



DICKLEBURGH C of E PRIMARY ACADEMY

BEHAVIOUR POLICY

Living and learning together, celebrating life at its fullest

Behaviour Policy

At Dickleburgh C of E Primary Academy, all staff work to promote and sustain an orderly well-disciplined, caring environment. We model high standards of behaviour and attitudes and have equally high expectations of the children. Managing behaviour and discipline is a shared responsibility, underpinned by fairness and consistency. We believe that our foundation in faith lends the school a distinctive character and that the Christian vision and values that are instilled in our children inform and underpin our Behaviour Policy. Our behaviour policy is a policy of inclusion and is based on praise rather than punishment.

At this school we aim to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally and spiritually.
- provide a safe and attractive environment where everyone feels welcome, happy and secure.
- provide each child with the motivation and confidence to learn effectively.
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum.
- teach children to respect themselves, and others, and to take responsibility for their own action and behaviour
- help children to understand how behaviour affects others and the world around them
- create a partnership of support and effective communication between home, school and the community
- provide the children with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society
- provide good value for money using the school's resources efficiently for the benefit of the children
- value each and every child regardless of ability, race, gender or religion
- maintain and develop high standards within the school and enable teachers to develop and use their own professional expertise.

The aims of this policy:

The aim of this behaviour policy is to encourage and reward good behaviour, rather than simply to punish unacceptable behaviour; to develop and maintain a consistent approach to behaviour and discipline; to determine the boundaries of acceptable and unacceptable behaviour and introduce rewards and sanctions and determine how they will be fairly and consistently applied.

The school will:

- Make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents.
- Reward achievements, awarding house points, Headteacher's awards etc as a positive recognition of individuals and groups of children;
- Treat every member of the community as individuals and respect their rights, values and beliefs;
- Provide positive examples for modelling behaviour;
- Promote good relationships and a sense of belonging to the community;
- Intervene early to challenge undesirable behaviour;

- Follow clear guidelines in responding to instances of unacceptable behaviour.

The School Behaviour Code:

- ✚ We respect each other and our differences.
- ✚ We listen carefully and give each other the chance to speak.
- ✚ We take pride in our attitude to work, homework, our behaviour and our appearance.
- ✚ We respect our learning environment, the school's property and the property of others.
- ✚ We play sensibly and care about each other's feelings.

Out of School

Everyone is an ambassador for our school and there is always an expectation of appropriate behaviour. When children are wearing uniform (or identifiable as a pupil of the school), on a school trip or travelling to and from school all aspects of the behaviour policy applies. In the event of an incident reported to the school or witnessed by a member of school staff that occurred off school premises which could:

- ✚ have repercussions for the orderly running of the school
- ✚ pose a threat to a pupil or member of public
- ✚ adversely affect the reputation of the school

The school will investigate and follow the guidelines as laid out in the policy and will ensure that there is communication with all relevant parties.

Guidelines

Any member of staff may reward positive behaviour either by awarding house points or by making an entry in the Golden Book. (**Appendix 1**)

Circle time and class councils will be used as a forum for children to talk about their own behaviour related concerns.

The school will have an incident/behaviour log, this is to be kept by the headteacher.

Racist incidents will be dealt with following the school's policy on race equality.

Procedure

Children who have been the affected by another's bad behaviour will be supported by:

- Being offered an immediate opportunity to discuss the experience with an appropriate member of staff
- Being given reassurance and support.
- Being given opportunities to restore self-esteem and confidence.

In all cases the children who have perpetrated the behaviour will be helped by:

- Discussing what happened.
- Establishing the wrongdoing and the need to change.
- Being assisted in identifying opportunities for making good.

Class teachers will use a three-tiered warning approach. (**Appendix 2**)
The second & third tiers automatically generate sanctions.
The school behaviour log is used to record the application of this policy.

All behaviours that result in a sanction being applied will be recorded in the school incident/behaviour log. All bullying behaviour (see bullying policy) will be reported directly to the headteacher.

