



Dilton Marsh Church of England Primary School

Positive Behaviour Policy

This policy has been developed by all staff, led by:

- Head teacher: Jill Hibbs
- With support of Sue Fulbrook, Head of SEND, Acorn Education Trust

Schedule for review of this policy:

This policy was approved by the Governing Body on:	Draft, due to be presented to AC September 2021
The implementation of this policy will be monitored by:	Jill Hibbs
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	At each Academy Council Meeting
Next review date:	September 2022

This Policy should be read in conjunction with the following:

- Teaching and Learning Policy
- SEND Policy
- Anti-bullying Policy
- Safeguarding Policy
- Restraint Policy
- E-Safety Policy
- Code of Conduct for School Staff

Dilton Marsh CEVC Primary School Vision

Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

We share a passion for life-long learning and strive for the best outcomes for ourselves, others and the World. Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

***For Nothing is Impossible with God
Luke 1 : 37***

Dilton Marsh C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of our community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we reflect our school values of:

Hope, Compassion, Respect and Perseverance

At Dilton Marsh we strive to:

- Provide a safe, nurturing and challenging environment within our Christian ethos
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use positive and restorative approaches instead of punishments.

Purpose of the Positive Behaviour Policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day and each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'our school values and desired behaviours.'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations

- Encourage use of positive praise, phone calls/emails/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Are consistent each and every time and with each and every pupil
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion

Children want adults who:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Are just and fair
- Have a sense of humour
- Are consistent
- Do not demonstrate discriminatory behaviour

Policy into Practice

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school build behaviour expectations which relate to our school values. Our values of Compassion, Respect, Hope and Perseverance can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Rewards system

Each class has developed a set of desirable behaviours linked to our school values. Class Dojo points will be given when children demonstrate our values across the school. These can be given for behaviour inside and outside of the classroom. If outside staff will issue a child with a 'smiley face' token to give to their teacher later. When giving rewards staff should be clear about why they are given and which value they are demonstrating, e.g. Thank you for helping your friend in the playground, you showed real compassion.

Children will be rewarded for earning Dojo's. The same system will be followed throughout the school and will be built upon as the children move through the school. They will earn:

For 25 dojo's – House colour pin badge and certificate. Celebrating half way to Bronze.

For 50 dojo's – Bronze star and house playing card/certificate

For 125 dojo's – Silver star and house playing card/certificate

For 250 dojo's – Gold star and house playing card/certificate

Children will be celebrated in assembly and recorded in the weekly newsletter. The badges will need to be worn at all times on their school top. We aim to add to the reward system as we review at the end of the academic year.

Each week the dojo's earned within each house will be recorded. The house with the most dojo's will be awarded 4 house points, the second house will earn 3, the third 2 and the house with the lowest will be awarded 1 House point. These will be recorded on the house display in the hall. Houses will be able to earn additional points through house activities and competitions.

Our Rules	Visible Consistencies	Over and Above Recognition
Be Compassionate Be Respectful Show Hope Persevere	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language 6. 'Deliberate bothersness' 7. Supporting children to do the right thing 	<p>Whole School</p> <ol style="list-style-type: none"> 1. Verbal Praise 2. SLT/SL praise 3. Dojo points leading to House Points 4. Shining Stars 5. HT Awards 6. Star Writer or Maths Magician Certificates <p>Class Specific</p> <ol style="list-style-type: none"> 1. Recognition Board 2. Stickers 3. Phone calls/postcard home/Positive Note

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Compassionate, Respectful, Show Perseverance or Hope)</p> <p>You now have the chance to make a better choice</p>
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	<p>Thank you for listening</p> <p>Example - 'I notice that you're talking at the same time as me. You are not showing respect. Thank you for now listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/move to another activity), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for following our school values.</p>
3. REFLECTION TIME	<p>I noticed you chose to (noticed behaviour) after I have already spoken to you. You will need to move tables. I will speak to you in two minutes. Behaviour slip completed and kept for records</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes. Behaviour slip completed and kept for records</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit on the other table. I will come and speak to you in two minutes.'</p> <p>If the behaviour persists the child will need to miss part of their playtime to reflect on their behaviour and discuss with their teacher. This should be kept to a maximum of 5/10 minutes (depending on the severity of the incident – see Appendix A) If incident occurs on the playground children will be asked to sit on the bench for this time.</p> <p>During this time children should be given the opportunity to reflect on their behaviour. This should be by completion of the Reflection Sheet followed up with discussion with the adult.</p> <p>All incidents must be followed up by an Incident Slip which is handed to the class teacher to be filed. The teacher will record minutes missed so that SLT can monitor behaviour incidents.</p>

