

Dean Field

Community Primary School

BEHAVIOUR POLICY



Version Date:	September 2021
Authors:	Headteacher
Review Date:	September 2022

School Aims and Implementation

It is the primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all in line with our equality policy.

Dean Field Community Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Introduction to the Behaviour Policy

At the beginning of each year a formal home / school mutual understanding is sent home to each family as a reminder of the high expectations we have at Dean Field Community Primary School. This agreement will ensure that all parents/carers, children and staff have a good understanding of the school's behaviour policy.

To enable us to meet our aims we will:

- Create a calm stimulating environment where all children have the right to learn.
- Ensure children experience happy, safe, interactive and fun times in the playground and during structured activity sessions.
- Make sure our toilets are safe, clean and private places that are not over used during learning time.
- Make sure our cloakrooms are tidy places where people and property are respected.
- Provide after school clubs for our pupils providing the chance to develop skills and knowledge in a different learning environment to the school day.
- Ensure that all school and residential trips create life long memories for our children and are enjoyable and support children's learning and development.
- Ensure that assemblies have orderly entrance and exit procedures followed by all pupils and that good sitting and listening skills are used throughout.
- Expect calm, sensible movement around the school. All pupils will walk quietly and sensibly along the corridors.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Head teacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour.
- Ensure that records are kept of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (see Appendix 2)

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. Any decision regarding fixed term or permanent exclusion will be dealt with following the most recent DfE guidance and through using the Exclusions flowchart (Appendix 4)

The Phase Leaders will:

- Monitor the standards of behaviour throughout their phase.
- Support staff in the implementation of the policy.
- Report to the head teacher and deputy head teacher, when requested, on the effectiveness of the policy.
- Report to / meet with parents / carers of their phase when necessary.

All School Staff will:

- Provide opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Provide the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Record on CPOMS all incidents of unacceptable behaviour
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, with the support of the school's pastoral team work alongside parents and other agencies
- Be aware of and understand their rights and responsibilities (see Appendix 2)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of their actions and environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix 2)

- Be aware of their emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the head teacher, then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix 2)

The Governing Body will:

- Support the school staff in the implementation of the policy
- Give advice, when necessary, to the head teacher about disciplinary issues
- Review the effectiveness of the policy

Monitoring and Evaluating

- The effectiveness of this policy will be regularly monitored by the lower and upper school phase leaders and SLT.
- The CPOMS system used by the school keeps a variety of records of incidents of misbehaviour in one central location for monitoring purposes.

Trips

Attendance on school trips is a privilege and not an automatic right.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

Access to after school clubs is a privilege and not an automatic right.

The school reserves the right at any time to take away the privilege of after school clubs – these also include Friday afternoon clubs, which are after school clubs as school officially closes at 1.10pm.

Review:

The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

Policy agreed: **September 2021**

Policy review due: **September 2022**

Appendix 1-School Code of Conduct, Reward and Sanction Procedures

The Code of Conduct is part of our Home-School Agreement. Children are asked to make an effort with five things and following the school's Code of Conduct is number one. It is displayed around the school and is simplified to the main headings for younger children.

Our Code of Conduct

Take care of Yourself

- Never
- Do anything silly or dangerous
 - Stay in school at break times or leave school without permission
 - Talk to strangers in school unless they have a school badge
- Always
- Tell someone if you're unhappy

Take Care of Others

- Never
- Do anything to hurt others (such as hurting them/name calling)
 - Distract others from working
 - Be rude or disrespectful to adults
- Always
- Be friendly to visitors, newcomers and other children

Take Care of your School

- Never
- Steal or deliberately damage school equipment
 - Drop litter or deface the school building
 - Give the school a bad name

Always

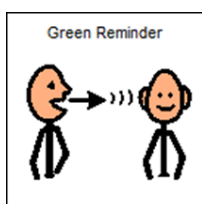
- Be proud of your school

Behaviour Track – Sanction Procedures (managed by the Class Teacher)

