



Donnington Primary School Behaviour Policy 2017

Chair of Governors:

Rebecca Elliott

Date:

Head Teacher:

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Date:

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Mission Statement

Our mission is to provide all our children with high standards of teaching, learning and playing environments, so that each child can develop to his or her greatest potential and be prepared to move forward in study, work and play for their future success.

The aims of Donnington Primary School are:

- to provide high standards of teaching and learning
- to foster and nurture the development of each child
- to develop in our children a respect for and understanding of the rights of all members of our community to share and celebrate their own faith, cultures and traditions
- to encourage each child's personal involvement and development in their learning
- to involve parents/carers as partners in their child's learning
- to teach each child to recognise the importance of politeness, courtesy, tolerance and respect for others
- to create a happy, safe and caring environment.

This is in line with UNCRC Articles:

- **29** "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment"

- **30** "Every child has the right to learn and use the language, custom and religion of their family whether or not these are shared by the majority of the people in the country in which they live."

These aims are underpinned by British Values which are promoted throughout the school environment and across the curriculum. We celebrate and promote democracy and a respect for the rule of law. We promote the role of individual liberty with recognition of our different faiths, belief structures, cultural heritages and family structures. This is done within the context that we share a mutual respect for these differences whilst we identify and celebrate our similarities and the Values of our School which is a place where children can:

- learn in a safe and caring environment
- learn to work in pairs, groups or on their own
- have respect for all people
- behave in a positive manner
- value all individuals equally
- develop their confidence, independence and potential.

School Rules:

Respect Yourself
Respect Others
Respect Property
Always be polite

Aims of this policy are:

- to foster an environment where all our children, adults working within the school, volunteers and visitors feel safe, secure and respected
- to allow children, adults working within the school and volunteers to develop a moral framework where they can take responsibility for their actions
- to enable children, adults working within the school and volunteers to develop respect and tolerance for each other
- to encourage and promote an atmosphere where children, adults working within the school and volunteers have a high level of self-esteem
- to have due regards for DfEE Circular 10/99, Social Inclusion: Pupil Support.

Objectives

The objective of this policy is for **all** members of the school community to:

- show sensitivity and consideration for others
- have pride in themselves and their school
- develop an understanding and tolerance for individuals and their opinions, beliefs and cultures
- acknowledge their rights and responsibilities as a member of the school community

- demonstrate respect for the rights of each individual to learn and work in an environment without disruption.

Implementation of Aims and Objectives

All adults and volunteers working within the school will:

- play an active part in building up a sense of teamwork and will consistently apply the agreed standards of behaviour
- support each other's decisions and actions in maintaining good classroom, dining hall and playground behaviour management and show sensitivity to each other's needs and difficulties through discussion and resolution
- treat all children equally and be alert to signs of meanness, bullying, neglect and racial harassment; any incident should be investigated or passed on to the appropriate person
- contact parents if appropriate to discuss instances or patterns of unacceptable behaviour.

All parents and carers will:

- work together with their children and the school, to support the aims and objectives in this policy.

Each class will:

- discuss and implement the school's rules, which will be displayed in the class.
- agree and draw up their own class charter, based on articles of the UNCRC in order to foster responsibility towards learning and respectful behaviour.
- use a visual reminder of behaviour based on the traffic light system to indicate children making appropriate choices.

Commendations and Rewards

- the achievements of children, adults working within the school and volunteers, academic or otherwise, will be recognised and praised.
- rewards will be accessible to all children.
- assemblies will be used as an opportunity to acknowledge achievements, build up a sense of teamwork and to promote good behaviour.
- house points and commendations will be awarded for individual achievement of children within each class.
- children who show special achievement will be asked to share this with members of staff and the headteacher.
- playtime and lunchtime rewards (use of stickers, praise) should be given to children for appropriate behaviour by the adults supervising them.

Unacceptable behaviours include (but are not limited to):

- answering back, rudeness or aggression towards others
- biting
- belligerence
- bullying
- damaging property
- disobedience or disruptive behaviour
- fighting
- foul language
- hitting
- homophobic abuse or name calling
- kicking
- play fighting and holding tightly anywhere, especially around the neck
- possession of, or taking, drugs
- possession of, or use of, an object that could be used intentionally to harm someone else
- racist comments
- scratching
- spitting
- stealing
- telling lies
- temper tantrums
- truancy
- uncontrolled anger
- unkind remarks

Any of these behaviours will result in the escalation procedures (listed below) being implemented.

Consequences

Consequences reinforce our School Rules.

All adults and volunteers working within the school must apply consequences and communicate their enforcement as necessary to other members of the school community. Consequences should be applied calmly, consistently and proportionately and should not humiliate the individual.

