Dilton Marsh Church of England Primary School

Positive Behaviour Policy

Introduction

At Dilton Marsh Primary School Christian values permeate through every aspect of school life and guide the aims and rationale of our school policies. This policy deals with the expectations of behaviour at Dilton Marsh Primary School, the support to help children develop and maintain those desired behaviours and life skills, as well as the consequences should behaviour fall below our high expectations.

Aims

To provide an environment where everyone and especially children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.

To focus 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 by all adults in school and enable children to develop self-discipline by understanding and operating a code of behaviour, through restorative practises.

Rationale

1. It is fundamental that the whole Dilton Marsh community (Children, Parents, Teachers, Teacher assistants, Support staff, Administration staff, Site manager, Cleaning staff and Governors) understand, are committed to, model and promote positive behaviour.
2. Positive behaviour needs to be Rewarded, Encouraged and Taught.
3. Positive behaviour management is based on positive and respectful relationships between children and adults.
4. When behaviour falls below expectations, restorative practises ensure that children modify future behaviour.

What are our expectations regarding behaviour?

We recognize that children are learning and that at times their behaviour may fall below expectations but we aim to ensure that children understand that respect is at the core of everything they do inside and outside of school. We endeavour to promote positive attitudes towards self, others, property and the environment and an understanding of the fundamental rights and values of all people who come to Dilton Marsh. Good behaviour should be modelled by all members of the school community and encouraged at all times.

All children have a right to:

...be safe

...an opportunity to learn

...be treated with respect

Code of Conduct.

The following Code of conduct has been developed by the School Council after discussions with all children.

Aims.

- Everyone is safe.
- To treat everyone how you want to be treated.
- To be happy.
- To encourage each other.
- To forgive and tell the truth.
- To look after each other.
- To respect our environment and everything that lives in it.

To Achieve Our Aims We Will.

- Work together.
- Listen to each other.
- Be thoughtful.
- Be considerate of each other.
- Smile and say hello.
- Be polite.
- Persevere.
- Look after our world.

Each class discusses a copy of the Code of Conduct, then every child and adult who work in the classroom sign it before it is clearly displayed in each classroom.

Positive Behaviour Encouragement Systems:

- House points
- Shining Star of the week awards
- Smiley faces leading to a class cup

- Stickers
- Class rewards – Dojo points, pasta jars etc
- Head teacher stickers and awards
- Lunchtime awards
- Swimming certificate
- Teaching Assistant awards
- Attendance cup for the winning class
- Attendance award for 100% attendance

Any behaviour that 'gets in the way' of the rights detailed above is 'unacceptable.'

Unacceptable Behaviour Summary.

At Dilton Marsh, behaviour is grouped into three types:

Green Behaviour (Expected positive behaviour, in keeping with our Values)

Examples: Listening when someone is speaking, hands up to speak, following instructions or being prepared for each lesson, good manners.

Yellow Behaviour (Low level negative behaviour)

Examples: Calling out or talking in class/assembly, running in corridors.

Red Behaviour (High level negative behaviour) Eg hitting someone, biting, fighting, swearing, name calling, ignoring instructions/rules or deliberate damage to school property, Bullying.

Sanctions for Unacceptable Behaviour.

It is inevitable that situations will sometimes arise when a child will need to be corrected, and sanctions will need to be applied. We are aware, however, that different approaches work for different children, and, when using the guidelines, staff will give careful consideration to the appropriateness of any course of action.

Sanctions, which might be employed in the event of unacceptable behaviour, include:

- change of pace within the classroom to sit closer to the teacher or to sit on their own, away from distractions
- Repeating a task that has not been completed to the best of a child's ability
- Verbal warnings
- Time out, either within the class or in another class, to allow the child to calm down so they are able to work sensibly again with others. – A timer will be set in both classrooms for a maximum time of 10minutes.
- When the child has completed time out a reflection discussion with the child and adult will take place.
- Loss of playtime
- Loss of privileges, such as attending an after school club or playing in/representing a school team.
- Withdrawal from a Residential trip/day trip (Where it is likely that a child would pose a risk)
- Individual Behaviour Programme will be used for children who display persistent unacceptable behaviour.
- In the event of a serious incident the school may decide to give an automatic exclusion (See Appendix 1)

Where a loss of playtime or lunchtime is imposed, appropriate arrangements for supervision and work tasks need to be made by the class teacher. Arrangements also need to be made for children to eat their lunch, comfortably.

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. While it is very

difficult to eradicate bullying, we do everything in our power to ensure that children can attend school without fear. See our Anti Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government Guidelines on the restraint of children. (See Appendix 2)

Steps to Resolution.

1. Discuss the incident with all of the relevant parties, all children involved will need to take part in a restorative meeting, where all parties can share their thoughts and feelings and wishes for a possible resolution of the incident.
2. All serious incidents should be discussed with parents of all children directly involved before the end of the school day, whenever possible. Contact the parents and keep them informed about what action is being taken.

Only when a positive response to this follow-up is received, can the incident be considered "resolved."

We always focus on promoting positive behaviour.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents in the ABC folder in each classroom.

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

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing body reviews this policy every two years. The Governors however, may review the policy earlier than this if the Government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Date: September 2016

Review Date: September 2018

Appendix 1

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, Academies and pupil referral units in England (DfE, 2012).* We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such any such appeal.

The Headteacher informs the LEA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing body will create a discipline committee as required, which is made up of at least three members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the Governors appeal panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Appendix 2

What is reasonable force?

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.

Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

"Reasonable in the circumstances" means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Staff Training

At Dilton Marsh C of E Primary School, we currently have 3 members of staff who have completed the Team Teach Foundation Course in De-escalation & Positive Handling.