- All children start in the **GREEN** 😊 zone. If behaviour deteriorates they will move to the right of the behaviour tracker into the amber zone and then potentially into the red zone. If pupils consistently show green behaviour the teacher may decide to move them to the left onto the bronze section, where they have the opportunity to work their way through to silver, gold, and then superstar zones.
- Pupils may be placed on the behaviour tracker due to inappropriate or unacceptable behaviour. There are different stages along the tracker which pupils can be placed on depending upon the seriousness of poor behaviour and the severity of sanction that behaviour warrants. Some behaviours may lead to a pupil being moved directly to stage 3, 4 or 5 – this will be referred to our phase leaders or if necessary SLT first.
- Pupils have the opportunity to earn their way back to **GREEN** by correcting behaviour and completing sanctions. At the end of each learning session the class teacher will review with the pupil whether they have earned the right to move a step back along the tracker towards **GREEN**. (not straight onto GREEN).
- The use of the Behaviour Tracker is only for in the classroom. Incidents in the playground or outside of the classroom must be dealt with separately unless they are brought into the classroom which would then have an effect on the child's place on the Behaviour Track. (see separate note on poor behaviour outside of the classroom and how it is dealt with).
- Only class teachers will decide to move a child on the Behaviour Tracker – if the class teacher is not there then the adult in the class can act on behalf of the teacher (they may seek advice from a phase leader or SLT before making a decision).
- At the end of each day class teachers/TAs will log which stage each child in their class is at and once a week a member of the Inclusion Team will come around and check these logs. Praise will be given to those pupils on green, bronze, silver, gold or superstar.
- At the end of each term, children on Bronze, silver, gold and superstar will receive a certificate and have their photograph taken for Seesaw.

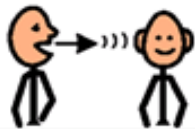
- The Behaviour Tracker is an accumulation of behaviour over time. Unless a child does something seriously wrong they wouldn't end up on stage 4 or beyond. Likewise, a well behaved child would be looking to progress to superstar over the course of a term.
- At the end of each term children will begin back on green. Teachers need to log where children ended up the previous term.

The stages of the Behaviour Tracker are as follows:



The class teacher may provide a verbal warning to pupils to give them the opportunity to correct behaviour and remain on **GREEN**.

Verbal warning

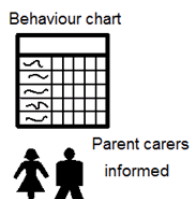
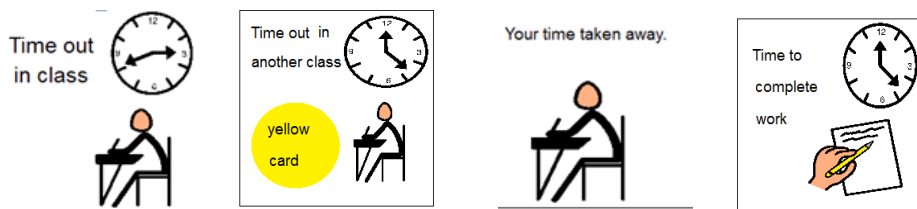


An Amber warning is Stage 1 on the Behaviour Track, if the pupil does not correct behaviour they risk not being a part of **GREEN** time. The class teacher will agree by the end of the session if they have corrected behaviour and can return to **GREEN**. After the initial Green Warning pupils will be given a further verbal warning and it will be made clear to them that they have ignored the Green Warning and that they are being placed in the amber zone on step 1.

Stage 2 on the Behaviour Track is where an intervention or a sanction needs to take place to prevent further disruption to the rest of the class. Ideally we would want pupils to stop at stage 2 and improve their behaviours to work their way back to green. If the pupil can complete/improve their work and correct their behaviour, then the class teacher will agree if they have earned the opportunity to move down the tracker towards **GREEN**.