The headteacher has a further range of actions that may be employed to challenge bad behaviour i.e. internal exclusion.

In the case of extreme bad behaviour, assault on a member of staff or persistent bullying for example; the headteacher has the authority to use fixed term & permanent exclusions and will do so following DfE guidance. This guidance can be accessed from the Department's website: <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies>

Screening and Searching – this school does not routinely screen or search children, should it ever have cause to do so it will be done following the DfE's advice for headteachers, staff and governing bodies.

Use of reasonable force – this school does not routinely use reasonable force to achieve its aims, should it ever have cause to do so it will be done following the DfE's advice for headteachers, staff and governing bodies. If reasonable force is used according to guidance staff will be supported and suspension will not be an automatic response if a staff member is accused of using excessive force.

Monitoring, evaluation and review.

Parents and children will be invited to comment on this policy and suggest modifications.

The School Governors will review this policy biennially and assess its implementation and effectiveness.

Staff will be invited to comment on its usefulness and to propose improvements.

Success Criteria

1. That the sanctions, when applied are consistently done so throughout the school.
2. Questionnaires demonstrate an increase in pupil & parent satisfaction with standards in behaviour.
3. Reduction in the number of incidents and consequent reduction in use of behaviour log.
4. Positive casual feedback from parents and community.

Review date : Summer 2019

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29.06.17

Appendix 1

The Golden Book

We recognise that a great number of positive expected behaviours are always demonstrated by the majority of our children. The Golden Book is the vehicle for publicly rewarding and celebrating this.

All staff members are encouraged to enter into the golden book, examples of children behaving/working in an exemplary fashion. The qualities that we expect to see are exemplified in the vision and values that we teach explicitly during assemblies and in class. These values are those promoted by the National Society on its Christian Values for Schools web site.

Each week, on a Friday the staff member taking assembly will review the number of entrants in the golden book.

Any child receiving three entries in the book will earn a bronze leaf to be attached to the Living & Learning tree. The leaf will be named, and the child will receive a certificate to acknowledge this.

A further three entries will earn a silver leaf, with a gold leaf being awarded for a total of 9 entries in the golden book. Children earning 12 mentions in the book will be given the opportunity to customise their gold leaf.

Appendix 2.

Traffic lights / Happy board

Our behaviour policy follows a simple three step classroom behaviour model, this is in operation throughout the school. The philosophy behind our approach is:

- that all children make choices about how they wish to behave;
- that all children have the ability (when appropriately supported) to manage their classroom behaviour;
- that children do understand that their actions carry consequences.

Each classroom has a display space, with the three stages represented.

Stage 1(green)

All the class start the day at stage 1 this represents appropriate good behaviour. If a child misbehaves they will be given a warning by the class teacher.

If after 3 warnings the child continues to misbehave they will progress to stage 2

Stage 2 (orange)

A child at stage 2 may return to stage 1 simply by behaving well.

If their behaviour fails to improve they may end the day at stage 2. If they have ended the day at this stage a pro forma letter will be sent home by the class teacher to make parents aware of the situation, their name will be entered in the school's behaviour log and they will automatically miss the following day's playtime.

Children who manage to be placed on the orange three times in a term will be denied access to after school and extra-curricular activities until such time as the school believes they are able to moderate their behaviour sufficiently well to ensure no further occurrences.

If a child at the second stage continues to misbehave, despite warnings from their class teacher they will move onto stage 3.

Stage 3 (red)

The third stage represents extremely bad behaviour and is understood to be very rare. Any child who is placed on the third stage will be expected to visit the headteacher to explain his/her behaviour, the headteacher will send a letter to the child's parents. This letter (which requires a response) will explain the likely consequences of a child being on the third stage on three or more occasions.

Irrespective of how a child ends the day they will always start the following day on the first tier.

MC / Behaviour

August '18