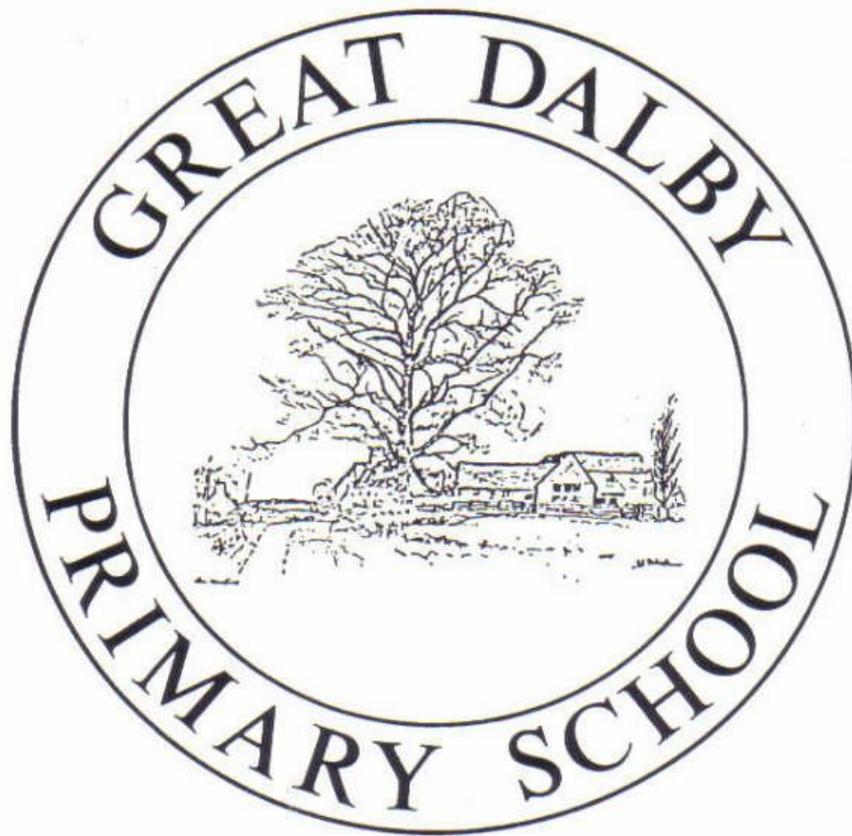


Great Dalby School Behaviour Policy



Approved by : _____

Date: _____

Date of review: _____

To be reviewed in the Spring Term 2020

Great Dalby School Behaviour Policy

At Great Dalby Primary School we believe that children and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair, with a mutual respect between all members of the community. We understand that high expectations of behaviour lead to high standards of learning.

The way in which children behave is influenced by their home and school life, therefore the relationship between school and home is vital to develop positive behaviour patterns. The home-school agreement, which is to be signed by the teacher, parent and child, is important in achieving consistency in behaviour.

Golden Standards

At Great Dalby School we expect all of our children to follow the Golden Standards, which are centred on our character words.

These are:

- We act with kindness and politeness and show consideration towards others.
- We listen to the thoughts of others and act with empathy.
- We show honesty and courage.
- We respect our own and other people's belongings.
- We co-operate with others and show compassion to their feelings.
- We are passionate learners.

We encourage these positive behaviours. The children must also understand that there are certain behaviours which are not acceptable and will not be tolerated, including:

- Destructive behaviour
- Bullying
- Racial teasing
- Bad language or rudeness
- Disobedience or defiance
- Religious intolerance
- Homophobia
- Sexual violence
- Sexual harassment
- Upskirting
- Initiation/hazing-type violence
- Aggravated sexting

Principles

At Great Dalby School we believe that positive behaviour will develop if:

- Children are surrounded by positive attitudes.
- There is a sense of community and shared values.
- Children feel secure and know exactly what is expected of them and why.
- The children are valued and encouraged in a positive manner.
- All members of the school community recognise that they have a part to play and are committed to developing good behaviour.
- There is a consistent approach throughout the school.
- There is a positive relationship between school and home.
- Anyone involved with the school is aware of this policy.
- The development of self-esteem, self-awareness, self-discipline and independence are encouraged.
- Children are encouraged to take responsibility for their own actions.
- Children's achievements (both in and out of school, academic and otherwise) are recognised and celebrated.
- The children's individual needs are recognised and catered for.
- Children are taught how to behave correctly.

