

DOWNTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

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Behaviour Policy



Dream, Believe, Achieve

Love, Peace, Joy

Approved by: Governors

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1. Introduction

Downton Primary School, has a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. At Downton we recognise the importance of a behaviour policy, that sets out the behaviour expectations of all pupils and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our school including rewarding and sanctioning pupils.

This policy is for all staff and volunteers is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

Aims

At Downton Primary School we aim to create informed, articulate and empowered pupils through the creation a safe, secure and stimulating learning environment where:

- To create an environment that encourages and reinforces good behaviour in line with Christian values.
- Children are able to work and achieve to the best of their ability.
- Children learn to value and respect themselves and others.
- Children become responsible, resilient and respectful individuals.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the schools expectations and strategies are widely known and understood.
- To encourage the involvement of both home and the Academy in the implementation of this policy.

Rationale

This Behaviour Policy sets out the rights, responsibilities of everyone in our school community. All of the staff, teaching and non-teaching, at Downton Primary School work together and support each other to ensure that this policy is effective, the whole staff is involved in reviewing it regularly as are parents. We believe that parental support of this policy is vital to its success and so this policy forms the basis of our home/school agreement. At Downton Primary School everyone is treated fairly hence any behaviour which goes against the spirit of our Equalities plan is challenged and dealt with seriously.

Rights of the Child

Everyone in our School community has rights and responsibilities to ensure that everyone enjoys the rights to which they are entitled. Each class creates a class charter for display in the classroom and in these charters we draw upon the rights listed in United Nations Convention on the Rights of the child. We also strive to reinforce these concepts through our use of language and the materials we use to help children reflect on their behaviour e.g. Yellow card reflection sheets. Our playground charter also emphasises these rights and also how we can respect each other's rights.

The articles we focus on are listed below:

- 12 the right to be heard
- 19 the right to be safe
- 24 the right to be healthy

- 28 the right to an education
- 31 the right to relax and play
- 37 the right to be treated fairly

Rights of Adults

We also acknowledge that staff working at school have the right to be treated with respect and to do their job to the best of their abilities. Parents have the right to know that their child is safe, being taught appropriately and to be kept informed of any issues affecting their child, this includes behaviour issues.

Therefore as adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all.

We will Achieve this by:

- Involving all of the whole school community in making and celebrating the rules.
- To ensure that everyone knows and practises the core values.
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement.
- To ensure that all staff are conscious of the example they set the whole time.
- To seek guidance from outside agencies when extra support is needed.
- To take ownership of behaviour issues.

Implementation

We believe it is important that the School provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

We aim to establish a caring ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline, and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

Rewards

We aim to create an ethos where children's strengths and positive behaviour are acknowledged and reinforced by specific praise linked to effort and sociable behaviours. We recognise that positive encouragement is the most effective way to promote desired behaviour and our aim is to cultivate children who are motivated internally and feel proud of their effort and behaviour and so do not rely on stickers, house points or best efforts for encouragement. However, we accept that for some children these are an important part of the day e.g., to provide clear visual feedback on learning for a child with SEND.

We also strive to provide an environment that enables children to do their best e.g., children who find it hard not to talk when working are first offered a quiet working space away from others as an aid to learning not as a sanction. At times teachers may use personalised techniques to motivate and engage their pupils to promote positive behaviour in their pupils. However, all staff are well educated about the pitfalls of relying too heavily on external rewards and the de-motivating effect these systems can have on many pupils. Within our cloud system, we have introduced the rainbow for children. This is because we recognise that many children who follow the rules quietly and consistently can sometimes be overlooked in a busy classroom. At the end of each day these children will be celebrated on the Rainbow.

Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students. Verbal praise, stickers and house points will be used in the first instance to reward good, improved and consistent behaviour. Best efforts will be given to pupils for outstanding growth mindset, behaviour and behaviour for learning. The classroom behaviour ladder begins at 'Blue and Ready to Learn' and children can be moved to the Rainbow by adults in the room. Within Collective Worship, the school community celebrates a range of successes, via best efforts.

Behaviour Management in EYFS

As in the rest of the school, in the EYFS we rely heavily on positive measures to support pupils in making the right choice e.g. verbal praise of making the right choice, pointing out good role models, opportunities to carry out special roles e.g. line leader, story chooser. There are also clear consequences for unacceptable behaviour: children are given an explanation about why their choice was not a good one and the opportunity to repair the situation by changing behaviour. Sometimes an immediate short time out is also needed to acknowledge the severity of the incident e.g. in the case of hitting.

