

Behaviour Policy



Learning Attitudes and Behaviour Policy

At Yealmpton Primary school, we operate a positive behaviour approach. We work hard to ensure that the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be. We aim to provide a happy atmosphere in which staff and parents work together for the welfare of their child and where children adopt certain standards of behaviour. We promote opportunities for children to develop into well behaved, considerate and polite and self – disciplined individuals. We believe that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending school and feel that it is a place where they are safe to learn.

We also believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit, or visiting places with or on behalf of the school. Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Yealmpton Primary have a responsibility for behaviour. They need, wherever possible, to support our “no shouting” culture and ensure they treat children with respect and kindness. Children are expected to behave appropriately no matter who is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

If any member of the staff comes across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy , and refer the matter to the child’s class teacher. All supply teachers are expected to fully adhere to the guidance in the policy. Children are more likely to behave well in school when they know their parents/ carers are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

School Aims: Successful Learners Responsible Citizens Confident Individuals

School Values and Rules



Be kind

- Treat each other with a caring, thoughtful, sensitive approach and with empathy and understanding of the impact of our actions on each other.



Be fair

- Show tolerance of each other and accept others’ points of view. Share each other’s time and school equipment.



Be responsible

- Know and understand school routines/ expectations. Have self-discipline and self-control to act with calmness and know one’s boundaries.



Be respectful

- Listen to others and be listened to; have respect for and from each other and for property.



Be positive

- Try their best to collaborate in their learning, being helpful and friendly, showing politeness and good manners.

Roles & Responsibilities

All staff and pupils are encouraged to promote positive attitudes to learning and behaviour.

Pupils are expected to:

- Take responsibility for their own behaviour and learning.
- Take part in the caring, sharing ethos of our school and respect and display the values and learning behaviours we promote in school.
- Know and understand the rules, rewards and consequences of their choices and actions.

Adults in school are expected to:

The class teacher is responsible for the management of the behaviour of their class, using the systems detailed in this policy. Teachers and Teaching Assistants will achieve this by:

- Being calm, good humoured, having high expectations for the good behaviour of all children in school and believing they are all capable of making the right choice.
- Treating all children equally and showing concern and respect for them.
- Making time to respond to children according to their needs.
- Making rules clear and implementing them fairly but sensitively.
- Using praise rather than criticism to guide.
- Take part in the sharing, sharing ethos of our school and respect and display the values we promote in school.

Parents can support school by:

- Ensuring their child/ren understand the school rules and expectations.
- Supporting the school in the implementation of the policy.
- Modelling acceptable behaviour in front of their own and other's children.

Securing Consistency

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focussed upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- involving the parents when appropriate



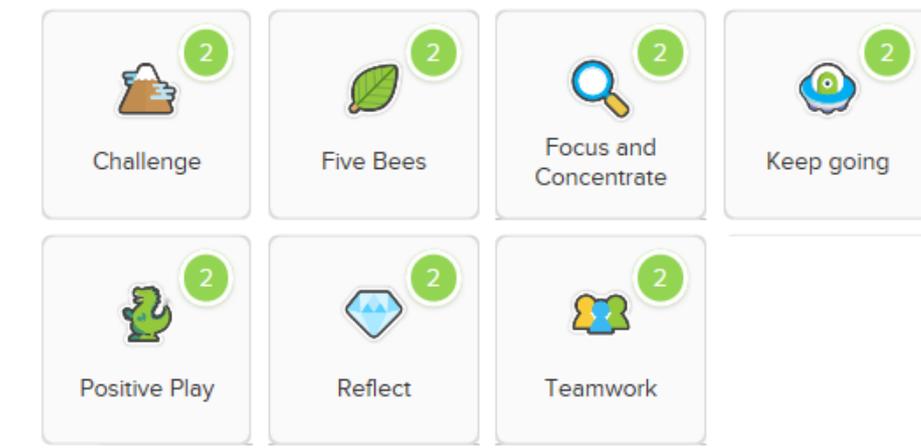
Positive Rewards - Class Dojo

All members of staff have high expectations of all pupils in both their learning and social behaviour and we know that the children enjoy being recognised for these. As a way to recognise and celebrate this, every child can earn **Class Dojo** points for good behaviour, super work or being a great friend.

