



BEHAVIOUR POLICY

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 guide-line 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 parent café session.
- 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
- Behaviour conduct certificates
- Awarding of house points
- Tidy classroom and tidy cloakroom trophies awarded
- Postcards home for excellent work

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.

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. There is a rainbow themed behaviour chart in each class.

Each class has a behaviour board;

- Every child starts the day with their name in the **GREEN** section of the rainbow. The main emphasis for the whole school is **'IT IS GOOD TO BE GREEN'**.
- There are 8 expected behaviours which show green behaviour
 1. **Show a positive attitude to learning and be ready to learn.**
 2. **Use kind hands, feet and words.**
 3. **Show active listening and participation.**
 4. **Show pride in your work and always try your best.**
 5. **Show respect to others.**
 6. **Follow instructions.**
 7. **Sit safely**
 8. **Be willing to share with others.**
- If this positive behaviour continues throughout the day each child will be given a merit. **A Child must be on Green all day to achieve the merit.**
- There is a possibility for children to achieve **GOLD** standard of work or behaviour. However the emphasis should be that GREEN is a high standard expected of all pupils, Gold standard is for those achieving way above the level of expectations. If a child achieves Gold, they will be given a Raffle Ticket which is entered into a draw, with a prize for the winning ticket each week.

ENCOURAGING POSITIVE BEHAVIOUR

Positive Praise and Merits

Daily merit is given to all children on green at the end of each day.

A target is displayed in the class at the beginning of each half term (depending on the number of days in the half term eg 7 week term target would be 35). The school expectation is that all children get a merit each day with a strong emphasis on 'IT IS GOOD TO BE GREEN!'. Those who have collected a full week of Merit points can have Golden Time.

Merit points for each individual child will be recorded on their own 'Good to be Green Savings Card' and points over time can be exchanged in the 'Good to be Green Shop'. Children can exchange points for smaller items or save and collect for bigger value items. For KS1 a recording system of Green and Gold behaviour will be completed with the children on the interactive whiteboard. Classroom staff will support children in the adding and exchanging of merit points.

MANAGING MORE CHALLENGING BEHAVIOUR

- 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 the green zone of the rainbow, towards the red zone (stay on Green) and a first formal warning is given. Appendix 1
- We expect the behaviour to improve.
- If the behaviour continues the child's name will be moved down to **RED** and will be sent to partner class for 10 minutes (KS1) and 20 minutes (KS2). A Class Move Record form should be completed by the staff. Appendix 2. When this happens it is felt the child needs to take time to think about their behaviour and how they can improve on it. 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**. This encourages a fresh start and a chance to rebuild. The child would not achieve a merit for the day if they have been on Red

Lunchtime Provision

Lunchtime provision for playground incidents. Pupils to be escorted at start of lunch by class teacher to Twigs for 20 minutes. Forms to be completed and taken to LEAF at end of detention. Pupils to be taken to dinner hall to eat lunch by staff member on duty. Appendix 5

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, children will either be referred to Leaf or given a lunchtime detention the next day

Small Garden

The small garden is a play space for those children who are finding the larger playground at lunchtime more challenging and who are not safe.

The small garden is not a place of punishment, it is a place to help children, supporting them in their play and encouraging more positive interaction with their peers.

Referrals to the small garden will be discussed at the weekly Wellbeing meeting. Children cannot be sent to the Small Garden because of negative behaviour on an adhoc basis.

All children who attend the Small Garden will have a clear explanation of why they have to attend the Small Garden and a list of incidents which triggered this decision will be shared with each child. The children will have a contract to complete around the behavioural expectations within the Small Garden. A phone call and follow up letter will be sent to parents so they are aware of the support on offer for their child.

See **Appendix 6a, b, c, d e** for criteria for Small garden, Process of referral and monitoring.

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

INTERNAL EXCLUSION

Internal exclusion for pupils can be sanctioned by Head Teacher, Senior Leadership Team or Wellbeing Team, parents must be contacted by telephone and a re-integration meeting organised on the morning of the pupils return to class, present at meeting should be class teacher, member of SLT and Behaviour Lead.

If the negative behaviour continues the Lead Behaviour Professional would offer support.

Each case will be treated on an individual basis.

LEAF Room

Pupils will access LEAF if they meet the following criteria. If sent to LEAF they will remain in LEAF for the remainder of the day, if past 2.30 then the following AM session. A record of referrals to LEAF will be completed (see appendix 7)

- 1 class move during the day then a subsequent incident
- Refusal to class move
- Persistent refusal of instructions
- Verbal abuse to peers/staff including swearing
- Damage to school/pupil property
- Physical Assault
- Racist Incident
- Bullying

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 head teacher will decide if this is the most appropriate course of action.

FIXED TERM EXCLUSION

Exclusion of a pupil is the Head Teacher's decision. Paperwork to be completed by Behaviour Lead, including risk assessment plan for return to class and meeting with parents prior and post 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.