

Good Behaviour Policy

Rationale

Good behaviour is essential to allow Dilton Marsh Church of England Primary School to flourish as a learning community that promotes the well-being of all its members. It is fundamental that the whole Dilton Marsh community: understands, is committed to, models and promotes good behaviour. Positive behaviour needs to be rewarded, encouraged and taught. Positive behaviour management is based on positive and respectful relationships between children and adults. Good behaviour should be modelled by all members of the school community and encouraged always.

Aim

At Dilton Marsh Church of England Primary School, we aim to:

- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- Ensure all children are ready for learning.
- Focus our attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour
- To promote a shared approach to dealing with discipline issues in school by having clear procedures as set out in this policy.

Our Christian values permeate through every aspect of school life and are promoted through our SMSC curriculum and assemblies. Everything we do at Dilton Marsh Church of England Primary School is centred around our Christian values and our 'six expectations':

**Kindness
Perseverance**

**Do Our Best
Respect**

**Polite
Responsibility**

We approach the promotion of good behaviour through our six expectations. These expectations are displayed in word form in classes and all around the school. During the year, children discuss these words with their teacher and during assemblies.

Agreed procedures:

Rewards

We also reinforce and promote positive behaviour through:

1. Verbal praise
2. Positive body language (a smile, thumbs up etc)
3. Stickers.
4. Receiving house points.
5. Individual or class systems e.g. smiley faces, dojo pints
6. Being sent to a Senior Leader to share excellent learning.
7. Receiving certificates and awards in assembly – Shining Star Awards
8. Public recognition e.g. in class, through the class or in the school newsletter/website/local paper.

Consequences

There are six stages of **consequences**:

- Stage 1: Verbal warning
- Stage 2: 5 minute loss of lunchtime
- Stage 3: 10 minute loss of lunchtime
- Stage 4: 15 minute loss of lunchtime
- Stage 5: 20 - 30 minutes loss of lunchtime, parents contacted.
- Stage 6: 20 – 30 minutes loss of lunchtime, parents contacted and discussion with a member of SLT or the Head teacher.
Internal/External exclusion may be considered.
Permanent exclusion may be considered.

See Appendix 1 for a fuller explanation of the consequences **and Appendix 2** for examples of behaviours that might warrant particular stages.

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages.

Loss of minutes at lunchtime will happen during the lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon. KS2 children missing part of lunchtime will be sent to sit in a classroom under supervision of a member of SLT. KS1 children remain in their own classroom with their own teacher.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of consequences, then the Duty Teacher will be called. This is done either by email or by sending another child to the office with a message.

Children who are removed from their class by the Duty Teacher will be taken to a quiet area to discuss the incident / their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, outside the Head's office or in another suitable area, which will be decided by the Duty Teacher.

In the case of an Internal Exclusion, children will not go back to their own class, but will complete their work in another classroom under supervision for a pre-defined period of time.

If a child reaches a Stage 5 or 6 then parents will be informed by the class teacher, member of SLT or Head teacher.

Recording and assessment

When a serious incident occurs, or the Duty Teacher is called, a 'Duty Teacher/Serious Incident' form should be completed (**See Appendix 3**). This will be completed at a convenient time, as close to the event as possible. Completed forms will be handed to the office for filing and kept in a file in the Head's office.

Any allegations of bullying or racism will be recorded on a separate sheet (**See Appendix 4**). This will be completed by the staff member who dealt with the incident and passed to the office for filing. All forms will be kept in a file in the Head's office.

Blank copies of all forms are kept as hard copies in the Staff Room and electronically on Shared Resources.

To ensure that persistent low-level poor behaviour is drawn to the attention of the school leadership team, a simple weekly record of children's behaviour in class and which stages they have received is recorded daily, by the class teacher. This is for incidents of Stage 3 and above. This together with Incident forms are collated and discussed by SLT on a regular basis. (**see Appendix 5**).

EYFS

Within our Early Years Foundation Stage (Reception class), stages have been substituted for a system of consequences and rewards, better suited to younger learners.

Good behaviour icons are represented by a star and the sun and a grey cloud and a black cloud represent negative behaviour. Each child has their name on show to be moved to one of the icons. Children start the day on the sun and can be moved to the star for excellent behaviour/work and are rewarded with a sticker. Children that have their name placed on the grey cloud, do so after two verbal warnings. A child may then be moved onto a black cloud if spoken to again or behaviour is significantly poor and they will be spoken to about the incident, have time missed from playtime and their parents will be spoken to by the class teacher. Children can be move between all four stages throughout the school day

Behaviour at lunchtimes


MDSAs/TAs follow the same behaviour policy as other staff. A member of senior staff is on duty at all times and can be called upon.

Lunchtime rules (**see Appendix 6**) have been shared with all staff and children and MDSAs will enforce these rules according to the behaviour policy. However, MDSAs do not give Stages, but for a minor incident, they can give a "time out" and inform the class teacher. If a more serious behaviour incident occurs, they will call for a senior member of staff.

Physical restraint

Physical restraint of children is *only* to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint.

