

# Behaviour Policy



	Name		Date
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Approved by:	Head teacher – Dominic Smart		June 2019
Version number	4	Date of next review:	June 2020

# De Bohun Primary School & Children's Centre

## 1.0 AIMS AND OBJECTIVES

At De Bohun we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. The primary aim of our behaviour policy is to promote good relationships so that everyone can work together to support learning.

The Behaviour Policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

## 2.0 THE BEHAVIOUR CODE

Outstanding behaviour at De Bohun is learnt through following the behaviour code. Our behaviour code is based upon 5 key areas:

- Awarding ticks and merits for good behaviour for learning (Appendix A)
- Adopting the Learning to Learn skills (Appendix B)
- Keeping the Golden Rules (Appendix C)
- Embedding core British Values (Appendix D)
- Adhering to the Every Action has a Consequence Behaviour Flow Chart (Appendix E i & ii)

This behaviour policy sets out rules and responsibilities to ensure this behaviour code can be achieved by everyone. Good behaviour is awarded by receiving ticks and merits. This also applies to playtimes and lunchtime. The children follow rules for:

- Playground rules (Appendix F)
- Wet play rules (Appendix G)

We understand the children with a Special Educational Need or Disability on roll in our Additionally Resourced Provision (ARP) may find adhering to the behaviour code challenging. We have a high expectations of behaviour from all children on roll in the ARP, however, they follow slightly different reward and behaviour processes. (Appendix J)

## 3.0 STAFF RESPONSIBILITY

It is the responsibility of all staff to:

- Follow the school behaviour policy
- Treat children fairly, with respect and understanding.
- Only use raised voices when children are in immediate danger.
- Have high expectations of the children with regard to behaviour
- Model positive behaviour
- Ensure that school rules are enforced at all times
- Provide opportunities for the promotion of the Learning to Learn skills and core British values
- Work together with pupils and their parents in reviewing their behaviour
- Keep clear records of pupil progress
- Record and pass on records of serious incidents or concerns to the Senior Leadership team (SLT)
- Keep up to date records of communication with parents and with other agencies.
- Follow the policy for the use of reasonable force and restraint guidance and to have appropriate training if appropriate.
- Follow the behaviour policy on school trips and sports activities.
- Follow the behaviour policy in breakfast club and after school clubs.
- Understand that children's behaviour may be a sign that they are suffering harm or that they may have been traumatised by abuse
- To promote emotional health and well-being and help pupils to understand their feelings.
- Oversee the safe use of technology and take action immediately if they are concerned about bullying or a child's well being

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## 4.0 THE HEADTEACHER

It is the responsibility of the Headteacher to:

- Ensure the health, safety and welfare and learning of all children in school.
- Report to the Governors any exclusions, racial incidents and incidents of bullying.
- Give fixed term exclusions to individual children in line with the behaviour code. The Headteacher may permanently exclude a pupil for repeated or very serious acts of anti-social behaviour. The Headteacher will notify the governing body of such actions.
- Ensure that pupils complete assigned work if they are excluded.

## 5.0 PUPILS' RESPONSIBILITY

It is the responsibility of pupils to:

- Treat other people with respect
- Keep the Golden Rules
- Adopt the Learning to Learn skills
- Follow core British Values
- To take responsibility for their actions
- Earn ticks and merits
- Communicate their views and concerns to staff and parents
- Be involved in target setting when appropriate

## 6.0 PARENTS' RESPONSIBILITY

It is the responsibility of parents to:

- Treat other people with respect
- To be actively involved in reviewing their child's progress by attending parent meetings
- Familiarise themselves with school procedures, rules and consequences.
- Ensure their child attends school punctually every day
- Inform staff about any circumstance or changes of circumstance that could affect their child's behaviour.
- Implement the Home School Agreement

## 7.0 GOVERNORS' RESPONSIBILITY

It is the responsibility of the Governing Body to:

- Make a positive contribution to the development and monitoring of the behaviour policy.
- Set down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness
- Support the head teacher in carrying out these guidelines
- Be informed of any exclusions, racial incidents and incidents of bullying (See Appendix H) and to be satisfied that all measures are lawful.
- To make, and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. Before making statement, the Governing Body must consult Head teacher, staff, pupils, and parents.
- Pastoral care for school staff accused of misconduct; and
- When a multi- agency assessment should be considered for pupils who display continuous disruptive behaviour.
- To award Platinum Merit certificates and badges in Golden Assembly.

