



Diocese of Norwich  
St Benet's  
Multi Academy Trust

# **DICKLEBURGH C OF E PRIMARY ACADEMY**

## **BEHAVIOUR POLICY**

Policy agreed by: The Governing Body

Date: November 2021

Review Date: November 2023

*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.

## **Good behaviour is most likely to be achieved when:**

- ✦ There are clear and consistent expectations of appropriate behaviour in and around school
- ✦ All the children and adults in the school are treated as individuals and their rights, values and beliefs are respected
- ✦ Children learn to say how they feel and are supported in making things better
- ✦ Children are provided with appropriate tasks in lessons that stimulate their interest and challenge their intellect
- ✦ Children's efforts and successes are regularly praised
- ✦ There are a clear set of rules and sanctions, developed and agreed by children and adults
- ✦ Staff act as positive role models
- ✦ Parents and teachers work closely together to develop a positive partnership that promotes good behaviour

## **Sexual Harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

## **Children with Special Educational Needs**

Children who have social, emotional and behaviour difficulties are usually supported with an individual behaviour plan written in conjunction with headteacher, the school SENDCo and the child's teacher. The child's parents or carers will be informed that the behaviour plan is in place and will be asked to sign the plan to acknowledge this. The plan will be reviewed regularly and may run alongside some other intervention in school. The stages in this behaviour policy might not normally be followed for children with a behaviour plan in place.

## 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>

## Right to Search

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.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Use of reasonable force**

This school does not routinely use reasonable force to achieve its aims, however, if a child is violent or in danger of harming themselves, others or damaging property, restraint may be appropriate using the minimum force for the minimum amount of time needed until the child calms down. Any use of restraint must be documented and parents informed. An alternative and preferred option to restraint in these situations would be to remove other children from the classroom to minimise injury or damage.

Children who deliberately damage property may be asked to contribute towards the cost of the repair.

If a child is excluded for any reason the school will follow the DfE guidance on school exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

### **All staff are expected to:**

- ❖ Be familiar with and have a working knowledge of the School's Behaviour and Bullying Policies, Safeguarding Policy, Code of Conduct for all Adults Policy, First Aid guidelines and the School Rules.
- ❖ Set high standards.
- ❖ Attend accredited training sessions required by the school
- ❖ Apply school rules firmly and fairly – work to agreed procedures.
- ❖ Model the types of behaviour encouraged in the school policy.
- ❖ Give and expect to receive respect.
- ❖ Liaise with teaching staff using procedures set.
- ❖ Support colleagues who have had to deal with any challenging confrontations.
- ❖ Be easily accessible to parents – be polite, welcoming and friendly.
- ❖ Behave professionally towards colleagues.
- ❖ Set high standards of speech, manner and dress.

## **Success Criteria**

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

## **Children will: -**

- ✦ have good self-esteem and confidence
- ✦ feel secure and safe at school
- ✦ be self-disciplined and in control of their behaviour
- ✦ demonstrate tolerance and respect
- ✦ have a responsible attitude to the school community
- ✦ understand the effects of inappropriate behaviour.

## **Parents will: -**

- ✦ feel confident that their children are in a caring and safe environment
- ✦ demonstrate support for staff and children
- ✦ have a clear understanding of procedures

## **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.

Review date: Autumn 2023

## **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 Headteacher, or any other staff member taking assembly, will review the number of entrants in the golden book.

Any child receiving two 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 two entries will earn a silver leaf, with a gold leaf being awarded for a total of 6 entries in the golden book. Children earning 9 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.

If a child at the second stage continues to misbehave, despite warnings from their class teacher they will be taken to the Headteacher or a member of SLT to discuss their behaviour and may have to miss their play at this time.

#### 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 request a meeting with parents.

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