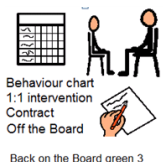
Stage 2 is designed with four options to allow the class teacher to tailor the sanction to the individual child. If a child has their own time taken away e.g their playtime or part of their lunchtime – this must be enforced and supervised by the class teacher at playtime and by the teacher running the RFR at lunchtime. Pupils who need to miss their lunchtime to complete work will do so in the Room For Reflection, this is in a different classroom each week according to the rota. Pupils who need to miss their lunch playtime (but not necessarily complete work) will also do this in the RFR. If teachers would rather keep pupils in over lunchtime themselves to complete work that is fine also. Teachers must inform the person running the RFR which children are due to attend each day.

Teachers should use their discretion when choosing which of the four options to use and this will depend on the child. A child may need a short period of time out in class and then return to their table. If this doesn't work or hasn't worked in the past, then the teacher may decide to send the child to another class to complete work. Teachers may use more than one option at stage 2 before deciding to move onto stage 3. There is no time frame specified for a child being on stage 2 before they move onto stage 3, this is at the discretion of the class teacher. If a child has had sanctions and behaviour isn't improving then move onto stage 3.



Stage 3 on the Behaviour Track means that due to poor behaviour sufficient work has not been completed and learning has been disrupted. **It also means that options from stage 2 of the behaviour track have failed.** Stage 3 is where the class teacher would do the following – refer the child to the Inclusion Manager who in conjunction with the child and

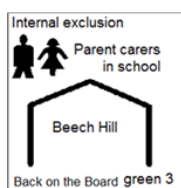
teacher will create a **behaviour chart**. A member of the Inclusion Team will 'check in' regularly with the child to monitor their progress. Small rewards chosen with the child's interests will be in place for children on behaviour charts to encourage good behaviour. The child should be taken to see the member of the Inclusion Team at the end of day to discuss their behaviour chart and sign it off. Children will remain on Stage 3 for the duration of their behaviour chart (e.g a week) and if then behaviour improves they will drop down onto the green track to begin working their way back towards the green zone. If their behaviour continues to deteriorate whilst on stage 3, they will be on a behaviour chart so at the end of the duration of their behaviour chart (e.g a week) their behaviour will be reviewed. This will be done with the class teacher and the parent (possibly a phase leader or member of SLT). If their behaviour hasn't improved significantly then they will move to Stage 4.



Stage 4 on the Behaviour Track can be reached by an accumulation of stages 1, 2 and 3 and once a child has failed to improve their behaviour on a behaviour chart they would move to stage 4. Here they would be taken off the board – at this point the Behaviour Tracker is not working for this child. They would continue with their behaviour chart but the consequences and sanctions will be more severe. As well as a behaviour chart a meeting with parents class teacher and a phase leader or member of SLT will be held.

They will discuss the issues and create a **behaviour contract**. This will be used in conjunction with the behaviour chart for a set period of time agreed by the class teacher and / or phase leaders or SLT. Rewards will be in place to encourage children to show green behaviour. A member of the Inclusion Team will regularly 'check in and monitor' the child. The child must take their behaviour chart to a phase leader or member of SLT depending on which class they are in. By signing the **behaviour contract** parents and the pupil are agreeing that all parties will work together to try and resolve the situation. If behaviour improves the child will come off the behaviour chart and go back onto the Behaviour Tracker to **stage 3** where hopefully they will work their way back towards green. If poor behaviour continues and neither the **behaviour chart or behaviour contract** are working then parents will be called in. The child will then move to **stage 5**.

Stage 4 can also mean that poor behaviour (one off incident) is affecting everyone's learning. Pastoral assistance will be requested in the classroom where a decision (involving Senior Management and parents) will be made regarding the next action (depending upon behaviour record and circumstances). If the poor behaviour is from a child who is on stage 1 or 2 a sanction will be decided in conjunction the class teacher e.g miss a playtime/lunchtime plus not getting green time. If the child is on stage 3 or 4 (which means they will have a behaviour chart) then the decision will be referred to SLT.



