Denton Community Primary School & Nursery

Behaviour Policy

A copy of this policy will be available in all classrooms at all times, as well as the school website & our staffroom.

This policy should be read in conjunction with our Behaviour Principles policy.

This policy will be reviewed annually.

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Section 1: Our Ethos

At Denton we expect excellent behaviour from our pupils, parents and staff at all times.

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.

Section 2: Rewards

Our Behaviour Policy is based on strong pastoral support for all pupils and 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.

Classroom 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.

Playground 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 Headteacher'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.

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.

Section 3: Sanctions

At Denton, we believe in behaviour resolution. We aspire for every one of our pupils to reach excellent standards of behaviour at all times.

We recognise that poor behaviour is often a result of challenging social, emotional and mental health (SEMH) issues being experienced by the child. We work hard to ensure SEMH concerns are fully addressed and the child is

supported as necessary; we pride ourselves on the strong pastoral support that we offer all children at Denton. We believe addressing SEMH concerns are fundamental to behaviour resolution. We have a full-time Behaviour and Support Assistant, who is a *Thrive* trained practitioner, to support children with SEMH well-being.

We recognise that sanctions, when clear, consistent and fair, are also instrumental to behaviour resolution.

Classroom Sanctions
Each class has a three-step behaviour system based on the three clouds (this might be adapted in Upper Key Stage Two to a traffic light system):

- 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.
- Every session is a fresh start.

Lost learning may be made up during a detention time at the end of the school day; parents/carers will need to be informed of 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.

Playground Sanctions
We always try hard to use positive means to manage situations, pre-empt situations or step in to divert a reaction, before issuing sanctions. Staff use positive praise when children are interacting in a positive manner. Staff use positive language techniques, for example 'Walk nicely, thank you' rather than 'Don't run' and 'Pick up the ball, thank you' rather than 'Stop kicking the ball'. Displays of energy and positive attitude are more likely to elicit a positive response from our children. Our staff move around the playground and initiate games with the children, identifying children that would most benefit from more structured games.

Before any sanction is given, our staff will discuss inappropriate behaviour calmly and clearly with the child. The child will be given time to calm down, and with support if necessary. The child will always be given the opportunity to explain their actions to a member of staff.

Sanctions may need to 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 Class Teacher, who will inform the Deputy Head Teacher and/or the Head Teacher at the Class Teacher's discretion.

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.

Serious Poor Behaviour
Very serious poor behaviour, whether in the classroom or on the playground, will be reported to a member of the Senior Leadership Team and/or the Headteacher, as well as the Class Teacher; parents/carers will 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 Headteacher and/or Deputy Headteacher, 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.

Appendix A

Staff Behaviour Policy Questionnaire

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Comments
1	My school has a good overall standard of behaviour.						
2	My school has an effective behaviour system.						
3	The standard of behaviour has improved over the past three years.						
4	The behaviour system is effective for pupils with emotional and behavioural difficulties.						
5	My school has effective sanctions for dealing with poor behaviour.						
6	My school has effective rewards for pupils' good behaviour.						
7	My school has clear expectations of pupil behaviour.						
8	The senior leadership team (SLT) leads in ensuring that behaviour is good.						
9	I feel equipped to handle low-level disruption in lessons.						
10	I feel equipped to handle serious incidents of poor behaviour in lessons.						
11	I have been trained properly to deal with poor behaviour.						
12	I am supported by my school to deal with poor behaviour.						
13	The system for following up incidents of poor behaviour is effective.						
14	I know who is responsible for following up incidents of poor behaviour.						

15	Poor behaviour in lessons is not a barrier to learning.						
16	I never have to deal with pupil arguments at my school.						
17	I never have to deal with physical pupil fights at my school.						
18	I never worry about pupils bringing weapons to school.						
19	I never feel physically threatened by pupils at my school.						
20	Pupils do not use bad language with each other at my school.						
21	Pupils do not use bad language with teachers or other adults at the school.						
22	Theft never takes place at my school.						
23	Cyberbullying is not a problem at my school.						
24	There is no disruptive behaviour during lessons at my school.						
25	Behaviour does not prevent me from teaching as well as I can.						
26	Behaviour is good when pupils move between lessons.						
27	Behaviour is good at breaks and lunchtimes.						
28	Pupils respect all adults at the school.						
29	I do not often have to set behaviour sanctions.						
30	Pupils feel comfortable to tell adults about incidents of bad behaviour.						
Any other comments:							