



Behaviour Policy

Debden CE Primary Academy

Reviewed by: Louise Gurney	January 2016
Shared with staff:	January 2016
Shared with Governors:	March 2016
Review date:	March 2019

RATIONALE

The staff at Debden Primary School are committed to establishing and maintaining high standards and creating a positive, calm environment where all members of the school community can feel happy, safe, secure and valued.

Our policy is based on the following rights

- The right to learn
- The right to teach
- The right to be respected
- The right to feel safe and confident

Our approach to Behaviour Management is clearly governed by the Christian Values that we promote and teach in our school.

AIMS

We aim to help children:

- Build upon positive social skills, and develop Christian values.
- Develop self-control and self-discipline
- Recognise and display behaviour that is acceptable and appropriate in a variety of situations
- Be responsible for their own actions and consider the implications and consequences of their actions on others
- Establish standards of behaviour that reflect high expectations and a strong Christian ethos of mutual respect, care, tolerance and an appreciation of our differences
- Respect themselves, others, property and their environment
- Feel safe, secure and happy with a calm, caring and purposeful atmosphere for learning
- Take pride in their work and enjoy their own success and that of others
- Encourage learning behaviours conducive to maximise learning.

EXPECTATIONS

At Debden CofE Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other
- Work together to provide an environment where everyone feels happy, safe, secure and valued
- Reward positive behaviour and work hard to modify unacceptable behaviour by giving children the necessary skills to improve
- Ensure that all children are aware of the school expectations and reinforce these through worships and in class time
- Keep a record of serious behaviour incidents, which is monitored and reported to the governing body each term
- Have an agreed protocol for investigating incidents of inappropriate behaviour, so that we can establish what has happened fairly and how we will deal with it.
- Promote regularly to the school community our high expectations of behaviour and conduct in and out of school, and commend pupils demonstrating our Christian values.
- Deal promptly and effectively with bullying, racism and other forms of unacceptable behaviour.
- Have high expectations of learning behaviour which are promoted by all staff.

INCLUSION

Of course as a school we recognise that some children with Special and Additional Needs may exhibit some of the unacceptable behaviour as part of their normal behaviour. Each child will be treated as an individual and a common-sense approach adopted.

UNACCEPTABLE AND INAPPROPRIATE BEHAVIOUR

We think this involves:

- Some “low-level” behaviour such as rocking on chairs.
- distracting others from their work
- talking when asked to listen; including during lessons, Acts of Worship, church services and extra-curricular activities
- name-calling; verbal abuse or intimidation; language of an inappropriate or unreasonable nature e.g. swearing
- hitting; kicking; punching; pushing; or other forms of physical harm or intent to harm
- being disrespectful to another person; talking inappropriately or in a way that suggests a lack of respect for that person
- disobedience; not responding to requests or instructions from an adult
- inappropriate break/lunchtime behaviour; including rough or dangerous play, being rude or disrespectful to MDAs or other staff



- bullying
- e-bullying

WHAT IS BULLYING?

We consider bullying to be unacceptable behaviour that causes hurt to someone else on a **regular** basis and with intent to do so. It may involve name-calling, intimidation, excluding someone from playing, pushing, hitting, kicking, pulling faces or just about anything which makes another person feel sad or hurt (either physically or emotionally).

Methods of encouraging positive behaviour include:

- Code of Conduct/Class rules displayed in every classroom
- Diamond system being used consistently and fairly in all classes.
- Christian Values promoted.
- Reminders of good behaviour and high expectations displayed around the school
- School Council
- Worship themes
- Staff INSET
- PSHE/Citizenship lessons
- “Star of the week” nominated by each class teacher and awarded by the headteacher in celebration assembly.

DIAMOND SYSTEM – POSITIVE BEHAVIOUR AS WELL AS HOW WE DEAL WITH INAPPROPRIATE BEHAVIOUR

Promoting positive behaviour is at the heart of our school, yet there may be some cases when it is appropriate to enforce sanctions. As with all matters relating to rewards all sanctions should be appropriate to each individual situation, whilst attempting to keep a consistent approach.

Diamond system ~ see appendix 1.