Stage 5 will be reached if a child has failed to improve their behaviour despite certain interventions being put into place and 'reasonable adjustments' being made. This may result in a period of **internal isolation** working in the Inclusion/Pastoral area at Dean Field or an **internal exclusion** which will mean the child is educated off site at our partner school Beech Hill. This decision will be made by the Headteacher. This will not show as an exclusion on the child's record. This internal exclusion will be for a fixed period agreed by the Headteacher. They will remain on stage 5 until they can show a significant improvement in behaviour and will then move back down to **stage 3** if behaviour and attitude improves, with the hope that they will then work their back towards the green zone.

Reintegration discussions are arranged following these steps to ensure that pupils understand and accept responsibility for their behaviour and can show they are ready to follow the school rules. A chance of a fresh start back on stage 3 to work towards **GREEN** is then provided.

Stage 6 will be reached either by a one off incident of extremely poor behaviour e.g verbal or aggressive abuse towards another child or member of staff. Alternatively, a child may have worked their way through stages 3 – 5 which results in an exclusion. Meetings will be held at this stage with the parents and Headteacher to discuss the severity of this. If a child has worked their way through stages 3 – 5 and are issued a fixed term exclusion they are at serious risk of this becoming permanently excluded as the school can show a build up over time of poor behaviour and that the school has put interventions into place to support the pupil e.g they have made reasonable adjustments. If a child is given a fixed term exclusion for a one off incident of extreme poor behaviour and the child ordinarily is below stage 3 they will return to school and move to stage 3 of the board where they will be put on a behaviour chart initially to monitor behaviour.

Rewarding Good Behaviour

Each class teacher can choose to reward good behaviour in their own way e.g stars on hats, free/green time etc.

Certificates:

The following certificates are given out in our Gold Book assembly each Friday morning (parents/carers are invited to attend this assembly and are alerted by text):

- Star of the week – x2 per class
- Best Class Attendance of the week– awarded by Mrs Stansfield

Accelerated Reader Awards –

Certificates will also be given out as and when needed in Friday's assembly for children who achieve 10 100% quizzes in a row.

House Points –

All children are now in a super hero house. House points are rewarded for positive actions and the totals will be announced each week in Gold Book Assembly.



Inclusion Support

- Some children require additional support to follow the school rules and may require a risk assessment/Behaviour Plan which will be followed by all key staff who support the child. The plan will be written in agreement with parents and the individual child and it will be regularly reviewed. **The plan must be written by the class teacher and a member of the inclusion team collaboratively and review by the HT before showing to the child and parents.**
- Children on stage 3 or beyond on the Behaviour Tracker will be on a 'behaviour chart' in order for the Inclusion Team to monitor behaviour and work with class teams to support

the child to work towards behaviour targets which will improve opportunities to remain on green.

- **Children who are on stage 4 or beyond and are on 'behaviour plans' will not follow the Behaviour Tracker like the other children in their class. This system is not to be used until they can improve their behaviour with the support of their class teacher, parents and inclusion team.**
- Dean Field staff are trained in 'Team Teach' - safe handling techniques. On occasions, such as if a child is causing or could cause harm to themselves or others or to prevent damage to property it may be necessary for our trained staff to physically restrain, hold or escort pupils to ensure the safety of both pupils and staff. If this is necessary details will be recorded on the school's CPOMS safeguarding recording system. During such occasions pupils may incur bruising, this is sometimes an unavoidable consequence in keeping pupils safe and parents will be informed immediately.