### Merit Cards



Merits and ticks are part of our reward system to encourage pupils to utilize their full efforts in all areas of the curriculum and aspects of school life.

Pupils can earn merits and ticks from any member of school staff in two ways:

- They can earn a whole merit for outstanding behaviour, behaviour for learning and learning outcomes or
- They can collect ticks to earn a whole merit.

Pupils will start at bronze level and continue to silver, gold and platinum. All classrooms from Reception to Y6 have the pupils' merit cards on display. Pupil names will move to the next level on the display board once their card is completed.

Completed merit cards are given to the Senior Leadership Team (SLT) and the children will receive a badge and a certificate in Golden Assembly. When a pupil completes their platinum merit card, a governor will present their badge and certificate in Golden Assembly in celebration of the pupil's outstanding achievement.

## **De Bohun Learning to Learn Skills**

*We encourage children to:*

**Be Reflective**

**Build Effective Relationships**

**Be Resourceful**

**Be Risk Takers**

**Be Resilient**

**Be Responsible**



APPENDIX C

**Golden Rules**

**We are gentle**

**We are kind and helpful**

**We listen**

**We are honest**

**We work hard**

**We look after property**

APPENDIX D

**Core British Values**

**The Rule of Law**

**Democracy**

**Individual Liberty**

**Mutual Respect**

**Tolerance of those with**

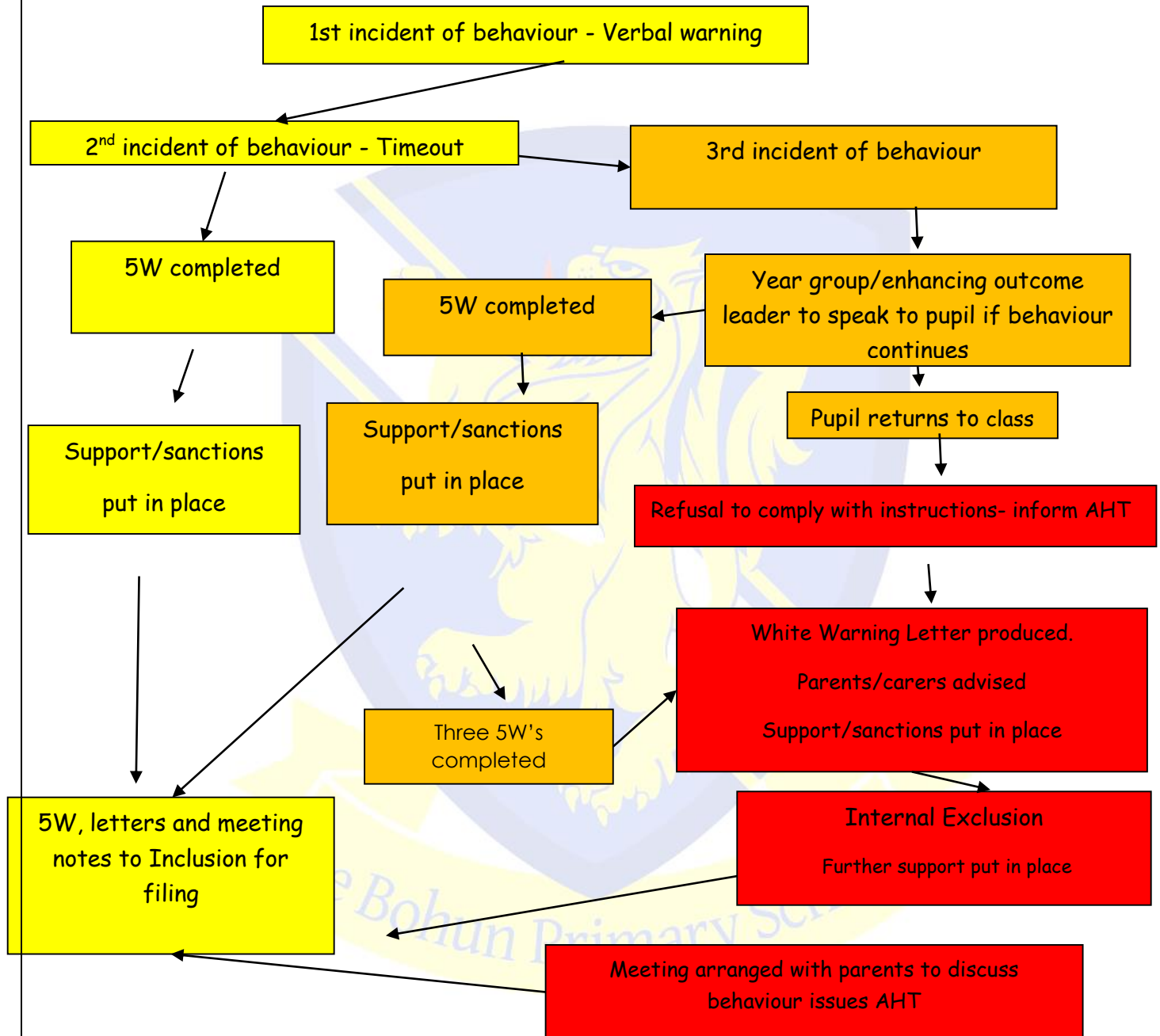
- **Different faiths**
- **Different beliefs**