Consequences should never be applied to an angry or belligerent child. Allow a cooling off time. A firm reprimand from the member of staff involved is expected to be sufficient to correct unacceptable behaviour. The class teacher should be informed if necessary.

Once the consequences in the class contract or during lunch/playtimes have been exhausted and if the unacceptable behaviour continues, then the escalation procedure should be implemented. At times it may be reasonable to move directly to the escalation procedure.

Possible consequences include:

- time out – the removal from the scene of an incident. time out must be time limited and age related – usually equivalent to the child's age
 - if in a classroom this should be to a clearly defined area or to your partner classroom. children sent out of the class to another area must be accompanied by another child or adult, and work must be sent as soon as possible.
 - if the incident is in the playground time out must be taken on the wall.
 - if the incident is in the lunch hall, then the time out should be time at the green chairs outside the school office. (the person applying this consequence is responsible for oversight of any child or children sitting in this area).
- loss of break and/or lunch time play can only be given by a teacher – the child should always be supervised within the class or be sent to the entrance hall at a time the teacher can be there. the teacher is responsible for ensuring supervision.
- loss of a number of breaks and/or lunch times - a log should be kept by the class teacher. a report may be written in the senior teacher's, deputy headteacher's or headteacher's behaviour book; parents may be informed by telephone, letter or asked to attend a meeting at the school.
- further meeting with caregivers to discuss additional sanctions e.g. behaviour management programme or pastoral care programme.
- Internal exclusion from the class; whilst this would be rare, it may happen in extreme circumstances. The school will follow the procedures in the statutory guidance.
- exclusion from school; whilst this would be rare it may happen in extreme circumstances. the school will follow the procedures in the statutory guidance.

Consequences are part of a support programme to help individual children understand that their behaviour choices are not acceptable. Consequences should not vilify a child in public, label them or otherwise humiliate them. Consequences are followed up with the child, and where appropriate with the other child/children who were victims. This may involve the perpetrator's parents/guardians. Consequences will not be widely shared to avoid the risk of a child becoming labeled or becoming the victim of retaliation by others. Therefore, outside the school staff, a specific child will only ever be discussed with their own parents/carers. All consequences are dealt with by members of staff. The wider parent/carer community can be confident that consequences are applied according to this policy and procedure.

Escalation Procedures

Unacceptable behaviour during class time is dealt with and escalated according to the following:

1. Class teacher
2. Adjoining class teacher
3. Assistant Headteacher
4. Deputy Headteacher
5. Headteacher

Initially class teachers may contact parents/carers about behaviour concerns. Subsequent or serious issues will involve a parent/carer being contacted by any of the teachers named in the Escalation procedures.

Unacceptable behaviour during lunch breaks is dealt with initially by Red Hats and then SMSAs and TAs, who may impose "time out" in the playground using the retaining wall as the appointed Time Out Zone. Continued unacceptable behaviour is escalated to the Deputy Headteacher.

Physical intervention

Adults and volunteers working within the school may need to use a degree of physical intervention necessary to restrain a child if in the opinion of that person the child is in danger of injuring him/herself, injuring others or damaging property. Please refer to Brent Council Guidelines on the Use of Physical Intervention (Appendix 4, Staff Handbook).

If any behaviour is deemed to be totally unacceptable then the adult must ensure that the child/children refrain immediately and is/are isolated from other children. The child/children must then be immediately removed from the situation and placed in the care of a senior teacher, the Deputy Headteacher, or the Headteacher as appropriate.

Restorative Justice

Our approach to dealing with children who have been involved in more complex behaviour incidents with others may follow the principles of Restorative Justice. This is a process of supporting the child to develop an understanding of the impact of the choices they have made. It is facilitated by a staff member and may be with the perpetrator, with other children involved /the victim of the incident and the perpetrator or with the victim on their own. The choice of approach to follow is commonly made by the victim. The purpose of this process is to support children in recognising how they can change their choices, change their actions and change their reactions to situations. It should also help them develop their self-control. It aims to teach children to accept and take responsibility for their own actions.

Recording incidents

Each class has a behaviour log where significant incidents of unacceptable behavior are recorded. In addition to the class behaviour log, there may be individual behaviour plans for specific children (produced and circulated by the SENCo) which are also kept in the classroom. This is where individual incidents of inappropriate behaviour by children with an individual behavior plan must be recorded. There are two additional behaviour logs (for children with individual behaviour plans) kept in the school office (for incidents in the lunch hall) and P.E. cupboard (for incidents in the playground). Contact with parents/carers must be recorded. Red Hats should report any significant incidents to their mentor who will report them according to the escalation procedure.