Lunchtimes and playtimes

- Structured activities are offered to pupils at playtime and lunchtime led by staff. School will provide all play equipment. Children are not permitted to bring in their own toys/play equipment.
- The Pastoral Manager will be outside every lunchtime to oversee and encourage positive behaviour and deal with any issues.
- A few minutes prior to the end of playtime/lunchtime a whistle is blown and children are expected to stop play and help with the tidy up of equipment.
- When the second whistle is blown pupils are expected to walk to their class circles to smartly wait for their class adults to collect them.
- The same School Rules apply during play as during lesson time.
- Pupils will be supported to resolve fall outs by staff on duty who will use their discretion to follow sanctions dependent upon inappropriate/unacceptable behaviour observed. E.g pupils involved in a small argument/fight will be encouraged to talk it out and apologise. They can then continue to play or the adult may feel it necessary for the child to remain with an adult to be supervised or take a period of time out and stand in the playground away from other children. If the argument has led to aggressive behaviour or abusive language, then the child or children must be brought in to the person on duty in the RFR. The adult outside has a duty of care to investigate the incident and speak to all parties involved before deciding what action to take. To ensure consistency in the behaviour policy staff should always ensure they take a restorative approach and speak with all children involved to gain a clear understanding of what has happened before referring it further.
- A member of SLT will always be around over lunchtime to deal with incidents of behaviour. A full investigation to establish what has happened must be carried out before any child is referred to SLT.
- Staff on duty will verbally report incidents to classroom staff. Pupils who are regularly losing playtime because of their behaviour outside must be referred to the Inclusion Manager and a plan should be put in place for them at playtimes/lunchtimes.

Behaviour Management in EYFS

The management of pupils in the Early Years Foundation Stage will follow the principals of the whole school behaviour policy. However, decisions around sanctions will be based on individual knowledge of the child, the level and frequency of behaviour and through discussions with the Class Teacher/Keyworker and Pastoral Team. **Behaviour issues in EYFS should be referred to the Deputy Head for EYFS .**

Consequences during School/ Residential Trips

- We aim to ensure that all school and residential trips create life long memories for our children. We aim to ensure that all trips are enjoyable and support children's learning and development.
- The same School rules apply during trips as during lesson time, adults can reward initiatives for positive behaviour.
- The Behaviour Track stages will be used to sanction pupils who display inappropriate/unacceptable behaviour. In extreme cases of behaviour children may have to be brought back to school following discussion with the Head teacher and parents. An individual risk assessment may then be required for future outings.
- In the most extreme of cases an out of school ban may be put into place.
- For pupils who are on Behaviour Plans or their behaviour is of concern to the class teacher they may be deemed unable to attend an upcoming trip.
- All letters that go out about trips to parents must have the following statement included on them *'We aim to ensure that all school and residential trips create life long memories for our children. We aim to ensure that all trips are enjoyable and support children's learning and development. However, trips at Dean Field are a privilege and not a right and therefore it will be at the Headteacher's discretion whether or not all children attend trips.'*

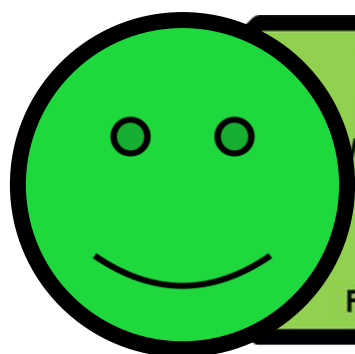
Appendix 2 - Rights and Responsibilities

Staff Rights	Staff Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others

To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches
Pupil Rights	Pupil Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
Parent Rights	Parent Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in a way that keeps others and themselves safe
To be listened to To share opinions	To listen to others To give opinions in a constructive manner

Appendix 3 – Behaviour Zones

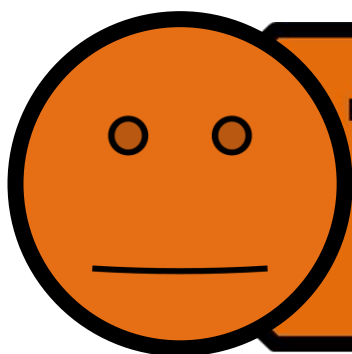
GREEN



Team work, Good listening, Good manners, Using a quiet voice indoors, Being helpful, Being calm, Being kind, Sharing, Taking turns, Following instructions, Walking sensibly around school, Wearing school uniform, Being a good friend, Ready to learn, Taking pride in your work, Being a positive role model, Accepting differences, Completing homework