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## APPENDIX E (i)

### Behaviour Flow Chart



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## APPENDIX E (ii)

### De Bohun Primary School

#### 'For every action there is a consequence'

Occasionally a pupil may choose to behave inappropriately. In order to support the rights of other members of the school community these actions will have consequences.

Children are made aware of inappropriate behaviour and the consequences for their actions. A meeting is arranged with parents (Level 2+) all incidents are logged and monitored by the Inclusion Team, Phase Leaders or the Senior Leadership Team. The Head Teacher and Deputy Head Teacher reserve the right to use these consequences as they see fit, i.e. without following the order as stated below, depending on the severity of the behaviour.

Unacceptable behaviour dealt with by support staff /play leader/lunchtime supervisor	Enhancing Outcomes/ Year Group Leader Well-being Leader	Assistant Head Teacher	Head Teacher or Deputy Head Teacher
Level 1	Level 2	Level 3	Level 4
Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> <li>Interrupting the lesson</li> <li>Not on task</li> <li>Distracting other children</li> <li>Unsafe movement around the classroom</li> <li>Minor deliberate damage to another child's or school property</li> <li>Disrespectful attitude to another child or adult</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 1 behaviour</li> <li>Stealing</li> <li>Not accepting instructions</li> <li>Deliberately not completing task set</li> <li>Behaviour that causes others distress (first instance reported)</li> <li>Bullying type behaviour (first instance reported)</li> <li>Disrespectful language and attitude to another child or adult that causes distress</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 2 behaviour</li> <li>Leaving the learning environment without permission</li> <li>Verbal abuse including racism</li> <li>Physical violence</li> <li>Loss of temper</li> <li>Significant deliberate damage to another child's or school property</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 3 behaviour</li> <li>Physical violence resulting in actual physical harm</li> <li>Leaving the school premises without consent</li> <li>Vandalism</li> <li>Defiant behaviour</li> <li>Putting others and themselves at risk in any way</li> </ul>
Support/Consequences	Support/Consequences	Support/Consequences	Support/Consequences
<ul style="list-style-type: none"> <li>Rule reminder</li> <li>Redirection</li> <li>Move to another area</li> <li>Time out</li> <li>Loss of privileges</li> <li>Loss of playtime</li> <li>1:1 interview with teacher</li> <li>Behaviour logged in class incident book</li> <li>Behaviour logged on 5W</li> <li>One 5W logging</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour logged on 5W (3 loggings in 1 week triggers a white warning letter to parents)</li> <li>Loss of lunchtimes</li> <li>Removal to another setting for a fixed period.</li> <li>White warning letter to parents advising of incident</li> <li>Teacher will meet informally with parent/carer to discuss supporting pupil's needs</li> <li>Teacher and parent to meet</li> <li>Home-school book as a means of daily communication</li> <li>Inclusion intervention programme</li> <li>Set small step targets to support positive behaviour</li> </ul> <p>Please ensure that parents/carers are called <b>BEFORE</b> the end of the day to inform them where necessary</p>	<ul style="list-style-type: none"> <li>Assistant Head Teacher to interview pupil</li> <li>Information meeting with parent/carer</li> <li>Formal letter to parent/carer requesting a formal meeting should behaviour continue</li> <li>Meeting and incident is logged</li> <li>Increased support</li> <li>Pastoral Support Plan put in place</li> <li>Risk assessment undertaken</li> <li>Internal exclusions considered</li> </ul>	<ul style="list-style-type: none"> <li>As level 3</li> <li>HT/DHT will formally meet with parent/carer to discuss pupil's actions and how best to support pupil's needs</li> <li>Educational Psychologist involvement</li> <li>Behaviour Support Service support school to support pupil</li> <li>Internal exclusion</li> <li>Fixed term exclusion</li> <li>Permanent exclusion</li> </ul>