Consistency of Approach

A consistent approach to behaviour management should be adopted throughout the school by all adults involved in the school community. It is the responsibility of the adults in school to promote positive behaviour and attitudes of all of the children – not only those directly under their supervision.

Adults should try to anticipate situations before they become incidents and to use diversionary tactics; spotting disruptive behaviour in the making and diverting it, always making clear that it is the behaviour they disapprove of and not the child.

Positive Role Models

Children learn from what they see and hear so it is vital that all of the adults in school behave in a positive way around school. As adults we should:

- Demonstrate good manners.
- Teach appropriate behaviour and give feedback when pupils are behaving well.
- Show respect for and value every child as an individual.
- Use the child's name when talking to them.
- Not accept bullying or anti-social behaviour in school.
- Be mindful of vulnerable children.
- Show pleasure and care.
- Be seen to be fair and consistent.
- Respond quietly, calmly, consistently and positively.

- Exhibit patience and tolerance.
- Listening with empathy and tact.
- Apologise when appropriate.
- Handle confidential information with sensitivity.
- Maintain a tidy, neat classroom which demonstrates the value placed on children's work.

Procedures

Positive reinforcement of good behaviour is more effective than negative punishments. We encourage good patterns of behaviour by:

- Using non-verbal signals.
- Giving positive verbal comments and praise.
- Writing positive comments on children's work.
- Giving children responsibility.
- Sharing positive aspects with others.
- Bucket-filling initiative.
- Using positive praise and encouragement.
- Sharing good behaviour with parents.
- Awarding stickers for good behaviour/work. .
- Recognition at celebration assembly through Star of the Week award or The Courtesy Cup.
- Individual Class reward systems and privileges eg. Marbles in a jar, golden time/enrichment.
- Visiting the Head teacher's office.

Sanctions

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently.

The range of sanctions include:

- Planned ignoring.
- Non-verbal signals.
- Verbal warning, reminding the child of our expectations/Golden Standards.
- Private discussion with the child about why the behaviour is unacceptable, and giving the consequences of further poor behaviour.
- Change of position within the learning environment.
- Separating a child from a group or the class.
- Loss of privileges. (Playtime or time taken from Golden Time/Enrichment).
- Contacting parents to discuss ways of helping the child to improve his/her behaviour. Use of home-school books for children that may be experiencing some behaviour difficulties either at school, at home, or both.
- Referring the child to the Deputy Head Teacher.
- Referring the child to the Head Teacher.

Special consideration of sanctions may be required when dealing with children with Special Educational Needs who display behavioural difficulties.

All adults working in school (including Lunchtime Supervisors and before and after-school club staff) need to be informed of children with particular behavioural needs, their individual programmes, strategies and appropriate sanctions.

If the above sanctions are not successful and bad behaviour continues a meeting will be called to discuss the child; involving the Class teacher, Head teacher and parents/carers. Depending on the situation the meeting may also involve others such as SENCO, EWO (Education Welfare Officer), or Educational Psychologist, and Early Help Services. The aim of this meeting will be to devise a plan of action to help the child improve their behaviour and to set behaviour targets. A review date will be set.

Exclusion

In rare cases it may be necessary to exclude a child from the school, for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored.

At all times, the Bradgate Education Partnership Exclusions Policy's is followed. Any child returning to school following an exclusion is helped to behave appropriately.

Physical Restraint

If a child's behaviour presents a serious danger of causing significant harm to themselves, to others or property, or there is a major threat to good order, approved staff may need to use reasonable force, proportionate to the circumstances to keep the child safe. Teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Any restraint should be in line with the DfE's Use of Reasonable Force Advice document.

Communication

Communication is key in ensuring that good behaviour is established and maintained. Depending on the severity of the incident, the Class teacher, Assistant Head teacher or Head teacher will be involved. Parents/carers will be informed of behavioural issues if it is necessary.

New parents, children and staff will be informed of our behaviour expectations and our Behaviour Policy by the Head teacher.