

Dinnington Community Primary School



Behaviour Policy

Updated: September 2023
Review Date: July 2024

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within school in order to support learning.
- To foster caring attitudes, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for her / his own behaviour.
- To make boundaries of acceptable behaviour and consequences for behaviour choices clear and consistent throughout school.

Vision Statement

The following vision statement, agreed in conjunction with the governing body, staff and children, is central to our philosophy on behaviour at Dinnington:

At Dinnington Community Primary School, we are proud of our caring, inclusive and aspirational ethos. Through our engaging and purposeful curriculum, we aim to inspire a love of learning and develop children who have inquisitive minds. We want our children to be: eager to learn about, and be responsible for, the world around them, take pride in their achievements and acquire the skills to enable them to build a path to future success.

Expectations of Behaviour

At Dinnington we embrace a fully inclusive ethos in which all children's needs are recognised. We aim to try to understand why children behave in the way that they do and address these needs through additional support for the child and where appropriate, their family.

Our clear and simple school rules are displayed around school and are consistently referred to by all staff. Children are made aware of the two purposes of rules in school:

- To keep us safe and happy
- To help us learn

Our school rules are the basis of our behaviour management systems, and help to set out the positive and hard-working atmosphere we strive to create. It is our aim that all children in school will contribute to the agreement of, know and understand these rules and will be able to use them to reflect on their own behaviour.

- Ready
- Respectful
- Safe

Staff Responsibilities

In order for children to be able to live up to these expectations, all members of staff in school have a responsibility to act as role models and to support children in their emotional and behavioural understanding.

- To treat all children with respect, speaking quietly, calmly and positively to children at all times.
- To raise children's self-esteem by celebrating successes and letting them understand that they are valued.
- To provide challenging and relevant learning experiences that are purposeful and motivate the children.
- To create a safe and stimulating environment.
- To use rewards and sanctions clearly and consistently.
- To recognise that each child is an individual and may need individualised support with behaviour, whilst maintaining a calm and consistent approach.
- To form positive relationships with children, parents, staff and outside agencies.

Parents' responsibilities

- To work together with the school in order to implement this policy as necessary.
- To liaise with school regarding any issues which might affect their child's behaviour.

Rewards and Consequences

At Dinnington, we aim to promote a positive behaviour management ethos in which good or desired behaviours are promoted, whilst distracting or harmful behaviors are diminished.

This can be achieved through a variety of methods, however, there are a few key elements that we believe will help to ensure successful behaviour management, these include:

- consistency,
- positive reinforcement and
- encouraging children to take increasing responsibility for the giving of rewards and consequences.
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At Dinnington, we recognise and greatly value the impact of positive rewards on a child's self-esteem and therefore aim to ensure that this is at the forefront of our behaviour management. First and foremost, this is done through effectively building strong relationships with our children, built on understanding and care; we wholeheartedly believe that the children should know that we like them and want them to succeed and that by offering a child a smile or a 'thank you' or other verbal praise, we are making them feel happy and secure in our school.

We have developed a new behaviour incentives and rewards system from November 2023

Behaviour Rewards and Incentives 2023/2024

When?	Reason for Reward	Reward
Occasionally	Excellent work, effort or attitude to learning	Sticker from the Headteacher or an SLT member
Occasionally	Excellent work or attitude to learning	Postcard from the Headteacher or an SLT member and sent home
Half-termly	'Always' children who show excellence and embody our core values of being Ready, Respectful and Safe every day. One child to be chosen from each class per half term.	Invitation to an afternoon tea party at lunchtime with the Headteacher
Half-termly	Whole class collectively reaches their dojo target within a half term (set by class teacher at the start of each new half term)	A 'dojo prize' afternoon - agreed by class at the start of each new half term. <i>(film, board games, P.E, Pyjama afternoon with hot choc and biscuits, etc)</i>
Half-termly	Children with 100, 200 or 300 dojos	Bronze, Silver and Gold dojo certificates awarded in assembly Gold dojo certificate = a prize from the special box.