This pulls together the positive as well as sanctions in one system. Every class should have a behaviour diamond. The top represents good behaviour; working hard, being kind, trying hard etc. This is scaffolded so that one level is verbal praise, then a child can graduate to having house points. If a child has been exceptional, then they can go to gold level, which means they have a gold sticker from the head-teacher.



However, the bottom part to the diamond works in the opposite way. There is a verbal warning, then 2, 5, 10 minutes lost from break-time in KS1, 5, 10, 15 minutes in KS2. The very final consequence is to be sent to the head teacher.

In some circumstances, it may be necessary to “jump” stages, if this is appropriate. Either if a child has done something outstanding OR if a child has shown very bad behaviour.

If behaviour continues, or in the instance of a severe incident, the Headteacher may consider exclusion (usually fixed-term, up to five days). The Governing Body will be notified of this, in advance (where it is possible to do so).

In extreme cases of violent/abusive/dangerous behaviour or continued exceptionally poor behaviour, the Exclusions Policy may be invoked and the pupil formally excluded from the school for a fixed period of time.

BEHAVIOUR AT LUNCHTIME

As a school we expect children to adhere to behaviour guidelines at all times, including lunchtimes. A graduated system is to be used, so it ties in with our diamonds in class.

Yellow and Red card System for Lunchtime

1. Warning from midday assistant.
2. **First Yellow card** – 2 minutes timeout in designated area
3. **Second Yellow card** – 5 minutes timeout in designated area
4. **Red card** – sent into Headteacher or Deputy Headteacher

A severe behaviour incident may skip steps 1-3 and lead straight to being sent to the Headteacher or Deputy Headteacher.

In cases of continued poor behaviour a child can be put on Lunchtime Report, where their behaviour is monitored and noted each day by the Senior MDA and the teacher, then the parents informed.

Specific children who have been identified with particular behavioural needs will be accompanied by a member of staff and closely supervised while out in the playground, just as they are in class. Other children who have displayed continuous concerning behaviour on the playground should also be more closely supervised.

PHYSICAL INTERVENTION

Physical intervention, according to the Essex County Council policy, is only ever applied as a last resort and in a way that is lawful and in everyone's best interest. There is an ongoing programme to advise all staff and give guidance on physical intervention. Any incidents must be reported to a member of the Leadership Team immediately and recorded on the correct forms according to Essex County Council's incident reporting procedure. There should be a detailed, current record of any



occasions of physical intervention used and the child's parents must be informed by the end of that working day. For further details please consult Essex's Physical Intervention Policy.

SEARCHING PUPILS

School staff can search pupils with their consent for any item which is banned by the school

rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.

PARENTS

Parents have a vital role in promoting good behaviour in school and effective home/school liaison is crucial. The school expects that all parents give their full support in dealing with their child's behaviour.

We ask parents to inform us straightway of:

- Any behaviour difficulties they may be experiencing at home
- Any trauma which may affect their child's behaviour or performance at school
- Any concerns they may have about issues going on at school which are affecting their child

The school will endeavour to achieve effective home/school liaison through:

- Promoting an open door policy through a warm and welcoming environment within school
- Giving parents regular constructive and positive comments on their child's progress and behaviour in school through such media as Home/School Link Books, telephone calls, drop-ins after school etc.
- Encouraging parents to come into school regularly
- Keeping parents informed of school activities
- Involving parents at an early stage in any disciplinary issues

OTHER AGENCIES

Full use will be made of such agencies as Educational Welfare, Social Services, Behaviour Support, Health Services, Educational Psychologists, Police Community Support Officer when appropriate. Parents will always be informed if these agencies are to be involved.

MONITORING AND REVIEW OF POLICY

Standards of behaviour and conduct will be monitored regularly by the Headteacher and SLT. Standards will be reported on to the Governing Body through the Headteacher's Report, and any recommendations for changes to policy or procedures also provided.



This policy will be discussed with the School Council and be available to parents on the school website.

Agreed with staff: January 2016

Agreed with governors: Spring Term 2016

Review date: January 2019.

Appendix 1

EG (KS1)