Rewards: Pennies, Raffle Tickets, Certificates, Green Celebrations

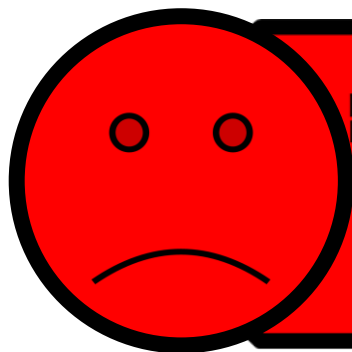
AMBER



Distracting others, Refusing to share, Interrupting others, Speaking or shouting out, Wasting time, Rough play, Answering/arguing back, Ignoring requests, Being unkind to others

Amber Warning, Time out in class, Lose own time

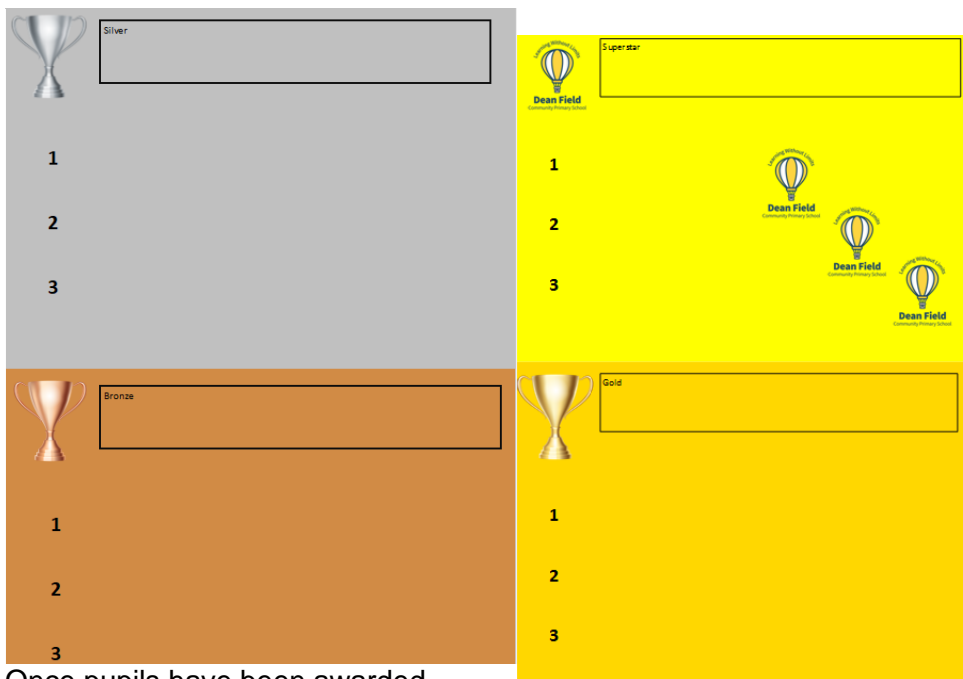
RED



Swearing, Being disrespectful to adults, Damaging property on purpose, Refusing to work, Throwing objects, Fighting, Stealing, Dishonesty, Leaving class without permission, Verbal, Written or Physical abuse that is directly harmful to others,

Go to Pastoral Room, Parents informed, Internal isolation, Period of exclusion

Pupils who are always green will have the opportunity to progress beyond green to bronze or silver.