Weekly	Children who have shown excellence in their learning or behaviour in each class	Put onto the Gold Star and receive a Gold Star certificate and gold star sticker in 'Special Mention' Assembly
Weekly	Star of the Week - Child who has embodied our values of Ready, Respectful and Safe all week from each class	Awarded a Special Mention poster in 'Special Mention' assembly Parents are invited to share the celebration with their child.
Daily	Children who show our values: Ready Respectful Safe Resilience Excellence Effort Team Work	Dojo points added to individual accounts
Daily	Children who show excellence in a particular lesson	'Ask me about my work' Lanyard awarded for the day

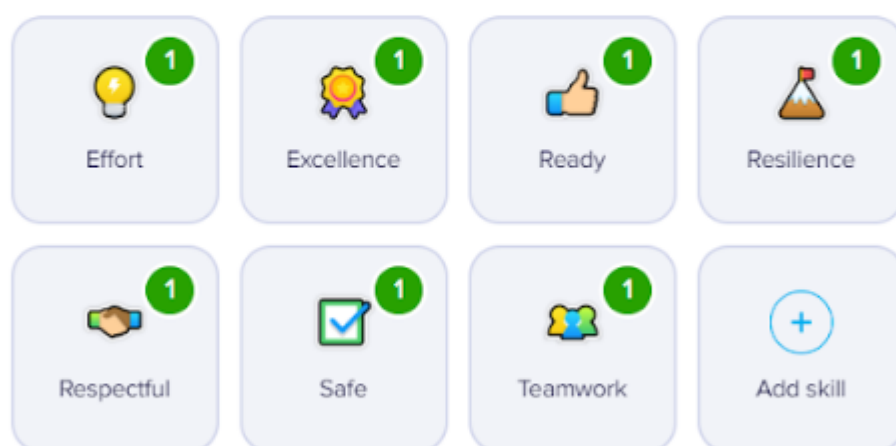
EYFS EXTRAS

Daily	Children who accumulate 10 Dojos for embodying our EYFS values	Children will receive a prize from Mrs Perez's box
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Each class has a Dojo account for their children

Each child can be awarded Dojo points for showing any of the following:



The same skills are applied on each class account

Rewards and Prizes are awarded both individually and collectively as a class through each half term as detailed above

Certificates are awarded for each level of achievement half-termly:

50 Dojos = Character change

100 Dojos =



Bronze Award

200 Dojos =



Silver Award

300 Dojos =



Gold Award

Attendance is also rewarded:

Whole School Incentives

When?	What?	Reward
Half-termly	Children with 100% attendance throughout the half term	Invite parents to a '100% Club' assembly where children will receive a certificate and a 100% badge All the 100% parents will be put into a raffle draw where one family will win a £20 voucher for Tesco
Half-termly	If the whole school gets 96% or above attendance	A 'free time' afternoon
At the end of the academic year	Children with 100% attendance	Families join children in school for afternoon tea and games

Class Incentives

When?	What?	Reward
Weekly in assembly	Class with highest attendance	Choice of 15-20 minute activity* Trophy and Attendance Ted to display in class for the week
Weekly in assembly	Class with most improved attendance	Cake to share at the end of the day
Weekly in assembly	Classes with 96% or above	Move up one space in our 'race to space'
Half-termly	The class closest to the stars in our 'race to space'	Choice of afternoon activity*

*Activity Choices - to take place on the Friday if possible after assembly, but if not, by the end of the day on the Monday after:

Extra playtime	Games on the interactive board
Board games/colouring - hall	Outside game, e.g. bench ball

Individual Incentives

When?	What?	Reward
Daily	Attend School	Dojo
Weekly	Attend all 5 days in a week	Enter the class raffle to win a prize.
Half-termly	Children with 100% attendance throughout the half term.	Certificate and a 100% badge

Individual Attendance Plans may also be created for some children.

