

# Behaviour Policy

## Introduction

At Dalton St Michael's C. E. Primary School we aim to provide a caring, nurturing ethos in which all members of the school community feel happy, safe and secure. At our school we believe that the most effective teaching and learning takes place in an atmosphere where good relationships flourish in a mutually respectful environment. All members of staff will model high standards with positive behaviour being promoted throughout every day.

Our school mission statement is:

Belong, Believe, Achieve  
Dalton St Michael's  
A Place to Shine

'In the same way, you should be a light for other people. Live so they will see the good things you do and praise your Father in heaven.'

Matthew 5:16

This mission statement was agreed by members of the school community. Views were sought from children, parents, staff and governors in developing the statement. It helps to demonstrate the sense of belonging we feel, where all in our community are given the opportunity to flourish in a positive environment.

As a Christian School, we have six Christian Values which all members of the school community agreed were important to us.

These are: Friendship, Compassion, Trust, Truth, Respect and Forgiveness.

The teaching of good behaviour is reinforced through our Christian Values. As part of our Christian ethos, we expect all members of our school community to treat others as they would like to be treated.

## Behaviour Policy Aims

- To promote a positive and caring environment in which all members of our school community feel valued, happy and secure, where positive behaviour is celebrated
- To ensure that all children are motivated to learn, persevere and try their best in all aspects of school life
- To promote children's self-esteem
- To encourage children to be responsible within a secure framework which reflects the Christian values of Friendship, Compassion, Trust, Truth, Respect and Forgiveness

- To ensure that adults demonstrate a consistency of approach to positive behaviour throughout the school
- To ensure that the school's values are communicated clearly to all concerned

### **Core Beliefs**

- Positive praise and reinforcing good behaviour helps children feel good about themselves and is more likely to change behaviour
- An effective reward system and celebrating success helps to further increase children's self-esteem
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment
- Children should be praised in public and reminded of the values in private. Restorative conversations with children are how they learn, rather than punishment.
- We know that all types of behaviour are methods of communication and there should be consistency across staff members with how they react to all behaviours.

### **Rules and Routines**

Children are expected to be 'Ready, Respectful, Safe'.

Our school rules and routines have been reviewed and agreed by all members of our school community. Children show they are 'Ready, Respectful Safe' by showing the following behaviours:

Legendary lines, super sitting, wonderful working, lovely lunchtimes, calm corridors, perfect playing, remarkable respect.

Each of these have been broken down for the children with an explicit behaviour curriculum taught to all children

Every adult in class will use 'Team Stop' to signify the adult would like attention. When the adult says 'Team Stop' and holds one arm out off all children are expected to put their belongings down, fold their arms and give their attention to the adult talking. They will continue to do this until the adult says "off you go."

### **Visible Adult Consistencies**

- o Children are greeted on the school playground by school staff each morning. Children are greeted positively by their class teacher as they enter their classroom and made to feel safe, happy and secure
- o Staff will be calm, consistent and fair in the treatment of all children, parents and colleagues
- o Staff will praise the best conduct and will endeavour to catch children 'doing the right thing' in order to recognise good behaviour

- o Staff will accompany children to the playground at playtimes and at the end of the school day staff will see their children out of their class.
- o Staff intervene whenever incidents occur or when children are not keeping the school rules

## **Recognising Good Behaviour**

### Class Rewards

Each class have these rewards:

- Nursery and Reception – stickers, class prize
- Years 1-6 – Class Dojo. Each of the 7 behaviours are worth 3 Dojos each.
- *Classes are free to create their own Dojo rewards e.g. completing homework on time.*

### Stars of the Week

Every Friday 'Stars of the Week' are chosen for good behaviour, effort, attitude or achievement. Certificates are sent home to these children each Friday. Recognition of our 'Stars of the Week' are celebrated in our Collective Worship on Friday afternoons. Parents are contacted the week before and are informed that their children will be awarded Star of the Week the following Friday.

