



Positive Behaviour Policy

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 adhere to the values of being:

‘Be Respectful, Be Ready, and Be Safe.’

At Dilton Marsh we strive to:

- Provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect
- 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 reflective 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 **‘Be Ready, Be Respectful and Be Safe’**

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/texts/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 and keep their emotion for when it is most appreciated by children
- 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

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 has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which 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.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	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. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language 7. 'Deliberate botherness'	Whole School 1. Verbal Praise 2. SLT/SL praise 3. House Points 4. Shining Stars 5. Golden Book/HT Award 6. Class of the week 7. Subject Specific Certificates Class Specific 1. Recognition Board 2. Stickers 3. Phone calls/postcard home/Positive Note 4. Dojo points 5. Raffle Tickets

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 (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING		<p>I noticed you chose to (noticed behaviour)</p> <p>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/work in another classroom / go to the quiet area etc) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour</p> <p>I expect from you. Think carefully. I know that you can make good choices</p> <p>Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<p>FOLLOW UP – REPAIR & RESTORE</p> <ul style="list-style-type: none"> • What happened? (Neutral, dispassionate language.) • What were you feeling at the time? • What have you felt since? • How did this make people feel? <p>Who has been affected? What should we do to put things right? How can we do things differently?</p>	3. TIME OUT	<p>I noticed you chose to (noticed behaviour) after I have already spoken to you.</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>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 in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
	4. REFLECTION ROOM	<p>5/10 minutes (depending on the severity of the incident – see Appendix A) in Reflection Room at playtime or lunchtime. If incident occurs on the playground children will be asked to sit on the bench for this time.</p> <p>All incidents must be followed up by an Incident Slip which is handed to the class teacher to be filed.</p>
	5. DUTY TEACHER	<p>If the behaviour is more serious – See Appendix A - call for Duty Teacher – 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 will 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 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.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

This policy should be read in conjunction with:

- Anti- bullying policy
- Restraint policy
- Safeguarding Policy

Policy to be reviewed: September 2021

APPENDIX A – DESIRED BEHAVIOURS

In the Classroom

- Follow class rules
- Listening to each other
- Follow instructions
- Showing kindness and respect
- Working in a team/co-operation
- Ready to learn
- Appropriate volume for work
- Showing growth mindset
- Respecting Personal Space
- Recognise and celebrate each others' achievements
- Be independent
- Respect the classroom environment

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	REFLECTION ROOM	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 10 minutes 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 & 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: / 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 Behaviour Folder	

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 TA Informed: yes/no Head or SLT aware if appropriate: yes/no		Parents contacted: by who?/when? Completed form to Head or SLT	