Consequences

Whilst we recognise the great importance that rewarding the children for following our school rules, for effort and for achievement has, we are fully aware that on occasions behaviour consequences will have to be put in place. The system aims to encourage children to make the right choices about their behaviour within a restorative ethos and provides them with opportunities to do so, providing clear direction of what will happen if good choices are not made. We believe it to be important that the consequences are in proportion and relation to the behaviour and must be applied with equity across the school.

Children who need additional support

At Dinnington, we recognise that some children may need additional support to help them develop good behaviour routines and so at times, it may be necessary to work closely with parents to develop clear plans for these children. Furthermore, suitable additional support from our Inclusion Team may be put in place to enable children to be successful.

Positive Handling

When a pupil's behaviour presents a risk of causing significant harm to themselves or others, or a significant damage to property, staff may require, as a last resort, to move or hold a pupil. Members of staff have been trained in the Team Teach strategies which enable staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all. Team Teach emphasises the use of diversion, de-fusion and de-escalation techniques. Physical intervention through reasonable force is only used as a last resort in order to ensure safety of pupils and adults where this falls under an adult's duty of care.

Any member of staff who has had to move or hold a child will be encouraged to take as much respite time as required before they return to their duties. A member of SLT will arrange for cover to facilitate this as necessary. Any physical intervention will be recorded using the CPOMs system. Positive Handling Plans will be tailored to the individual needs of specific children in consultation with the parents/carers if required. For further details, please refer to the Positive Handling Policy.

Allegations

A teacher accused of using unreasonable force will not automatically be suspended if other alternatives exist. A pupil who makes a false allegation against a teacher may be temporarily or permanently excluded if deemed appropriate. The police will be informed if it is believed that a criminal offence has been committed. Malicious, unsubstantiated or unfounded allegations will not be included in employment references.

Off Site

The law states that Headteachers have statutory powers to regulate pupils' behaviour outside of school "to such an extent as is reasonable". If a pupil of Dinnington is

witnessed in person or through social media behaving in a manner which contravenes the Behaviour Policy, consequences will be put in place in accordance with the policy, according to the Headteacher's discretion. Any member of staff who is witness to such behaviour, or has it reported to them, will report it to the Headteacher. All incidents will be recorded on the school incident reporting system. If the incidents are deemed to be bullying, they will be recorded and dealt with in accordance with the Anti-Bullying Policy.

Confiscated Items

The Head teacher is able to search without consent for and confiscate:

- Illegal drugs or other illegal substances, or paraphernalia associated with these
- Cigarettes or tobacco products if smoked on site
- Inflammable items including lighters, matches, lighter fluid and fireworks
- Alcohol
- Stolen goods
- Weapons or items which could be used as a weapon to cause harm
- Materials which are illegal for a child to have, eg racist or pornographic
- Any other item deemed inappropriate by the Headteacher.

If an item is confiscated, it will be labelled with the pupil's name and placed in locked storage in the school office. Parents/carers will be contacted to collect the item(s) and also discuss the incident and any further action. If the item confiscated or content of eg digital images, is deemed abusive or inappropriate and contravenes the Anti-Bullying Policy then actions will be enforced in accordance. The police will also be involved if deemed appropriate.

We aim to create an effective learning environment through our behaviours:

Ready, Respectful, Safe

We praise in public. We restore and reflect in private.



At Dinnington, we support children to succeed through specific praise, high expectations and consistency of approach. We use a consistent, restorative language with pupils.

Agreed routines:

- Lining up quietly one behind the other at transition times
- Walking when inside the school building
- Quiet voices when on the corridor to respect other learners
- Tidying our learning environment before transition times

Consistency of approach:

- Behaviour is everyone's business. We never walk past behaviours without acknowledging with praise or a reminder.
- We use restorative language with pupils and encourage it between peers.
- Adults model behaviour to pupils e.g. calm and respectful.
- Our curriculum is challenging, engaging and meets the need of all pupils.
- All staff build positive relationships with pupils.

