**Denton CP School-Behaviour Policy**

**What are our expectations of good behaviour?**

We expect good standards of behaviour and by this we refer to children who are: considerate; consistent; thoughtful; polite; respectful to **all** staff; good listeners who do not interrupt; conscientious; give maximum effort and stay on task; have pride in their work and their appearance; persevere; know how to share; walk through the school quietly and carefully; look after their belongings and those of others and of the school; set a good example for younger children; are ready to learn; do not distract others; respond to instructions appropriately; take part in school life enthusiastically.

**What do we mean by poor behaviour?**

When children: interrupt or call out; are rude to adults or other children; swear; distract others; act selfishly; show attention-seeking behaviour; have inappropriate physical contact ranging from the minor (for example, poking, nudging etc.) to the major (for example, punching, kicking etc.); tell tales as a means of undermining others; show meanness (for example, ostracising others, whispering campaigns, ‘winding up’ etc.); give verbal abuse/bad language; challenge adults; display a negative attitude to work or to school life; misuse internet applications; send inappropriate texts or make offensive telephone calls; show racist behaviour or other forms of intolerance.

**How do we lead by example?**

All teaching and support staff at Denton CP School aim to foster good behaviour by providing good role models. To this end we recognise and reward good behaviour. We address the children by their names wherever possible, and we use PSHE lessons to discuss and promote strong, positive values and relationships and to develop self-awareness and self-discipline. We encourage the children to move around the school in a calm and orderly way. We seek to use calm, professional and positive language in all of our dealings with children. We seek to follow this policy consistently and fairly at all times.

**What is the role of the home/school partnership?**

As a school we encourage staff and parents/carers to work together to encourage all children at Denton CP School to be happy and well-behaved. Where appropriate, we involve and consult with parents/carers in discussions over their children’s behaviour in school. We encourage parents/carers to let us know of any factors at home that might have an impact on a child’s behaviour at school (for example, separation of parents, bereavement, house move, redundancy or financial pressure). We encourage parents/carers to be aware of safe and reasonable internet and mobile phone practices, for example by ensuring that children do not engage in texting or ‘social networking’ unless they are of the requisite age and have the maturity to use the technology responsibly. We nurture positive and proactive relationships with all of our parents.

**What should parents/carers do if they have concerns about behaviour issues?**

As with all aspects of the children’s education and welfare at school, parents/carers who are concerned about any aspect of behaviour (from their children or others) are encouraged to follow these guidelines:

* Speak to the Class Teacher as soon as they are aware of the problem. Class Teachers are usually available at the end of the school day but appointments can be made at other times (through the School Office). In most cases, the Class Teacher will be able to resolve the matter.
* If the Class Teacher is not able to resolve the matter, the parent/carer should refer to the Head Teacher, Deputy Head Teacher or Inclusion Manager who will review the matter and seek to resolve it at the earliest opportunity.
* If the parent/carer is still dissatisfied a complaint can be made in writing and should be addressed to the Chair of Governors and delivered to the School Office.

Parents/carers are requested, respectfully, not to air grievances in other ways such as the informal discussion of issues at the school gate or through social networking sites or the circulation of texts, particularly when this might involve criticism (directly or indirectly) of named children, school staff or other parents/carers. Every member of our school community is entitled to have issues concerning them or complaints about them dealt with fairly and through the provided procedures.

**Rewards**

Our Behaviour Policy is based on positive rewards. Rewards can be given for a number of good behaviours, including:

* Being gentle, kind and helpful
* Being ready to learn
* Telling the truth
* Trying your very best
* Treating others as you would like to be treated yourself
* Looking after property
* Putting things right if you have done wrong
* Good manners

***House Points***

House Points can be given by any adult to a child when they make a special effort. Two or three points may be given at one time if the work or behaviour is particularly outstanding.

House points are added up weekly and the total for each of our four houses (and the grand total) is announced in assembly every Friday. A whole school award is earned when the total reaches the school target of 20, 000 points.

***Class Rewards***

All classes have their own additional reward system in which effort and achievement can be recognized by the award of a token such as a marble in a jar. The children work towards an agreed class reward such as a DVD screening or a party at the end of term.

***Headteacher Awards***

Pupils are encouraged to be sent to the headteacher for praise and celebration of outstanding work or achievements. Their achievements are rewarded with a special sticker.

