



INTRODUCTION

North Denes Primary School is committed to providing an education of the highest quality for all pupils. The behaviour policy has been framed to support this by seeking to recognise a child's achievements.

The framework of discipline is intended to be consistent, protective, firm and fair. To achieve this, a statement of values, which sums up the ethos of the school, is promoted as a guideline for pupils.

HOW TO LEARN AND BE HAPPY AT NORTH DENES PRIMARY SCHOOL

We respect each other by treating each other kindly and thoughtfully.

We will not hurt each other by the things we do and say.

We have a right to be safe and happy.

We will be calm and quiet in school so that we can all learn in a pleasant atmosphere.

We look after our school.

We take care of our own things and those of other people.

We will always try hard to do our best in all that we do in school.

RECOGNISING AND REWARDING THE ACHIEVEMENTS OF PUPILS

School staff are committed to seeking to praise effort, achievement, kindness, respect for others and school procedures in lessons and other parts of the school day.

The school follows a culture of "Let's Celebrate"

Our code includes:

- Praise and a smile
- Reward stickers
- Sharing Good work among the class or with another class
- Sharing Good work in Good News Assembly each Friday
- Star of the week – 1 per class. This child is rewarded with a cooking session and their parents are invited to participate
- Raffle Tickets for those who are on Gold with a prize for the winning raffle ticket each week
- Gold certificates – entry into headteacher's Gold Book
- Attendance Cup for the class achieving the highest attendance each week
- 100% Attendance certificates each term
- 100% Attendance certificate for Whole year

DEALING WITH INAPPROPRIATE BEHAVIOUR

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism.

Actions by staff are based on important principles.

1. It is the inappropriate behaviour that is rejected not the child.
2. Adults should keep the situation calm.
3. A child's success at reducing inappropriate behaviour should be acknowledged.
4. Children must be guided to accept responsibility for their actions and the consequences, both intended and unintended.

The management of pupils who interrupt the learning of children in lesson times:

CLASS BEHAVIOUR SYSTEM

At North Denes Primary School we maintain that every child has the right to learn without interruption. We reward good behaviour and the behaviour board encourages brilliant behaviour.

Each class has a behaviour board;

- Every child starts the day with their name in the **GREEN** section of the ladder
- If they are really well behaved and working to the best of their ability then they are moved up into **SILVER**
- If this positive behaviour continues throughout the day, they can be moved up, this time to **GOLD**, with a chance of winning the 'champ of the day' trophy, which will be decided by the class teacher at the end of the day.
- If a child's behaviour is not acceptable, eg talking and not listening, not working, disturbing others:
 - The teacher will draw the pupils' attention to the inappropriate behaviour by non verbal or verbal rule reminders, followed by a verbal warning if required.
- If this negative behaviour continues, that child's name should be moved down into **YELLOW**
- If the behaviour continues the child will be asked to sit at the back of the class with the 'timer' for a 5 minute 'chill out' within the class. When this happens it is felt the child needs to take time to think about their behaviour and how they can improve on it. We expect the behaviour to improve.
- If the behaviour continues the child's name will be moved down to **RED**. At this point the child will be removed to the LEAF room for the next period for reflection. Appropriate work will be sent with the child and at the end of this period when the child returns to class they will start again on **GREEN**

CONTACT WITH PARENTS

We believe it is essential for parents to be involved and will make sure we contact parents at all stages to both acknowledge good behaviour and also to work in partnership with those parents of children who are causing us concern.

Letters will be sent home to parents on each occasion a child has been on RED, with an escalating series of consequences. (see attached letter system)

STEP 1

Inappropriate behaviour: Sent to LEAF room and work set to be completed. Phone call to parent/carer made

STEP 2

Three home contacts: Home school book for parents and teachers

STEP 3

Child is "On Report" for one week. Meeting for parents and teachers. If time out on report pupil will have internal inclusion.

Where necessary we will refer the child to other agencies for additional support and guidance.

Inappropriate behaviour on the playground

If a child is being disruptive on the playground the following actions will be taken:

The pupils' attention is drawn to their inappropriate behaviour and a warning is given.

The child will be given the opportunity to put their behaviour right.

If the warning is not heeded and the behaviour continues MSA's will use the same system as we use in school.

Racial incidents

Any form of racial abuse will be recorded and then dealt with by the Head teacher.

Bullying

Any form of bullying will be recorded and then dealt with by the Head teacher.

(See separate anti-bullying policy.)

SERIOUS INCIDENTS AND EXCLUSION

Each case will be treated on an individual basis. The type of incident would include:

- verbal abuse of staff,
- leaving the school site,
- theft,
- serious physical violence
- persistent bullying as evidenced by repeated recorded incidents.

- The behaviour of pupils outside school can also be considered as grounds for exclusion.

INTERNAL EXCLUSION

Where a pupil's behaviour is extreme an internal exclusion will be used. The amount of time will vary from half a day to two days depending on the individual circumstances.

Where the incident is of such a serious nature that the school's resources do not meet the child's needs a formal exclusion will be considered. The headteacher will decide if this is the most appropriate course of action.

FIXED TERM EXCLUSION

A child may be excluded for up to 15 days in any one term and 45 in a school year. This means a child is set work to complete at home and must not be seen in a public place during school hours for the duration of the exclusion.

PERMANENT EXCLUSION

In the event of a pupil's behaviour warranting their exclusion from school, the procedures outlined in the DFE guidance for schools (published 2008 and updated October 2011) and The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 will be followed.

SUPPORTING THE BEHAVIOUR POLICY

The school takes account and uses government guidance as follows:

Preventing and Tackling Bullying (See separate Anti-Bullying Policy)
Screening, Searching and Confiscation
Use of Reasonable Force (See separate Use of Reasonable Force Policy)

The Leadership Team will monitor the Behaviour Policy and will work with staff to develop curricular programmes for each year group to support pupils in making good choices of actions and behaviour.

Members of staff will be on duty at appropriate times of the day.

Annually parents will formally be consulted on the working of the Policy.

A staff meeting will be held to discuss the working of the Policy and the needs of individual or groups of children as required but at least annually.

Children causing concern will be discussed at staff meetings and where alternate arrangements are required they will be implemented.

The Head teacher and deputy will make regular visits to classes to monitor classroom behaviour and learning.