Our Whole School Community Expectations

- Children should come to school on time, suitably dressed (refer to uniform rules on the School Prospectus) and with a positive attitude to work.
- Homework must be completed, and submitted, on time.
- Children must be polite, well-mannered and always show due respect to both adults and children alike.
- Children must carry out at once, and without argument, a request from an adult.
- Children must allow other people to have their own points of view.
- Everyone must act with courtesy and consideration towards others.
- Mobile phones must be left in the school office.
- Children must consider others and move about with the minimum of disturbance and noise.
- Children must take care of things that belong to the school or others and themselves.

Children must not:

- Hurt other children.
- Play dangerously.
- Bring toy weapons, dangerous toys, cards, electronic devices or similar, into school.
- Leave the classroom or school without permission.
- Be rude or insolent towards any adult or child.
- Steal or swear.
- Deliberately damage school property.

Lunch and Playtime Expectations

To promote a safe and happy community the playgrounds are zoned to ensure that everyone has the space and resources to play, sit or read.

Lunchtime Rules

- If someone kicks the football over the fence deliberately, they come off for the rest of that playtime.
- Playground zones must be adhered to.
- Children should not kick any ball unless they are on the Muga or on football Friday.
- The bike and scooter store should not be used by children unsupervised.
- Children should only be in school if they are wearing armbands and with an adult's permission.

Positive behaviour should always be reinforced by being acknowledged and individual children, groups or the whole class should be praised when they exhibit it. The school sends postcards home to pupils who consistently demonstrate our school values of love peace and joy.

SEND

In the case of pupils with severe behavioural difficulties we strive to provide a thoughtful approach to behaviour management that takes into account any personal circumstances but that does not undermine a consistent implementation of this policy. However, where exceptions are made we strive to ensure that everyone is aware of the philosophy behind any "exceptions", this includes gaining the understanding and support of the rest of the class. A child may have an Individual Behaviour Plan, which will be developed with the child, their parents and relevant staff; the expectations of this IBP will be shared with wider staff to ensure consistency in approach.

Sanctions

At Downton Primary School we emphasise the choice pupils have to follow or not follow rules and strive to administer sanctions without humiliating pupils. Pupils are always made aware of the exact nature of the unacceptable behaviour and the correct behaviour is always explained. For this reason we emphasise the positive when guiding pupils e.g. sitting still and quietly is what we expect on the carpet not stop talking and don't fidget. We don't expect pupils to guess what behaviour is required of them. The main mechanism to promote correct behaviour is an emphasis of the positive e.g. proximal praise for those lining up quietly etc. however if the pupil does not choose the acceptable behaviour then there are various sanctions available. Teachers will always have the freedom to use their professional judgement and knowledge of the pupils in individual circumstances.

- Use of the Blue, orange and Yellow card system in managing poor behaviour choices.

- Start on blue (all names displayed).
- Verbal warning with correct choice highlighted.
- Visual warning of Orange card.
- Continuing inappropriate behaviour = sent to buddy class with a ticket.
- Yellow card incurs age appropriate sanction and parents notified.

All children's names are displayed on blue in class – an assumption that they are making the right choices. Incidents of inappropriate behaviour may first be ignored and pupils doing the right thing are highlighted followed by a verbal warning and an explanation of what choice needs to be made.

Continuing to break the rule results in the child moving their name to an orange cloud for a specified period e.g. until the end of the lesson or end of the morning; it is not left there and forgotten about as they will have the chance of a clean slate and a move back to blue.

However, any further poor choices can result in a child moving to the yellow cloud (thus resulting in loss of five minutes play). Should the behaviour not improve a move to yellow is actioned. Incidents of aggressive or dangerous behaviour may result in an immediate Yellow card and involvement of the head or deputy and/or a move to a buddy class to allow some distance for all involved. All notable incidents are recorded on CPOMs which is regularly reviewed by SLT to monitor patterns of behaviour across the school. Other strategies available to the teacher for dealing with more serious or dangerous incidents of behaviour are withdrawal of playtimes, lunchtimes, trips, trips though we aim to ensure that children always enjoy their right to relax and play at regular points during the day. An internal exclusion away from class for a fixed period (to be arranged with head teacher) may also be considered in exceptional circumstances.

Any child who is regularly being given yellow cards or sent to other classes, will be appearing in the class behaviour log frequently and so when SLT review these logs there will be a meeting to discuss an alternative system to enable them to succeed. Three yellow cards in a term will result in a loss of lunch play for one week. This will be supervised by the SLT. This child might need an individual behaviour plan, more regular praise or more opportunities to build self-esteem in a positive way such as being a buddy for younger pupils. The school inclusion leader and parents will also be involved to help in finding a long term solution.

Any child receiving a yellow card will miss some playtime during which time the teacher or TA will talk to the child about their behaviour. Children should NOT be spending extended periods of time with their name on orange or yellow. At the end of each half day every child returns to Blue on the classroom.