### Good News

Good behaviour will always be acknowledged either verbally, visually or written. Positive messages will: be shared with parents, included on school newsletters, included on Facebook posts, telephone calls, added to the school website or given recognition in Celebration Collective Worship.

### Going above and beyond

If children go 'above and beyond' the expected behaviour then they may receive 'Hot Chocolate with the Headteacher', a Class Award or 'The Best Seat in the House' in Worship.

## **How we manage behaviour**

For the vast majority of learners, a gentle reminder of our expectations at Dalton St Michael's is all that is needed. This is the first step in our behaviour management system. The steps are:

1. Redirection/Reminder
2. Caution
3. Last Chance
4. Cool Off
5. Repair/Restorative Conversation

*Each of these steps, including a script for 'Last Chance', can be found in the appendix at the back of this document.*

## Restorative Thinking

***'Punishment doesn't teach better behaviours, restorative conversations do'. – Paul Dix***

When the child is ready to talk, we use Restorative Thinking to help create a restorative and safe learning environment. This comprises of a 'Think Sheet' (see appendix)

- Children will fill in a red sheet if they are not **ready** to learn, a yellow sheet if they are not being **respectful** and a green sheet if they are not being **safe**.

These sheets must be filled in on the day and handed to a DSL to be filed and analysed.

A wider conversation made be had and restorative comments and questions may include:

- I can see you are having a hard time
- When you are ready to talk
- I'm here to help you
- What happened?
- What were you feeling/thinking at the time?
- What are your thoughts and feelings now?
- Who has been affected by what happened?
- How can we put things right?
- What would you do next time?

**If a child needs to fill in a think sheet this will be done at Break/Lunch Time. This, therefore, means the child loses part of their break.**

If a child has to complete 3 think sheets during a week then their class teacher will phone home and speak to parents. If there are 3 phone calls home in a term a Senior Leader will ring home to inform parents that their child will be with another class for a set amount of time (Internal Exclusion). During this time children will be expected to complete work set by their class teacher.

If a child repeatedly fails to adhere to being 'Ready, Respectful and Safe' then there may be further sanctions. These could be, but not limited to:

- Parents invited into school to discuss possible causes/alternative strategies
- In the case of a regular misbehaviour it may be necessary to consider tailored sanctions. These may include: Home/School diary; Home/school behaviour chart; behaviour plan put in place; referral to multi-agencies ie. Behavioural support, Mental Health Practitioners etc.
- Fixed term/permanent exclusion

In the event a further sanction needs to be used it will be recorded on CPOMS. All staff are trained in how to record on CPOMS.

## Roles and Responsibilities

### School Leaders

The Headteacher and Assistant Headteacher are visible in and around school each day: meeting the children on the playground before school, during lessons, playtimes and throughout lunchtimes. They routinely engage with children, parents and staff on setting and maintaining the behaviour ethos and an environment where everyone feels safe and supported.

### **Teachers and Staff**

All staff have an important role to play in developing a calm and safe environment for children and for establishing expectations of behaviour in and around school. It is the responsibility of the class teacher to ensure the school rules are applied in their classroom. All staff work together to promote good behaviour, treat each child fairly and apply the rules and routines agreed for our school.

### **Governors**

The Governing Body has the responsibility for ensuring the school has guidelines on expectations of behaviour and reviewing its effectiveness.

### **Parents**

The role of the parent is crucial in helping our school develop and maintain good behaviour. The school works collaboratively with the parents, so that children receive consistent messages about how to behave at school and at home. We aim to build a supportive dialogue with parents if a child needs support in regulating their behaviour.

### **Children**

All children deserve to learn in an environment that is calm, safe and supportive. Our children are involved in agreeing the expectations of behaviour.

### **SEND**

At Dalton St Michael's we promote high standards of behaviour and provide the necessary support to ensure all children can achieve and thrive both in and out of the classroom. Our whole school approach is intending to meet the needs of all children, including children with SEND, so that everyone can feel they belong in the school community. We aim to create a calm learning environment which will benefit all children, enabling them to learn.