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## APPENDIX F

### Playground Rules

- We are gentle
- We are kind and helpful
  - We listen
  - We are honest
  - We play fairly
- We look after property

### Remember

- You are not allowed back into the school building during break unless you have a permission from an adult.
  - You may only use balls and equipment supplied by the school.
- When the whistle is blown, you line up quietly at your designated space and wait for your teacher to walk you into school.

## APPENDIX G

### Wet Play Rules

- We are gentle
- We are kind and helpful
  - We listen
  - We are honest
  - We play fairly
- We look after property

### Remember

- You may only use play equipment provided by your teachers.
- You may use games from the wet play boxes in your own classroom.
- You may read and use drawing equipment provided by your teachers.
- You may not write on whiteboards, use the interactive whiteboard, ipads or use scissors and glue.
- Always pack away the games carefully after use and put them back into the wet play boxes
- Always listen to and follow the instructions of the adults and wet play monitors
  - Stay in your own class and remain seated.

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## APPENDIX H

Bullying can happen in any school. At De Bohun Primary School, it is rare.

### Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at De Bohun Primary School.

### Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. We have trained peer mentors to support pupils at break time.

### CYBERBULLYING

#### Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone"

DCSF 2007

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. Text messages that are threatening or cause discomfort
2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. Chatroom bullying: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
7. Bullying via websites: use of defamatory blogs, personal websites and social networking sites e.g. Facebook, Instagram and Twitter, WhatsApp and Snapchat

### Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At De Bohun Primary School, it is extremely rare. However, our school is in a multi-cultural community and we have these principles and roles in place to ensure that racism can be quickly stopped.

#### Definition

The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

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Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group are present or not.

## APPENDIX I

### Glossary

**Exclusions**-An exclusion means that a pupil is not allowed to attend school or go on to school premises for a period of time or permanently.