Supporting behaviour:

1

'Check in':

Teachers will first 'check in' with a child in a positive manner. This may include reminding the child of the class expectations or be a non-verbal reminder e.g. a look/removing a distracting object. *(Is everything ok x? Can you show me your best ...?)*

2

'Regulation time':

If a child continues to struggle to follow class expectations, they will be provided with regulation time. This may involve moving spaces within the classroom or moving to a calm space. If moving to a calm space, this will be for no more than 5 minutes. The teacher will follow up with a restorative conversation at the first available moment and pupils will be expected to catch up with any learning missed.

3

These behaviours will be logged on Arbor and parents informed at the end of the day:

'On call':

If behaviours continue, a member of SLT/inclusion will be called to allow the teacher to engage in a restorative conversation with the child away from peers. A collaborative consequence will be put in place e.g. missing part of breaktime to complete missed work/spending time in a different classroom. Any missed work must be completed and supervised by teacher. **If this occurs 3x during a week, a meeting will be called with parents.**

4

These behaviours will be logged on Arbor and parents informed at the earliest convenience:

'Time in':

If a child is in crisis or demonstrating unsafe behaviours in the classroom, they will be removed from the classroom by SLT/inclusion - using safe holds if required. If holds are required, the class teacher will ask the class to pick up their learning and line up outside the room. The child will then be taken to the leadership office where the member of SLT/inclusion will support the child to regulate. They will remain out of the class for the remainder of the session. The teacher will complete a restorative conversation at a convenient time. Any missed work must be completed and supervised by teacher/TA.

Significant behaviours - logged on Arbor and parents contacted:

Damage to property

Physical assault - the deliberate causing of harm to another

Verbal assault e.g. racism/swearing/homophobia

Leaving without permission

Fighting (including play fighting)

Break times/ Lunch times

Behaviour	Examples of Behaviour	Examples of strategies to be used
Level 1 behaviours (for children – 'behaviour that stops us from doing activities')	bickering over equipment, shouting in hall, interrupting, lack of care of property, inappropriate play, low-level inappropriate language etc.	• Discuss with the child what has happened • Verbal warning and discussion about the child's behaviour. • Remind of school rules and expectations • Explain what will happen if behaviour continues • If level 1 behaviour persists, child moves onto Level 2 consequence.
Level 2 behaviours (for children – 'behaviour that stops us from being happy')	Verbal aggression, name-calling, lower-level physical aggression (eg. pushing during an argument, hitting someone's arm, standing on feet), leaving the room without permission.	• Discuss with the child what has happened • Timeout in the thinking area, with chance to reflect on the restorative questions. (no more minutes than the child's age in years) • Brief talk with adult involved to ensure positive reintegration must occur. • Explain what the child needs to do to earn positive rewards (link to school rules)
Level 3 behaviours (for children – 'behaviour that stops us from being safe')	Deliberate, significant physical aggression, significant damage to property, bullying, persistent defiance towards adults, putting themselves at significant risk (eg. Hiding away from classroom, running outside etc.). Key question: Is someone's safety being compromised?	• Reported to teachers at the end of dinnertime, who will then follow the procedures for in-school behaviour. • If there is continued, immediate risk of harm to children or significant damage to property, then a member of SLT will be sent for via the walkie-talkie system and they will assess and manage the situation, following the procedures for in-school behaviour. • If level 2 or 3 behaviours are repeated consistently, a judgment will be made by SLT as to whether the child should be internally excluded at dinnertimes for a period of time.

This does not represent an exhaustive list, and teachers will use their professional judgement to make a 'best fit' decision based on the behaviour, within the context in which it occurred. If unsure, teachers will consult a colleague or a member of SLT.