Dojo is a fun and interactive tool for the classroom and parents. It allows children to have their own 'Mojo' character who will collect or lose points based on achievements or challenges they may face during the school day. Parents are able to track their children's attitudes to learning and behaviour throughout the day by seeing the points as they are given or taken away. For example, maybe your child gets a 'teamwork' point for being collaborative or a 'reflect' point for responding to a marking comment. They could even get extra points for meeting a 'Challenge' well or 'Keeping Going' point for persevering with their work. Likewise, parents can also see if their children have lost a Dojo point for not following 'the five bees' or not being a 'Team player'.

Class Dojo is an **individual reward system** that contributes to a collective class treat at the end of each half term. At the beginning of each half-term, the children decide what they would like their treat to be, which encourages ownership and a shared goal. All pupils (and staff!) benefit from this fun afternoon, building positive relationships and shared experiences. **Class Dojo** also allows each class to build a class story - with pictures, videos and musical clips uploaded by the class teacher.

Class Dojo Points



Rewards

Praise

- Positive feedback / Share a compliment
- Stickers
- Dojo Points
- Dojo treat afternoon

• Special responsibility , privilege or trust

- Class room responsibilities (e.g. register helpers)
- School responsibilities (e.g. library monitors, lunch time monitors, assembly set-up team)



Celebration Assembly

- Assembly is every Friday and Dojo certificates are shared rewarding effort and endeavour in learning across the curriculum
- Parents of the children receiving a certificate are invited to attend assembly on Friday
- Children are encouraged to bring in certificates from home so we can recognise their achievements out of school



Achievement Certificates

- Stars are awarded for effort and endeavour in their work books
- Stars are also awarded for reading five times per week and writing a reflective comment in their home school link book
- After 10 stars, a child achieves a class certificate
- After every 30 stars, a special Head teacher certificate is presented in a Celebration assembly

Head teacher Award = 30 stars

Bronze Award = 60 stars

Head teacher Award = 90 stars

Silver Award = 120 stars

Head teacher Award = 150 stars

Gold Award = 180 stars

Head teacher Award – 210 stars

Platinum Award = 240 stars

Head teacher Award – 270 stars

Star Award = 300 awards

Head teacher Award = 330 stars



Stage 1: Daily Review - Teachers , Teaching Assistants and MTAs	
<p>Chance to Change - 1st Side of the triangle</p> <ul style="list-style-type: none"> • Child's name is written on the behaviour triangle • A verbal warning is shared with the child, reminding them of the expected, appropriate behaviour and sharing with them the appropriate behaviour choice <p>1 Dojo Point Lost - 2nd Side of the triangle</p> <ul style="list-style-type: none"> • One dojo point is lost and recorded by the teacher, teaching assistant or MTA <p>Thinking Time - 3rd Side of the triangle</p> <ul style="list-style-type: none"> • 10 minutes off the next break time lost, either lunchtime or first playtime • Thinking Room is supervised by the Duty teacher • Message home to parents via Home School Link Book • Behaviour recorded in Behaviour Log • Duty teacher: Assistant Head teacher or Head teacher <p>Fresh Start</p> <ul style="list-style-type: none"> • The triangle, 1st, 2nd and 3rd steps works across the whole school day. If a child shows improved behaviour, their name will be removed from the behaviour triangle, although the loss of a dojo point will remain as a sanction. • If a child has reached the 3rd side of the triangle and completed their 'Thinking Time', they will be encouraged to make a fresh start. 	
Stage 2: Weekly Review - Behaviour Choice Chart	
<ul style="list-style-type: none"> • If two 'Thinking Time' sessions have been recorded during one school week, the Duty Teacher will send home a letter informing the parents that a 'Behaviour Choice Chart' will be used the following week. • The class teacher will arrange a meeting with the parents to discuss how home and school can work together to support the child making an improvement in their behaviour. • At the end of the week the 'Behaviour Choice Chart' is reviewed by class teacher, parents and child. • The review will celebrate successful behaviour choices and the chart will either stop or, • Further support will be provided for a second week with new targets agreed. • Duty teacher: Assistant Head teacher or Head teacher 	
Stage 3: ½ Termly Review - Individual Behaviour Plan	
<ul style="list-style-type: none"> • At the 'Behaviour Choice Chart' 2nd review, the following next steps will be discussed: <ul style="list-style-type: none"> - Successful behaviour choices are celebrated and it is agreed to stop the plan or, - An 'Individual Behaviour Plan' will be set up • There will be a ½ termly review of 'Individual Behaviour Plan' with parents , class teacher and Duty Teacher • At the 'Individual Behaviour Plan' review the following next steps will be discussed: <ul style="list-style-type: none"> - Successful behaviour choices are celebrated and it is agreed to stop the plan or, - The 'Individual Behaviour Plan' will continue • Duty teacher: Assistant Head teacher or Head teacher 	
Stage 4: On- going review - Disruptive Behaviour	
<ul style="list-style-type: none"> • Disruptive behaviour may include the following : <ul style="list-style-type: none"> - Persistent disruptive behaviour /not following the school rules - Physical assault against a pupil; - Physical assault against an adult; - Verbal abuse or threatening behaviour against a pupil; - Verbal abuse or threatening behaviour against an adult. • The class teacher, TA or MTA will sent a message to a Senior Teacher and following steps maybe used : <ul style="list-style-type: none"> - The Senior Teacher will share positive behaviour choices to encourage a calm, thinking time for the chid; - If the child is putting their own safety or that of others at risk the child will be restrained and moved to a place of safety using positive handling strategies; - The Senior Teacher will contact the parents and arrange a meeting with staff to discuss the situation and to share the decision-making process. Appropriate sanctions and any follow-up support will be arranged ; - An incident report must be completed as soon as possible afterwards and filed in the Behaviour Log; • Possible sanctions may include: <ul style="list-style-type: none"> - Deprivation of an enjoyable activity – i.e. playtime etc. - Deprivation of privileges – i.e. extra-curricular activities, responsibilities, etc. - Internal Seclusion - Temporary exclusion from school (Following Devon Guidelines) - Permanent exclusion from school (Following Devon Guidelines) 	