At the end of each short term all yellow cards are removed from the class laminated display. i.e. every child has a 'Fresh start'.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions;

- Group sanctions should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

When discussing behaviour incidents with children, it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

The following sanctions are permitted for use in the School:

- Formal verbal warning that is recorded
- Moved Seats (and 2 minutes reflection time for each infraction from Friday play – overseen by SLT)
- Moved Classroom (and loss of breaktime – overseen by class teacher)
- Sent to Senior Staff (and loss of lunchtime – overseen by class teacher/Year Group Teams)

The following sanctions are recorded on CPOMs and regularly reviewed by the SLT:

- Bullying
- Homophobic incident
- Sent to phase lead continued low level
- Moved to senior staff – vandalism
- Moved to senior staff – violence
- Racist incident
- Moved classroom repeated low level

Low level disruption and rewards are captured in termly 'snapshots.'

The latter four sanctions are part of the class behaviour ladder.

In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy. Alternative provision may also be considered in extreme circumstances.

We use restorative reflection to discuss issues with pupils. For us it is important not to say, "Why did you do that?" but encourage adults to work through the following questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need to do now so that the harm can be repaired?

Monitoring and Evaluation

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the School with regular information on how effectively the behaviour policy is working. The School will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

This work forms part of our policy on Equal Opportunities.

Working with Parents and Carers

It is important that we work in partnership with parents to resolve any difficulties and will always keep them informed and seek their input and support. If an incident of poor behaviour choices has occurred teachers inform parents, preferably on the same day possible. If the incident is more serious the Head teacher or member of the SLT will call the parents and arrange a meeting. Parents are welcome to make a time to meet with the class teacher or our pastoral lead if they have any concerns. We provide information about our behaviour policy and systems on the website, in newsletters and in parent teacher meetings.

Home / School agreement:

Every parent is expected to sign the Home / School agreement when their child starts at the school as an indication of the partnership between home and Downton Primary School. This agreement should be re-issued to parents regularly to remind them and their children of its importance.

Bullying

Bullying is not acceptable at Downton Primary School, if it does occur we deal with incidents promptly and effectively and with a focus on reparation. Similarly bullying by an adult towards any pupil, staff or parent will not be tolerated. Please refer to the school **anti-bullying policy** for further details of how we deal with bullying at Downton Primary School.

Pupils' Conduct Outside the school Gates

- Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.
- Staff may discipline pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.
- In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

- The **Power to search without consent** for 'prohibited items' including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Statutory legislation sets out what must be done with prohibited items found as a result of a search.
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Reasonable Use of Force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- The headteacher and authorised School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- The School can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Assessing the Risk from Dangerous Behaviour and use of Physical Interventions

Children who cannot follow the rules or guidance from adults pose a safety risk to themselves and other pupils hence in some instances pupils may not be allowed to leave the building during school time e.g. for swimming, PE on the Memorial Gardens or school trips etc.

Some behaviour is so serious that it may result in a permanent or fixed term exclusion e.g. behaving in a deliberately dangerous or violent way, fighting, repeatedly leaving the room without permission, repeated serious challenges to authority, verbal abuse to any staff, vandalism, stealing, persistent offensive name calling, persistent bullying, racism, running out of school, making false allegations against staff. The school will complete a risk assessment for these pupils to ensure the safety of the pupils and others (see risk assessment appendix)

Staff at our school are aware of the Wiltshire policy on physical restraint and we adhere to the guidelines set out within it; however, it is worth mentioning here that the powers of teachers and other staff on the use of reasonable force to restrain pupils are contained within Section 93 of the Education and Inspections Act 2006. Section 93 entitles (not expects) school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence, (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils, whether receiving education at the school, during a teaching session or otherwise.

It is our school policy that teachers and other staff should not use physical restraint unless they have undergone training and/or they have used their professional judgement to determine that the intervention is unavoidable. In these instances, help is sought from other adults immediately and all incidents of physical intervention is recorded and handed to the head (see appendix for incident form).

Exclusion procedures

Exclusions are considered as a last resort and will be taken only:

- in response to a serious breach of the school's behaviour policy
- if alternative strategies have been tried and failed
- if allowing the pupil to remain in school would effect the education or welfare of others

There are two types of Exclusions, permanent or fixed term. A permanent exclusion would result in a pupil being taken off roll. Fixed term exclusions are generally for a few days at a time although the Head does have the right to exclude for up to 45 days. In either case, parent/carers should be notified immediately of an exclusion. Ideally, they should be notified by telephone followed by a letter; a meeting is arranged to discuss the incidents as soon as possible after the event.

Whilst the pupil is excluded his/her welfare remains the responsibility of the parent/carer and the pupil cannot come onto the school site. Work can be set for the exclusion period and arrangements can be made for collection. parent/carers have the right to make representations to the Governing Body's Disciplinary Committee concerning the exclusion. The parent/carer will be given the name, address and phone number of the person to contact in the letter sent by the Headteacher