



Caring, achieving, persevering

Great Dalby Primary School Behaviour and Respect Policy

At Great Dalby we firmly believe that every member of the school community should feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour/respect policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Great Dalby is working towards being a 'Rights Respecting School'. By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

The school expects every member of the school community to behave in a considerate way towards others. We believe that everyone;

- has a shared responsibility to create a safe, secure learning environment,
- is a positive role model; being calm, approachable, kind and consistent,
- has the right to be themselves.

We treat all children fairly and apply this behaviour/respect policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Rewards

Children are rewarded for following our school **Golden Rules**

Always try your best;

-Be kind

-Be respectful

-Be honest and fair

We praise and reward children for respectful behaviour in a variety of ways:

Classroom rewards

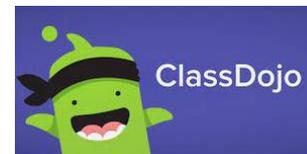
Dojo team points

Verbal praise

Stickers and certificates

Visits to the Headteachers

Phone-call home



Each week, staff nominate one child from each class to receive a 'Star of the Week' award in our Friday celebration assembly. Children take these certificates home and are featured in the weekly bulletin.

Children work towards achieving awards, given out in the form of badges for each 50 team points (bronze), 100 teams points (silver) and 150 team points (gold) that they achieve. Children receive team points as dojos from all adults within school for following the school Golden Rules and for working hard, producing quality work or demonstrating particularly kind behaviours. These are recorded electronically via the classes' interactive white board.

Whole school rewards- Team system

Each pupil in the school will be allocated to a team:

Blue

Red

Yellow

Green

Each Team will have a Year 6 Team Captain and Vice-Captain

Using our Dojo system for rewarding behaviour that match our school values, we collect the total number of Dojo's achieved by each team on a weekly basis. The winning team each week is announced in the Friday celebration assembly by the team captains and the appropriate coloured ribbons are attached to the trophy. At the end of each half term, the team with the most Dojo's will earn a non-uniform day on the Friday of that week, and at the end of each term the winning team will also be awarded with the large team point trophy.

Lunchtime Rewards

During lunchtime our supervisors award ping-pong balls to children for following the school rules to help them achieve further team points. They will also choose children who repeatedly demonstrate excellent behaviour and kindness towards others to receive a 'Lunchtime Supervisor Award' certificate, which is presented each week at the Friday celebration assembly. Children who receive this award are rewarded by sitting on the Top Table in the dinner hall on the last Friday of half-term.

Consequences

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Great Dalby Primary School Consequences Chart

On the rare occasion of poor behaviour at Great Dalby step one will be used. If poor behaviour continues the steps will be taken in this order.

Step 1: Verbal warning, with a rule reminder. If the poor behaviour continues...

Step 2: Child has their name on the board. If poor behaviour still continues..

Step 3: A cross is placed next to the child's name and they will lose minutes from their playtime (2 mins for Class 1 and 2, 4 mins for Class 3 and 6 mins for Class 4 & 5)- Children are to stand against the wall outside if they are missing minutes from their playtime.

Other consequences can include, but are not limited to:

- Sent to another class/time out within their own classroom
- Involvement of the Headteachers if a serious issue
- Phone-call home

Following the consequence being served, a new start is made for the child in the next lesson.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by adults in school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself or property. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, with respect and understanding and enforces the school rules consistently.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such

incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher informs the Headteacher.

The class teacher liaises with the SENDCo and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Behaviour Support Service.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteachers

It is the responsibility of the Headteachers, to implement the school behaviour policy consistently throughout the school, and to report to the Local Advisory Board, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteachers to ensure the health, safety and welfare of all children in the school.

The Headteachers support the staff by implementing the policy, by setting the standards of behaviour, and by guiding staff in their implementation of the policy.

The Headteachers keep records of all reported serious incidents of misbehaviour, on Arbor. The Headteachers have the responsibility for fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour the Headteacher may permanently exclude a child. These actions are taken only after the Chair of the Local Advisory Board has been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning. We work hard to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence for a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteachers. If these discussions cannot resolve the problem, the Director of Schools from Bradgate Education Partnership should be contacted. (See our School's Complaints Policy).

The role of the Local Advisory Board

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Local Advisory Board support the Headteachers in adhering to these guidelines.

Fixed-term and permanent exclusions

Please see our Exclusions Statement.

Monitoring and review

The Headteachers monitor the effectiveness of this policy yearly. They also report to the Local Advisory Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour. The class teacher records minor classroom incidents on Arbor. The Headteachers record those incidents in which a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Headteachers keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Local Advisory Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Local Advisory Board will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

The Local Advisory Board reviews this policy yearly. The Board may, however, review the policy earlier than this if the government introduces new regulations, or if the Board receives recommendations on how the policy might be improve

