive where all adults associated with the school treat pupils with respect.

3.3 All staff will provide firm and patient insistence on high standards and will take practical steps to transmit high expectations to colleagues and pupils.

3.4 It is important to note that the quality of teaching and learning activity has a direct effect on good behaviour. We aim for lively and stimulating teaching, quality learning experiences where attention is paid to adaptive teaching and involvement in interesting activity.

3.5 Parents will be regularly informed and will be encouraged, in a climate of trust, to feel confident to visit school to discuss difficulties of their own volition. Open discussions will be encouraged and solutions will be sought together, to identify and diffuse potential behavioural and emotional problems.

4. Purpose

4.1 The school has codes of behaviour, reflected in our School Rules, which are familiar to staff, pupils and parents. This will ensure that everyone in school is working to the same standards and fully understands what we are aiming for.

4.2 The majority of children who experience behavioural or emotional difficulties in school will have these dealt with in school if this is possible. For those children who require additional help the support services will be brought in to advise; these services may include:

- Education Psychology Service
- Education Welfare
- Behaviour Support team
- Mental Health Support Team
- Special Needs Support Services
- Social Services.

4.3 Throughout school life we are seeking to develop positive attitudes, bolstering the self-esteem of pupils and establishing school and education as being of value. We hope to achieve this through friendly internal competition where children can achieve and gain recognition: Acknowledgement and Certificates - for effort as well as achievement. Work is also positively displayed for wider audiences. A house points system also encourages children to earn recognition for themselves and their peers.

4.4 We are very keen to involve families in all aspects of the child's education – academic, social and moral. Parents are invited to attend our weekly Celebration Assembly to celebrate the children's success – for demonstrating our School values of Kindness, Aspiration and Resilience.

Our School Rules

Be ready to learn

Show respect – in thought and action.

Always strive to be the very best you can be.

If at first you don't succeed, try again

5. Overview of Awards and Certificates

- 5.1 Each child has is part of a house team – yellow, red, blue or green. Children can earn house points for showing our school values within the classroom around the school, or by going 'above and beyond'. In our celebration assembly, a tally of house points will be kept, with a prize for the winning house at the end of each half term.
- 5.2 During the Celebration Assembly, the efforts of 1 child from each class are also rewarded with a certificate of achievement. Staff will aim to inform parents that their child is due to receive an award at our Celebration Assembly so that parents can attend, if possible.
- 5.3 In conjunction with this, staff send home text messages to parents when pupils have been noticed for something extra special – these are sent as required.
- 5.4 A record of certificates is kept to ensure that all pupils get the chance to shine and be celebrated.
- 5.5 A whole class attendance award is in place. Attendance is celebrated on a weekly basis, and the class with the best attendance each week are able to have a whole class reward.

6. Overview of 'Traffic Light System'

6.1 Our consequences will also be standardised, using our 'Traffic Light System' for Early Years, KS1 and KS2. All pupils will start each day on the green traffic light. Movement across the traffic lights for not following the school rules will be as follows:

- Informal warning
- Formal warning - name moved into Amber
- Informal warning
- Name moved into Red: (sent to the next class down and miss the following playtime)
- Any further problems the children will be sent to the Deputy Headteacher or Headteacher.

6.2 Staff will keep a daily log of the children who move onto Amber or Red.

- Any child who has been on Amber 3 times in a week, will have an informal chat with their teacher or a teaching assistant to discuss how they can be supported to improve their behaviour in school. Parents will be informed.
- Any child who has been on red will meet with the Deputy or the Headteacher to discuss their behaviour and parents will be informed.

6.3 All staff are committed to adopting a uniform approach to discipline. In doing this, we will be ensuring we have consistently high expectations with regard to behaviour from ALL children. In addition, the children will know how we all expect them to behave and they should soon begin to behave in this manner.

7. Adaptations to Policy

7.1 Should a child behave in an inappropriate way that is beyond the expected behaviour of a child of that age, a log on CPOMS will be completed. This should provide as much information about the event as possible and reflect the views of all involved. Witness statements may be taken and added to the log. Consideration will be given to repeat offences and appropriate action taken.

7.2 There are times when, just like with academic learning, pupils need adaptations to support them with their behaviour. This may mean the use of individual reward charts, as well as other approaches decided upon by the class teacher, alongside other professionals. Parents will be involved in the decision to create a personalised approach to behaviour management, and views will be listened to, and used, to support the child.

8. Fixed – Term and Permanent Exclusions

8.1 Only the Headteacher has the authority to externally exclude a child from school.

8.2 The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

8.3 If a pupil is excluded, the parents must be informed immediately in a meeting and a letter must be given to the parents, giving reasons for the exclusion.

8.4 The Headteacher is to inform the Governing Body if a child has received a fixed term exclusion.

7.5 If a permanent exclusion is made, the Headteacher will inform the Local Authority.

8.6 The Headteacher will inform parents that they can appeal the exclusion to the governing body.

9. Review and Evaluation

9.1 This policy was drawn up in consultation with staff and Governors. Staff will review it every year, in line with our policy review cycle, unless there are significant changes and therefore a need to review it sooner.



Behaviour Policy - Guidance for Staff

Traffic Light System

1. Informal Warning

Pupils are reminded of the school rules and what behaviour needs to stop and why. Examples include; fiddling, time wasting, swinging on a chair, talking out of turn, calling out; walking around the classroom. We aim to do this through positive reinforcement of others behaviour and aim to encourage and praise.

At this stage it is made clear what changes in behaviour are required to avoid a formal warning and use of the traffic light system.

2. Formal Warning: Name moved to **Amber**

This is a formal warning and the child's name moved along the traffic light system. A child's name will be moved to **Amber** for continued incidents, as outlined above, or more serious incidents. Examples of more serious incidents include; rude noises; arguing; lying; name calling. **More serious incidents will result in a move straight to Amber, without the need of a warning.**

3. Informal Warning

This is the second informal stage for continued behaviour as outlined above.

4. Named moved to **Red**

A child's name is moved to **Red** for continued incidents, having had their name in amber - or more serious incidents. If a child's name is moved to **Red**, then they are sent to another classroom to reflect on their behaviour. **More serious incidents will result in a move straight to Red, without the need of a warning.** For example; stealing; vandalism; racism; violence; fighting; inappropriate contact towards an adult.

Moving to red will result in a conversation with the Deputy or Headteacher to reflect on behaviour.

Record Keeping

It is the responsibility of the class teacher to record when pupils have moved to a different traffic light. Records will be monitored.