When a child is identified as having SEND, the graduated approach to assess, plan, deliver and review the impact of the support provided.

Signed:	Signed:  On behalf of the Governing Body
Head Teachers name:	Chair of Governors name:

Iain Atkins	Ms Saartje van Walbeek
Date:	Proposed Review date:
March 2026	March 2027

## Appendix

### Serious Incidents

Depending on the age of the child these incidents will be dealt with at the discretion of the school staff. All behaviours can be dealt with by all staff. However, serious behaviour matters must be reported to the Headteacher or Assistant Headteacher.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist, sexualised or homophobic comments
- Inappropriate name calling
- Defiance/rudeness towards an adult
- Using abusive/offensive language
- Stealing
- Swearing
- Spitting

In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtimes and/or lunchtime exclusion, internal exclusion or fixed (short and long term) and permanent exclusion.

**Internal Exclusion:** Parents are informed by letter. Child has no contact with their classmates. Child has no access to playground with peers, extra-curricular or enrichment activities.

**Fixed Term Exclusion:** Children will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

**Permanent Exclusion:** The child will be permanently excluded from school. This effectively means that the child will cease to be on roll at Dalton St Michael's C.E. Primary School and will need to find another school.

### The use of reasonable force

There may be circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The use of reasonable force may be required to prevent children committing an offence, injuring themselves or others or damaging property. Headteachers and authorised staff may also use such force as is reasonable given the circumstances when conducting a search. The school has the power to search children's belongings. A search may be carried out if it is believed a child is in possession of a weapon, drugs or pornographic images.

### Behaviour outside of school premises

Teachers have a statutory power to discipline children for misbehaving out of the school premises. Section 89(5) of the Education and Inspection Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable.' The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or Assistant Headteacher, who will apply appropriate sanctions in relation to the general principles of this Behaviour Policy.

## **Behaviour Incidents online**

The same standards of behaviour are expected online as apply offline - everyone should be treated with respect when online as well as face-to-face. Although limited in occurrence, online behaviour incidents occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, sometimes incidents online do affect the way a child is feeling or how they react. Any behaviour issues online will result in sanctions if it poses a threat or causes harm to another child.

## **Child on Child Abuse**

Child on child abuse is most likely to include but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, shaking, biting, hair pulling or causing physical harm
- Sexual violence, sexual harassment or sexual activity
- Consensual and non-consensual sharing of nude or semi-nude images or videos
- Upskirting, which involves taking a photograph under a person's clothing

## **Allegations of abuse against staff and other adults in the school**

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social services. The headteacher will consider whether to take any disciplinary action against the child who made the allegations, such as:

- Internal exclusion
- Fixed Term exclusion
- Permanent exclusion

In the event a malicious allegation is made against the headteacher the Chair of Governors will be informed.

The police may be asked to consider whether any further action may be appropriate against the person responsible.

## **Last Chance Script:**

- ▶ **Speak to pupil privately to give a final opportunity to engage**
- ▶ **Use 30 second script:**
- ▶ **I have noticed that you are... right now**
- ▶ **At Dalton St. Michael's we ... (refer to 3 rules; ready, respectful, safe)**
- ▶ **Because of that you need to... (refer to action to support child e.g. move to another table, work with set adult, complete learning at another time)**
- ▶ **See me for 5 minutes at break/lunchtime**
- ▶ **Do you remember yesterday/last week when you...**

- ▶ That's who I need to see today...
- ▶ Thank you for listening... give child take up time
- ▶ If this is not listened to then it needs to go onto CPOMS – think sheet/restorative conversation completed at break/lunch 10 minutes inside