Appendix 1.

Anti – Bullying Policy

Bullying

Bullying in any form will not be tolerated. General issues relating to personal, social and health development, including bullying as defined in appendix 3, will be addressed as part of the curriculum and through class-based circle times as well as assemblies. As part of these activities, children will be told that it is not **their** fault if they are bullied. They will be openly encouraged to **tell** someone they trust immediately and to identify someone who they feel is appropriate. Specific incidents will be dealt with according to the procedures outlined in appendix 3.

Procedures for Dealing with Allegations of Bullying

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. Our school aims to raise awareness of bullying so that all members of our school community know what to do, that pupils are aware of different forms of bullying and everyone actively tries to prevent it from occurring.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber-bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation of Anti – Bullying Policy

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the deputy head teacher.
- The head teacher/deputy head teacher will interview all concerned and will record the incident on an incident form, kept in the school behaviour log.
- Class teachers will be kept informed and if it persists the head teacher/deputy head teacher will advise of the appropriate action.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Incidents logged in behaviour log book.
- Chance to change/Good choice chart.
- Exclusion from certain areas of school premises.
- Minor fixed-term internal exclusion.
- Major fixed-term exclusion.
- Permanent exclusion.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, termly assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. The issue will also be highlighted during National Anti-bullying Week in November and through use of the class worry boxes which give children the opportunity to share concerns.

Appendix 2:

Force and Restraint Policy

We aim to protect every person in the school community from harm and to protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful. We aim to provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations. Specific incidents will be dealt with according to the procedures outlined.

What does it mean to restrain a child?

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

Why use restraint

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. Physical restraint skillfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behavior. All staff will seek the support of senior leaders when needing restraint.

General aims

All staff recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

Risk Assessment

Although most pupils will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment.

We will attempt to reduce risk by managing:

- The environment
- Body language
- The way we talk
- The way we act

Individual Risk Assessment

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);

Involving the parents to ensure that they are clear about the specific action the school might need to take;

Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);

Ensuring that additional support can be summoned if appropriate.

Action Steps:

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

- Tell the pupil who is misbehaving to stop and,
- state possible consequences of failure to do so;
- If possible summon another adult (head teacher or deputy head teacher);
- Continue to communicate with the pupil throughout the incident;
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Appropriate follow-up action should be taken, which may include:
 - Providing medical support and providing respite for those involved

Recording

Staff should record all incidents of restraint in accordance with School Policy and report these to the Head teacher. The incident form will be kept in the school behaviour log. Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

Complaints

We all have a duty of care to the children in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply. We will review this policy on a yearly basis. Remember that adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

Examples of situations:

- a pupil attacks a member of staff, or another pupil;
- pupils fighting;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;
- a pupil in a distressed state, causing harm to self.

Procedures

- All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation:
 - Move calmly and confidently.
 - Make simple, clear statements.
 - Intervene early.
 - Try to maintain eye contact.
 - If necessary summon help before the problem escalates.
 - Remove audience from the immediate location.