



DAME DOROTHY PRIMARY SCHOOL

BEHAVIOUR POLICY

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Mission Statement

"We strive to provide a safe and happy environment where children are encouraged to be creative, resilient and hard working"

"At Dame Dorothy Primary School we have high expectations for all pupils regardless of their starting point. Learning is at the core of all we do making full use of the places around us."

Introduction

The school will provide a copy of this policy in different formats upon request to ensure that it complies with obligations under the Equality Act.

The general behaviour and conduct of children at Dame Dorothy Primary School is of a very high standard. This updated policy is a result of a review of current practice within the school by staff from October 2014. The object of the policy is to inform staff, governors and parents how the school provides the most effective provision for all children. This policy has been drawn up to reflect our whole school approach to behaviour and has been discussed with the staff and has had the agreement of the Governing board. The implementation of this policy is the responsibility of all staff.

Government Guidance on Behaviour Management

Guidance from the DFE clarifies teachers' powers. It makes clear the following:

- Schools should not have a 'no touch' policy. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments).
- Teachers have a legal power to use reasonable force. They can use force to remove a pupil who is disrupting a lesson or to prevent a child leaving a classroom.
- Headteachers can search for an extended list of items including alcohol, illegal drugs and stolen property.
- Heads have the power to discipline pupils who misbehave outside the schools premises and outside schools hours.

The guidance also protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear:

- Headteachers can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances they may even press criminal charges against the pupil.
- The default position should be to assume the teacher has behaved reasonably unless a complainant can show that a teacher has behaved unreasonably.
- Schools should not automatically suspend teachers accused of using force unreasonably.
- All but the tiny number of the most complex cases should be resolved within three months and the vast majority should be resolved in four weeks.
- Malicious allegations should not be included in employment records.
- Extend powers to search pupils for any items that are banned by school rules such as mobile phones.
- Stop appeals panels sending excluded children back to the school from which they were excluded.
- Give teachers anonymity when facing allegations.
- Remove the requirement on schools to give parents 24 hours' notice of detention.

Overview

A happy and productive learning environment is vital to help support good pupil learning. At Dame Dorothy, we set out our simple expectations to promote good manners, respect and responsibility in all that we do.

Our vision is that every child at Dame Dorothy Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

This policy is based on the following beliefs:

- We recognise that all children make mistakes and need support to be shown the consequences of their action and how to rectify the situation
- We focus on promoting positive behaviour and 'catching' children doing things well.
- We encourage the children to take responsibility for their actions and behaviour
- Dame Dorothy is a nurturing school. Our staff are skilled at dealing with children who are vulnerable and may need extra support to maintain our high standards of behaviour. Our system follows clear steps of progression and consequence but we do take individual needs into consideration. We do not excuse poor behaviour– we educate.
- Provide a welcoming and friendly atmosphere in which the pupils will feel secure and develop the skills, which enable them to make the right choices.
- Ensure pupils fully participate in our school community, enabling them to work to their full potential with equal opportunities and access to the curriculum.
- Pupils need to know when and how they have been successful.
- Improved self-esteem leads to improved behaviour.
- Praise is more effective than punishment.
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently awarded and promoted at all times.
- Effective links and co-operation between home and school are essential to success.
- Our school makes a difference to the whole development of all pupils.
- Consistency is the key to success when all staff, teaching and non- teaching, understand and implement the behaviour management policy.
- Everyone has the right to be respected and feel valued.

Promoting values

All members of the Dame Dorothy community need to promote and adhere to the following values:

- Taking responsibility for own behaviour and learning in all situations.
- The ability to make positive choices about their behaviours.
- Be honest and tell the truth.
- Having mutual respect and being polite to one another.

- Show empathy to others
- Care for the environment, school building and resources.
- Always try to do their best.
- Valuing other peoples' efforts and opinions.
- Accepting and recognising individual differences and showing respect towards them.