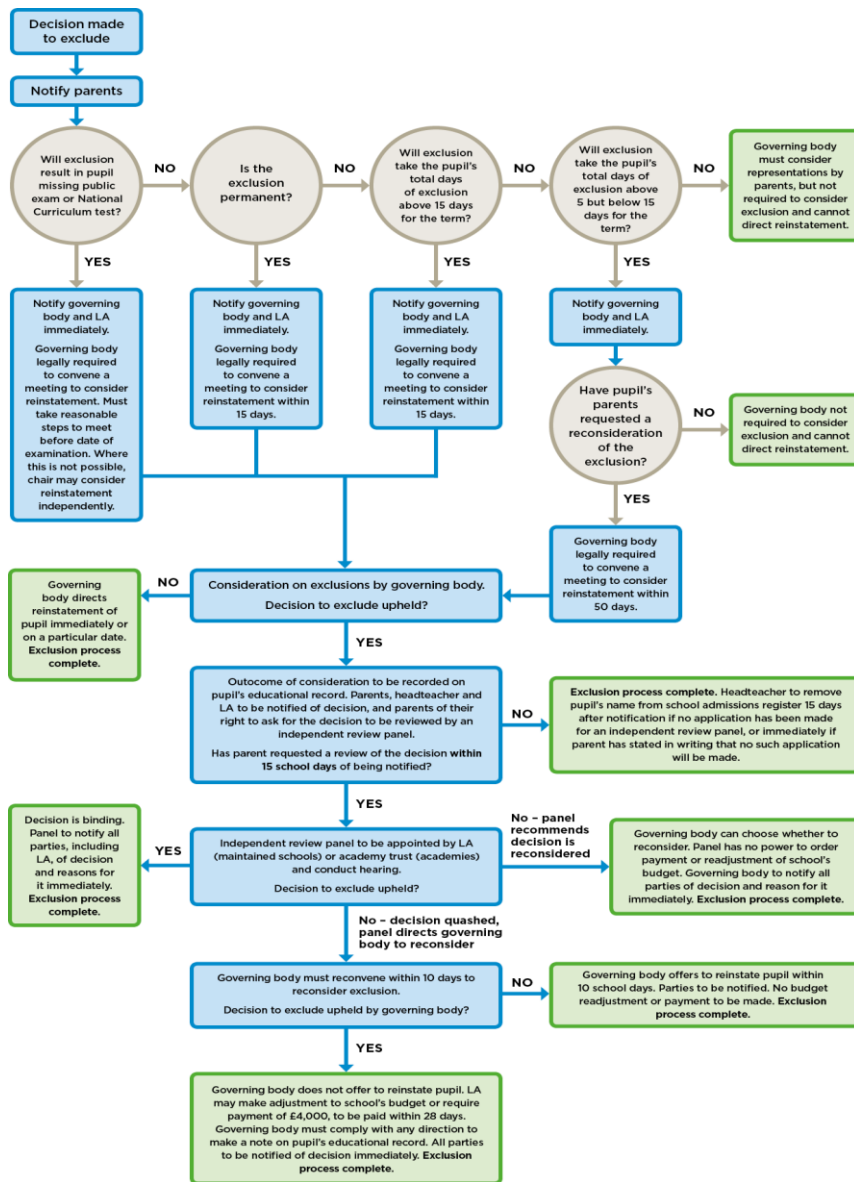
Once pupils have been awarded bronze and silver they will then move onto gold and superstar. Extra privileges are in place for pupils who are gold and superstar.

Pupils who are always green will aim to reach the 'superstar' award by the end of each term. At the end of each term there will be a reward for all the children who are on green and above. Children who are gold and superstar will receive an additional reward.

There are no set requirements for bronze – superstar awards but generally these pupils will be exceptional e.g always put in 100%, are polite and well mannered, friendly and helpful towards other, try hard with spellings and do their homework/read their reading books regularly.

Pupils should not be held back from achieving a standard because of academic results – achievement of a standard should be given because of a child's efforts.

Appendix 4 –



Exclusions Flow Chart