	<p>If the behaviour is more serious – See Appendix A – or is repeated over a few days call for Headteacher or Assistant Head. If SLT needs to be involved a number of additional actions might be required depending on the severity of the behaviour. This may include:</p> <ul style="list-style-type: none">• Phonecall to parents• Parents called to school• Seclusion• Exclusion <p>A ‘Serious Incident’ form will be completed. Completed forms should be filed in the HT office.</p>
<p>*Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.</p>	

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or Special Educational Needs. As a school we recognize that their behaviour is their way of communicating their emotions. We also understand that for our children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children may have bespoke 'Positive Handling Plans' which will be shared with all relevant staff. Other staff who do not work directly with the child will be made aware of this.

Very rarely a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort.

Physical attacks on adults

At Dilton Marsh we take incidents of violence toward staff very seriously. We also understand that staff are the adult in the situation and can use a 'common sense' approach to keep themselves and the child safe. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Assistant Headteacher. We appreciate that these incidents can cause distress for the adults involved, therefore all staff are entitled to take time away from the classroom to recover their composure.

Whilst incidences of poor behaviour towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but we will need to show compassion and care for the child. Exclusions may happen once we have explored several options and created a plan around a child.

Exclusions

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the children better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout the process, it is imperative that we explain what is happening and why it is happening to parents and arrange meeting to discuss.

Permanent Exclusions

Permanent Exclusion will only be taken in cases where:

- Long term behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.

- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent Exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

APPENDIX A – DESIRED BEHAVIOURS

In the Classroom

COMPASSION

Showing kindness and respect

- Respecting Personal Space

RESPECT

Listening to each other and adults

- Ready to learn
- Respect the classroom environment
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PERSEVERANCE

Follow instructions

- Working in a team/co-operation
- Showing growth mindset

HOPE

- Recognise and celebrate each others achievements
- Be independent

In and around school

- Polite and courteous
- Smile
- Be calm
- Walk
- Tidy – care for the environment
- Demonstrate respect for others
- Be smart
- Punctual
- Take pride

Playtimes/lunchtimes

- 1st bell – stop/tidy up, 2nd bell – walk to line up
- Have healthy snacks
- Use toilet during playtime
- Follow instructions
- Demonstrate good manners
- Respect equipment and tidy up
- Respect personal space
- Respect physical boundaries
- Share and take turns
- Respect the environment

Collective Worship

- Enter calmly

- Sit smartly/dress smartly
- Be ready to listen
- Engage with the subject matter
- Show respect for others, bowing head during prayer
- Be punctual

APPENDIX B – STEPPED BEHAVIOURS

TIME OUT IN CLASSROOM	TIME OUT AT PLAYTIME	DUTY TEACHER
Continuation of behaviour after verbal warning: Talking over teacher Not following instructions Distracting others Not sitting properly Running in corridor Calling out Shouting Sulking	5 minutes: Continuation of Time Out behaviours Name calling Lack of respect for people or property Rudeness Refusing to participate / get changed/do as asked Lying Rough play Using inappropriate language (but not directed at someone) Pushing another child	Duty teacher to decide on consequence: Running away from an adult Retaliation Spitting Stealing Deliberately winding someone up Putting children at risk in classroom or playground Verbally aggressive Deliberately hurting another child e.g. kicking, pinching, biting, hitting, slapping, Fighting Name calling Intentionally destroying or damaging property Physical assault

Behaviour Incident Form
Serious Incident/Duty Teacher called

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

BEHAVIOUR INCIDENT FORM (Racial / Bullying)

Child's name:	Date:	Time:
Class teacher:	Year group:	
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 hall/library/playground/field/corridor		
Details of incident: Witnesses – please record names of adults/children:		
Child's comments / account: Child's name:		
Child's comments / account: Child's name:		
What happened after the incident? What action was taken?		
Class Teacher Informed: yes/no Date Head or SLT made aware:	Parents contacted: by who?/when?	