Parent responsibilities

- Know and understand the school rules to ensure consistency between home and school.
- Support the pupil in understanding and following the school rules.
- Support the school in implementing the school rules.
- Ensure attendance is high and all pupils arrive at school on time.
- Discuss any concerns with teachers and staff.
- Support pupils in completing home learning tasks.

Pupil responsibilities

- Know the school rules and follow them at all times.
- Understand the rewards and consequences which are in line with the school's behaviour steps
- Accept the consequences of their actions
- Understand the choices they make and how they impact on others. Consider what they may do differently in the future.
- Take responsibility for their own learning to achieve their full potential.

Our School Rules

The school has the following seven school rules which the pupils, parents, staff and visitors are expected to follow at all times and in all circumstances:

The School Rules

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property
7. We care

A copy must be displayed in every classroom and teaching area, including outside areas.

Preventing Inappropriate Behaviour

Preventing inappropriate behaviour is of paramount importance. Therefore, attention must be given to:

- Effective classroom organisation and management.
- Ensuring that pupils are engaged, motivated, and challenged in lessons at the appropriate level via appropriate planning of the curriculum.
- Effective working relationships between all pupils and adults.
- Teaching of co-operative strategies.
- Pupils taking ownership of routines and learning.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional Intelligence, teaching feelings, emotional language: use of SEAL resources.
- Ensuring pupils have clear routines for all aspects of the school day
- Encouraging excellent attendance, including arriving at school on time

More specifically pupils must be taught

- To move appropriately in, out of and around the school building.
- To be polite to adults and other pupils.
- To support other pupils and acknowledge their successes.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying behaviour involving, themselves, or others.
- To understand and follow the seven golden rules.
- The importance of good attendance.

All staff work hard to create and maintain an appropriate respectful relationship. All pupils make mistakes and learn from them. Mistakes should be valued and used as a learning opportunity wherever possible.

Rewards

Pupils will be rewarded through positive recognition, either individually or as a class, for consistently following the school rules and setting a positive example to those around them.

Rewarding pupils at Dame Dorothy Primary School is carried out via:

- Celebrating praise of an individual or whole class using positive verbal comments.
- Marbles in the jar for collaborative whole class achievements. The whole class will collectively earn a reward once the jar has been filled. This must be in agreement with the Headteacher.
- Sharing good work with other staff or classes.
- Sharing good work with the Headteacher or other senior leaders.
- Sharing good work with parents
- Promoting good work through Facebook or the weekly newsletter

- Each teacher will choose one pupil a week to receive the Star of the Week'

Guidelines

Teachers will spend time teaching pupils the rules, and routines they need to follow, and will review The School Rules and consequences on a needs basis, but particularly at the beginning of the new school year and at least at the start of every half term. Every opportunity should be taken to reinforce the positive behaviour policy through the use of PSHE resources, planned teaching, visits and visitors. All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour of all pupils within the school, not just those they work with closely. At any time, take the opportunity to praise pupils around school, in assembly, the dining hall, etc. Walking by, ignoring it or leaving misbehaviour to others is tantamount to condoning the behaviour – consistency and clarity from everyone is the key to the policy working. There are many non-verbal and low-level ways to try and draw attention to what is expected.

Some examples are:

- Praise of pupils nearby.
- Call the pupil's name out.
- A disapproving look.
- Stand close and encourage back to work.
- Check again that the work a pupil is doing they are capable and have support they need.
- A short timeout before resuming work
- If the behaviour still persists then the pupil will be spoken to by a member of the Senior Leadership Team or moved into their classroom for the remainder of the lesson
- Loss of break times and lunchtimes may also be used and / or
- Phone call home to parents
- If the behaviour issues are still not resolved a meeting after school with parents would be requested

This school does not tolerate racist, homophobic, violence or any other severe behaviour. In the event of such an incident, occurring action would be taken in accordance with school policy.

Addendum to Child Protection Policy due to the circumstances of COVID-19

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

It is important for schools to be calm and disciplined environments, where everyone follows the rules. Reflect the new protective measures

(<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>)