

# Freedom to teach: freedom to learn!

At Duncombe Primary School adults have the right to teach and children have the right to learn in classrooms free from disruption.

## Duncombe Primary School Behaviour Policy

Our Behaviour Policy is based on six golden rules:

- Do be gentle
- Do be kind and helpful
- Do listen and show respect
- Do be honest
- Do work hard
- Do look after property

### Aims:

The aim of this policy is to provide a framework for managing pupil behaviour and to define acceptable standards of behaviour.

### Outcomes:

Through celebrating positive behaviour and challenging negative behaviour we intend to fulfil our obligation to our children as stated in the Every Child Matters strategy for schools. We want our pupils to:-

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

### Background

Our children bring to school a wide variety of behaviours based on difference in home values, attitudes and parenting. At school we must work towards consistent standards of behaviour based on basic principles of honesty, respect, consideration and responsibility. It is vital that children are given explicit guidance about what constitutes acceptable and appropriate behaviour and manners in school as the boundaries and expectations we have may differ widely from boundaries, expectations and role models of behaviour they meet in their own homes.

By ensuring that all members of the school community have a clear understanding of what is expected in terms of behaviour and by having a consistent set of procedures we should manage all behaviour in all areas of the school in the same way.

## **Curriculum and Classroom management**

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 children in their own learning and structured feedback all help to avoid disaffection which often lie at the heart of negative behaviour.

Classroom management and teaching methods have an important influence on children's behaviour.

The school has a clear system of behaviour management in place to deal with cases of negative classroom behaviour. We hope that by focussing very strongly on the positive behaviour and explicitly giving our attention to those children are conforming to expected standards of behaviour, we will create a culture of positivity and praise which all children will want to be part of.

Through an approach of positivity and team work, it is hoped that children will prefer to be one of "us" who behave well rather than one of "them" who do not.

## **Parents**

As a school we have the support of most of our parents. We keep parents informed, in person, by telephone and by letter of positive and negative incidents. We try to seek out one parent each day to say something positive to this builds a solid, positive relationship which will be more supportive if and when negative incidents occur.

## **Intervention/Support**

Children who consistently challenge our rules and upset the harmony of our school will be dealt with. It may be that they need to be placed on the Special Needs Register and will need Support of Learning Mentor, BIP team, POT team, Educational Psychologist, Clinical Psychologist, Art Therapy, Family Support or one of the other support agencies we work with. The child may become a focus child, this reminds us that all members of staff are responsible for maintaining good behaviour of all children within the school. Parents are expected to support the school as we try to help these children reach our accepted standards of behaviour. In order to gain the support of outside agencies and parents we will keep records of behaviour incidents.

# Rewards

We are always on the lookout for good behaviour at Duncombe Primary School. Children are rewarded in many ways for maintaining the good standard of work and behaviour we expect in the following ways.

## Grabbers

All members of staff may give grabbers for good work and behaviour. A grabber is a small paper ticket which the recipients name is written on. At the end of every week each class has a grabber prize draw and a child will win a prize if their ticket is drawn out. Remember staff that you can give out hundreds of grabbers the ticket itself costs nothing!

## Green Good News Forms

For work and behaviour that is above average children will receive a good news form from a member of staff. This good news form is exchanged by the child for a good news sticker which will go on the GOOD NEWS RECORD CARD, by collecting these stickers children work towards earning a really meaningful reward. The children can take the green form home to share their good news with family members.

5 stickers = one week free tuck shop

10 stickers = one week free tuck shop and a £5 book token

15 stickers = one week free tuck shop and a £10 book token

20 stickers = one week free tuck shop and a £15 book token

It is important to remember to reward those children who are **consistently** working hard and behaving well.

## Additional Rewards

Teachers are at liberty to reward good behaviour in many ways these include:

- Golden Time- for class or individuals
- Stickers
- A note home
- Certificates

We do not reward with sweeties in accordance with our healthy eating policy.

Remember we have a policy of finding at least one parent a day to say something positive to in the playground!

# Sanctions

If a child is not maintaining good behaviour in class there is a system in place to deal with this.

- When the negative behaviour begins clearly warn the child that what they are doing is unacceptable to you. Be explicit in telling the child what you expect to change. This is a **Verbal Warning**.
- If the behaviour continues write the child's name on the left side of the board and remind the child that they are expected to behave, if needed repeat and write child's name on the left side.
- If there is still no improvement the child moves to the class time out table for ten minutes to reflect on their behaviour.
- If the negative behaviour continues still, the child will be sent to their buddy class for a specified period of time out. The child must be sent with a red time out sheet and be accompanied by a responsible child.
- If poor behaviour continues in the time out class the child will be sent with their completed red forms to their phase manager or another member of the senior management team, this may then be classified as a serious incident.

If a child has 3 or more red forms in a half term period the BIP coordinator will contact the parents.

If a child's behaviour in class is extremely disruptive or in any way dangerous teachers are not expected to go through the warnings systems this will be classes as a serious incident and dealt with by a member of the senior management team.

Serious incident forms are filled in by members of the senior management team and reviewed regularly there is often a need in the instance of a serious incident to involve parents immediately.

Children who are found to be persistently causing concern they become a whole school issue and appropriate support will be put in place as described in the schools behaviour policy.