

# Great Dunmow Primary School

## Behaviour Policy

### Definition

This policy sets out the expectations of behaviour at Great Dunmow Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise.

### Aims

- To promote a positive ethos and climate in the school
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. 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 contribution of all

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to Leadership Team, Inclusion Subject Leader/Assistant Headteacher and Headteacher.

## **Role of the Head**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

## **Role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Governors will follow the normal grievance procedure in cases of complaint.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

## **Rules and Procedures**

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- give clear choice and consequence options
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be *consistently* applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

If school rules are broken the staff will need to know:

- What happened
- When
- How often
- In whose company
- In what circumstances

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying physical or verbal (see policy), deliberate injury or attempted injury and stealing.

### **Encouraging and Affirming Good Behaviour**

We seek to inspire children to achieve high standards of discipline and academic achievement by praise, encouragement and positive reinforcement of good behaviour. Some indicators are:

- Celebration Assembly
- Headteacher's certificate for academic or behaviour achievements
- Awarding of stickers
- Granting of privileges

### **School Rules:**

- Listen to all adults and do as they ask
- Always be polite
- Always do your best
- Take care of each other
- Take pride in yourself and the school

### **Sanctions**

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of punishment 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 punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Possible sanctions include:

- Expression of disapproval
- Referral to SMT, SENCO and/ Head
- Pupils will be sent to an allocated classroom to work or to complete a reflection sheet.
- Catch up room
- Home/ school diary with positive in front and negatives at back and children to share with Head, or SMT in her absence, on a daily basis.
- Time out class exclusion
- Internal exclusion for set period with LSA
- Letters to parents when a child has missed 3 playtimes - stating the reason why the pupil has missed play. The missed playtime will be taken in the 'catch up' room. The room is supervised by one member of staff. The 'catch up' room is for children who have misbehaved and for those who need to 'catch up' due to not working hard enough in the lesson time. The 'catch up' room is for those children who have been reminded about their work but have not been co-operative.
- A letter of apology given to the injured party or persons.
- Extra tasks to fulfil at leisure times and/or for homework
- Missing part or all of play or lunchtime.
- Non participation in extra curricular activity.
- Ultimately Exclusion (following LEA guidelines on exclusion policy)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures

should take place to eliminate these as contributory factors. There are three levels of intervention. When inappropriate behaviour occurs the first level is that the class teacher will deal with the problem. The second level - is if the behaviour of a more serious level continues or is of an inappropriate manner - the Headteacher is involved. The third level - parents are invited to talk to the class teacher or Headteacher if appropriate. Parents can speak to the Headteacher regarding sanctions at any level. Inappropriate behaviour constitutes:

- Fighting
- Swearing
- Any form of bullying - physical or verbal or emotional
- Rudeness to all members of staff, parents or pupils

Time to discuss issues with the children is important and may take place during "circle time" or PSHCE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. Where it is felt necessary help from the Educational Psychologist and/or Behaviour Support Service may be called upon through discussion with the Inclusion Subject Leader.

### **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Physical Intervention**

The majority of children do not behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and avoidance are always our first measures. However, certain situations may arise for school staff in which physical intervention may be required in dealing with conflict. *We follow the Local Authority's Guidelines for Physical*

*Intervention.* Every incident where physical intervention has been used must be recorded on the child's records and reported to the Headteacher as soon as possible - but always on the same day.

Parents will be notified on the same day, by the class teacher or Headteacher, if any form of physical intervention is used.