Appendix 1: Behaviour Management Chart

BEHAVIOUR EXPECTATIONS	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
				DUTY TEACHER CALLED IF NECESSARY		
				BEHAVIOUR SHEET COMPLETED		
RESPECT				CONSEQUENCE DECIDED e.g:		
KINDNESS				- Return to class - Work in another class - Work outside HT's office		
PERSEVERANCE				PARENTS MAY BE CONTACTED	PARENTS WILL BE CONTACTED	
DO YOUR BEST					PARENTS MAY MEET WITH HT/AHT	
RESPONSIBILITY				POSSIBLE INTERNAL EXCLUSION		
				POSSIBLE EXTERNAL EXCLUSION		
	VERBAL WARNING ONLY	LOSS OF PLAY/LUNCHTIME				
POLITE		5 MINS	10 MINS	15 MINS	20 TO 30 MINS	

Appendix 2. Dilton Marsh Church of England Primary School - BEHAVIOUR MANAGEMENT GUIDE

<p>STAGE 1 Any disruption to learning e.g:</p> <p>Talking over teacher Not following instructions Distracting others Not sitting properly Running in corridor Calling out Shouting Sulking</p>	<p>STAGE 2 No response to Stage 1 and ignoring previous consequences committing repeated / persistent offences</p> <p>Name calling Lack of respect for people or property Rudeness Refusing to participate / get changed/do as asked</p>	<p>STAGE 3 No response to Stage 2 and ignoring previous consequences Committing repeated & /or persistent offences</p> <p>Lying Running away from an adult Rough play Using inappropriate language (but not directed at someone)</p>	<p>STAGE 4 No response to Stage 3 and ignoring previous consequences Committing repeated & / or persistent offences</p> <p>Pushing another child Retaliation Spitting Stealing Deliberately winding someone up</p>	<p>STAGE 5 No response to Stage 4 or ignoring previous consequences Committing repeated & / or persistent offences. Or straight to a Stage 5 for e.g.</p> <p>Putting children at risk in classroom Verbally aggressive Deliberately hurting another child e.g. kicking pinching biting hitting slapping Fighting Name calling,</p>	<p>STAGE 6 No response to Stage 5 Repeated & persistent offences Ignoring previous consequences. Or straight to a Stage 6 for things like:</p> <p>Intentionally destroying or damaging property Physical assault</p>	<p>STAGE 6 No response to Stage 5 Repeated & persistent offences Ignoring previous consequences. Or straight to a Stage 6 for things like:</p> <p>Intentionally destroying or damaging property Physical assault</p>
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Incidents of bullying, racism or homophobia will be referred immediately to the HT.

Behaviour Incident Form Serious Incident/Duty Teacher called

Child's name:	Date:	Time:
Class teacher:	Year group & class:	
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE		
What led up to the incident? What was the context/location (if relevant):		
	Name of person recording & date	
Details of incident:		
		Name of person recording & date
Child's comments/account:		
What action did the Duty Teacher /or person dealing with incident take? Please state outcome/parental involvement?		
OUTCOME: Stage 4 / 5 / 6 / 7 / Internal Exclusion / External Exclusion Other:		
Parents contacted: Yes / no Teacher aware: Yes / no Head / SLT aware? Yes / no	Name of person who decided outcome : Completed form to JR for filing: yes / no	

BEHAVIOUR INCIDENT FORM (Racial / Bullying)

Child's name:	Date:	Time:	Stage if approp:
Class teacher:	Year group and class:		
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE			
What led up to the incident? What was the context? Where did incident occur? - classroom/toilet/hall/dining hall/library/playground/field/other (circle)			
			Name of person recording & date
Details of incident: Witnesses – please record names of adults/children:			
Child's comments / account: (use reverse if more than one child involved).			
			Child's name:
What happened after the incident? What action was taken? Who was duty teacher?			
			Name of person recording & date
Class Teacher Informed: yes/no Or TA Informed: yes/no Head or SLT aware if appropriate: yes/no	Parents contacted: by who?/when? Completed form to JR for filing. Yes/no		

Appendix 4

CLASS LIST OF STAGES (Stage 4 and above)

CLASS (); BEHAVIOUR MANAGEMENT CHART w/c..... 2018

[illegible]

Please remember – for those incidents that are a **Stage 4** and above – please use appropriate form to record what the behaviour was that led to the incident/Stage being given.

BREAK AND LUNCHTIME RULES General

- Children must do what they are asked straight away – by any adult – with no argument
- Children will speak to all adults with respect
- Everyone must be outside (unless having lunch, in the dining hall)
- No one should be in the corridors
- Older children should look out for the younger children.
- When the bell rings, all children must stand still and wait for instructions.
- All children need to line up for lunch.
- No-one should be jumping the queue otherwise they will be sent to the back
- No play fighting
- No football on the playground only on the grass unless agreed with senior staff.
- No playing Bulldog or Family Tag
- Stay on main playground – not behind the buildings
- No climbing on tables and chairs in the playground

Incidents:

- A Senior Teacher will be called for any serious issue/incident.
- In the event of a fire alarm, children will line up (with their class) in their normal position on the playground.

Updated: January 2018

This Policy will be reviewed annually.

Review date: January 2019