**Fixed term exclusion**- will be for a fixed number of school days determined by the Headteacher

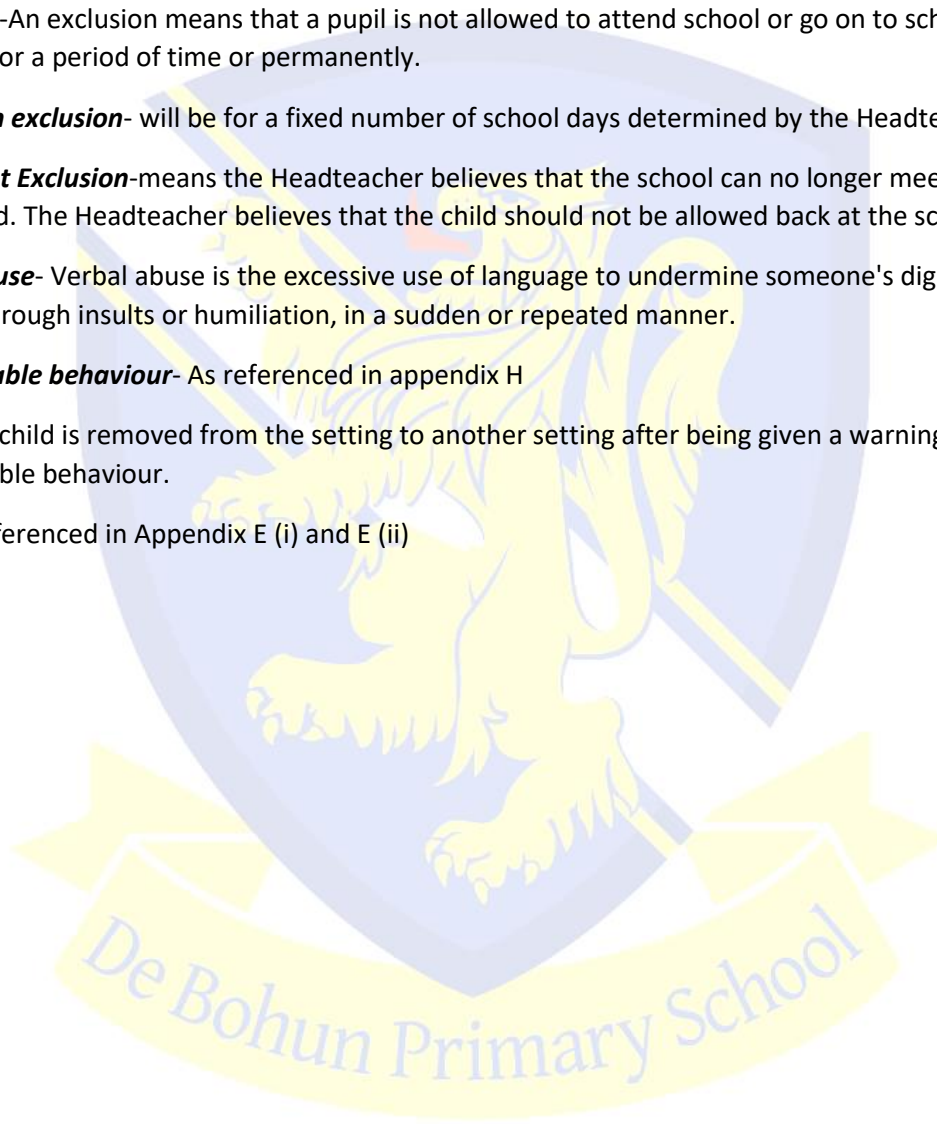
**Permanent Exclusion**-means the Headteacher believes that the school can no longer meet the needs of the child. The Headteacher believes that the child should not be allowed back at the school

**Verbal abuse**- Verbal abuse is the excessive use of language to undermine someone's dignity and security through insults or humiliation, in a sudden or repeated manner.

**Unacceptable behaviour**- As referenced in appendix H

**Time out**- child is removed from the setting to another setting after being given a warning following unacceptable behaviour.

**5W**- As referenced in Appendix E (i) and E (ii)



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## APPENDIX J

### ARP Behaviour Guidelines

We have a high expectation of behaviour from all children at De Bohun, however, we understand that the children in Rainbow Class have additional needs that might affect their behaviour. We therefore operate with slightly different behaviour processes for the children in our Additionally Resourced Provision. We understand that children in Rainbow class sometimes exhibit behaviours beyond their control. We recognize that sometimes children need time to self-regulate and need to know their own de-escalation strategies to regulate their emotions

#### Reward System in Rainbow Class

Children in Rainbow class have golden time daily and choose a reward at the start of each day during the morning circle time so they have a goal to work towards. They collect stars after each session to earn their reward

The staff in Rainbow class are always prepared to reward the children with praise and 'smiley faces' on the class chart. The stars earned by the children are recorded in the home/school. If the children are beginning to show behaviour that is inappropriate, verbal warnings and visual chances are used to allow the child to correct their behaviour

#### Unsettled behaviour

If the child is becoming overwhelmed and extremely anxious, the child will be offered a space to calm with adults supporting them. This is the child's choice, often children choose our sensory room. If the child is still showing signs of unsettled behaviour, opportunities will be given to ensure the child has chances to calm with adults supporting the self-regulation process. During this time, if they have become violent, approach trained staff will intervene. If the child has hurt an adult or another child, the next day, the teacher will use the restorative justice book and address anything that may have happened.

#### Approach Handling

Approach handling is always a last resort. If Approach handling techniques have been used to ensure safety of the child and others a handling form will be completed. Parents will be called to inform them their child has become overwhelmed and that approach handling techniques were used. The form is then discussed with the parent and copy is given to the parent. Children who are at higher risk of needing this intervention have a personalised risk assessment and positive handling plan in place as well as the ARP class as a whole has a risk assessment. Staff involved in the incident then meet to reflect.

#### De-escalation techniques

Our approach to behaviour in Rainbow class is to do all possible to keep the children calm, despite the anxieties they might be feeling. We use a range of de-escalation techniques such as choices, timers, limited language (if necessary), checklists etc are used – with specific strategies more effective for some children than others.