***Friday Assembly***

Every Friday a Celebration Assembly is held. Each Class Teacher awards certificates for excellent work or effort to children from their class. A child from each class may also also selected for a Sports Personality award for effort, determination or achievement. A child in the school will also be awarded the Resilience Cup for exceptional perseverance.

***Other Awards***

Children may receive awards for other achievements also, such as outstanding academic success or exceptional sporting achievements. Rewards might be certificates, medals/trophies or other relevant prizes.

**Classroom Sanctions**

Each class has a three-step behaviour system based on the three clouds (this might be adapted in Upper Key Stage Two). All children start on the sun and can be moved to the cloud as a warning for not following their class code and the school’s rules. If this warning is not heeded they can then be moved to the thunder cloud. Children can move back to the cloud or the sun by following the rules. If the final sanction proves to be unsuccessful then the child will have to make up lost learning time at the next playtime or lunchtime session. Lost learning may be made up during a detention time at the end of the school day; parents/carers will need to be informed re this. In exceptional circumstances, a child may need an individual package of support to improve their behaviour. The Class Teacher will work with the Senior Leadership Team and East Sussex Behaviour and Attendance Service (as appropriate) in order to provide this. Every session is a fresh start.

**Playground Rewards and Sanctions**

***Rewards***

Playtime supervisors give out raffle tickets to pupils on the playground who are:

* Playing nicely with friends
* Being helpful
* Helping younger children
* Showing respect to an adult
* Being honest
* Controlling their temper
* Looking after resources and equipment; playing safely
* Being a good role model
* Other positive behaviour

Raffle tickets are posted into a collection box kept in the Head Teacher’s office. Regularly, during a celebration assembly, the raffle ticket winners’ names are read out and pupils celebrate their positive play. The tickets are placed into a lottery and the owner of the ticket drawn receives a play-related prize.

***Sanctions***

Sanctions may be given for undesirable playground behaviour. This behaviour may include:

* Continuous disruption (shouting, disturbing others)
* Ignoring instructions
* Violence to other children
* Poor language
* Fighting
* Other unacceptable behaviour

A child will be given a warning from an adult who will explain, clearly, why a warning has been given and what behaviour is required. If the behaviour should continue, a child will then be given *Time Out*. *Time Out* is standing with an adult for a specified amount of time in the playground.

If the child returns to the playground following this and repeats the behaviour or continues to act inappropriately they should spend the rest of the playtime with the adult in *Time Out.*

Any serious incident (deliberately hurting another child, for example) should be referred to the Deputy Head Teacher or the Head Teacher.

Staff are encouraged to discuss concerns regarding behaviour incidents at playtimes and lunchtimes; there is an expectation that behaviour matters will be referred to Class Teachers at the end of break time sessions. If a child is finding break times challenging, regularly, this will need to be discussed with the Class Teacher.

Alongside these sanctions staff should be attempting to use alternative means of managing situations, pre-empting situations or stepping in to divert a reaction wherever possible. We want to hear positive praise when children are interacting in a positive manner. Displays of energy and positive attitude are more likely to elicit a positive response from our children. We want our staff to move around the playground and initiate games with the children.

**Serious Poor Behaviour**

Very serious poor behaviour, whether in the classroom or on the playground, will be reported to the Head Teacher or a member of the Senior Leadership Team; parents/carers may be informed. Subsequent playtime will be missed. Examples of serious poor behaviour include: verbal abuse towards adults; bullying; fighting; hurting others by biting, kicking or hitting; challenging or refusing to comply with instructions given by adults in the school.

**Exclusions**

In cases of extremely serious behaviour or persistent extremely poor behaviour, the child is likely to be externally excluded either for a limited time or, if appropriate, on a permanent basis. Any such exclusion will be in accordance with Department for Education and Local Authority guidance. Internal exclusion may also be considered as an alternative or additional strategy, in appropriate circumstances. The Head Teacher and/or Deputy Head Teacher, Class Teacher and Inclusion Manager will plan a support plan for the child. Parents/carers will normally be invited to take part in this process (at the school’s discretion). Where appropriate a referral will be made to outside agencies for advice and assistance. Examples of extremely serious behaviour include: very violent (possibly dangerous) behaviour; extremely abusive language; very serious challenge to the authority of adults in the school.

**Physical Intervention**

Teachers are empowered by law to use reasonable force to keep a situation safe. At Denton, physical intervention using reasonable force would be an absolute last resort.

**Special Educational Needs**

The school understands its legal duties under the Equality Act 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils.

*This policy will be reviewed annually.*

*Our Nursery Class is included in this policy.*