**7 Positive Behaviours:**

<p><u>Legendary Lines</u></p> <ol style="list-style-type: none"> <li>1. <b>Straight line</b></li> <li>2. <b>Finger on lip, other arm by your side</b></li> <li>3. <b>No talking</b></li> <li>4. <b>Facing front</b></li> <li>5. <b>In correct place in line</b></li> <li>6. <b>Don't moan about the order.</b></li> </ol>	<p><u>Super Sitting</u></p> <ol style="list-style-type: none"> <li>1. <b>Chair facing speaker/board</b></li> <li>2. <b>Straight back - no leaning</b></li> <li>3. <b>Bottom at the back of the seat</b></li> <li>4. <b>Eyes following speaker</b></li> <li>5. <b>No fiddling</b></li> <li>6. <b>No talking (unless asked)</b></li> <li>7. <b>Hands up if you have a question/add something</b></li> </ol>
<p><u>Wonderful Working</u></p> <ol style="list-style-type: none"> <li>1. <b>Sit on chair properly</b></li> <li>2. <b>Head down - no looking around</b></li> <li>3. <b>Ignore the talkers</b></li> <li>4. <b>Try your work first, then if struggling put your hand up</b></li> <li>5. <b>Hands to yourself</b></li> </ol>	<p><u>Lovely Lunchtimes</u></p> <ol style="list-style-type: none"> <li>1. <b>Stay in seat (sitting correctly) unless told to move. If you need anything put your hand up</b></li> <li>2. <b>Sit in your place you have been given</b></li> <li>3. <b>Use your knife and fork correctly</b></li> <li>4. <b>Stay in your place until you have finished <u>all</u> of your lunch</b></li> <li>5. <b>Walk around the hall, when asked</b></li> <li>6. <b>Talk to people on your table</b></li> <li>7. <b>No Shouting across the hall</b></li> <li>8. <b>When finished, sensibly empty your tray/put lunchbox on trolley and then sit on the appropriate bench</b></li> </ol>
<p><u>Calm Corridors</u></p> <ol style="list-style-type: none"> <li>1. <b>Walk sensibly down the corridor</b></li> <li>2. <b>Do not talk as you are walking</b></li> </ol>	<p><u>Toilets/drinks</u></p> <ol style="list-style-type: none"> <li>1. <b>Get a drink/go to the toilet during break times (ask an adult)</b></li> <li>2. <b>Do not ask to go whilst the teacher is teaching</b></li> </ol>
<p><u>Perfect Playing</u></p> <ol style="list-style-type: none"> <li>1. <b>Include others in games</b></li> <li>2. <b>Try to take in everyone's opinion - compromise sometimes</b></li> <li>3. <b>Play fairly. Including fair teams</b></li> <li>4. <b>Don't argue, find an adult and speak to them politely</b></li> <li>5. <b>Don't wind people up whilst playing. If you get angry take a time out</b></li> <li>6. <b>If you see someone upset/not playing see if they want to join in</b></li> </ol>	<p><u>Remarkable Respect</u></p> <ol style="list-style-type: none"> <li>1. <b>Show the same respect to them as you would to your teacher</b></li> </ol>

## One Page Summary

Children at Dalton St. Michael's CE Primary School are expected to always be 'Ready, Respectful and Safe.'

'Team Stop' signifies that an adult wants attention from the children and all children need to face the speaker and listen

They can do this by showing the following 7 positive behaviours:

Legendary lines, super sitting, wonderful working, lovely lunchtimes, calm corridors, perfect playing, remarkable respect.

Each of these 7 positive behaviours have been broken down so children understand exactly what is expected from them. There will be a Behaviour Curriculum linked to these 7 positive behaviours, this will be published in due course.

*Showing these will be how children get positive praise (e.g. Dojos) from adults in school.*

If children are not ready, respectful or safe then they will receive a:

1. Redirection/Reminder
2. Caution
3. Last Chance
4. Cool Off
5. Repair/Restorative Conversation

*Each of these is framed as either not being 'Ready, Respectful or Safe'. These steps should be done in private as much as possible. For example the redirection should be spoken to the child rather than shouted across the room.*

*There is a script for 'Last Chance'. This will be made available to all new starters and will be in classrooms.*

*If a child does not comply after their last chance then they will need to fill in a think sheet. These are located in the resource area. Their colours are:*

*Red – Not Ready*

*Yellow – Not Respectful*

*Red - Not Safe*