



# Behaviour Policy

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Date of last review: December 2023

Date of next review: December 2024

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## **Introduction**

At Duncombe Primary School we aim to create informed, articulate and empowered pupils through the creation of a safe, secure and stimulating learning environment where:

- Children are able to learn and achieve to the best of their ability
- Children learn to value and respect themselves and others
- Children become responsible, resilient and respectful individuals

### **1. How do we put these principles into practice?**

This Behaviour Policy sets out the rights and responsibilities of everyone in our school community. All of the staff, teaching and non-teaching at Duncombe work together to ensure that this policy is effective, the whole staff is involved in reviewing it regularly. At Duncombe, everyone is treated fairly hence, any behaviour, which goes against the spirit of our Equalities plan, is challenged and dealt with seriously.

As a school, our practice underpins all aspects of positive behaviour management:

- We focus on developing behaviours for learning;
- We have a positive approach underpinned by praise, celebrating success; acknowledge effort;
- We emphasise the importance of teaching being engaging and challenging to avoid low level behaviours;
- We understand that the majority of poor behaviour is due to a child being unable to access learning or having a lack of challenge in their learning
- We ensure that children with defined learning or Social and Emotional Needs are given work and resources that they can access and progress their learning
- We ensure classroom systems are consistent and support all learners
- We commit to regular CPD to inform our practice and behaviour management expectations

### **2. Rights of the child**

Everyone in our school community has rights and responsibilities to ensure that everyone enjoys the rights to which they are entitled. Each class draws up a 'class charter' at the start of the year which is displayed in the classroom which draws upon the principles of our behaviour policy and the three core behaviour concepts at Duncombe 'Ready', 'Respectful', 'Safe'. We strive to reinforce these concepts through our use of language and the materials that we use to help children to reflect on their behaviour e.g. red card reflection sheets.

### **3. Rights of adults**

We acknowledge that staff working at the school have the right to be treated with respect and do their job to the best of their abilities.

Parents have the right to know that their child is safe, being taught appropriately and be kept informed of any issues affecting their child, this includes behaviour issues.

### **4. Behaviour management in the EYFS**

As in the rest of the school, in the EYFS we rely heavily on positive measures to support pupils in making the right choice e.g. verbal praise of making the right choice , pointing out good role models, opportunities to carry out special roles e.g. line leader, story chooser. There are also clear consequences for unacceptable behaviour:

- Children are given an explanation about why their choice was not a good one and the opportunity to repair the situation by changing behaviour.
- Sometimes an immediate short time out is also needed to acknowledge the severity of the incident e.g. in the case of hitting.

### **5. Rewards**

At Duncombe we aim to create an ethos where children's strengths and positive behaviour are acknowledged and reinforced by specific praise linked to effort and sociable behaviours. We recognise that positive encouragement is the most effective way to promote desired behaviour and our aim is to cultivate children who are motivated internally and feel proud of their effort and behaviour.

We also strive to provide an environment that enables children to do their best e.g. children who find it hard not to talk when working are first offered a quiet working space away from others as an aid to learning, not a sanction.

We do not want over reliance on stickers, 'grabbers' as these external reward systems can have a de-motivating effect on many children. However, we recognise that for some children these are an important part of the day e.g. to provide clear visual feedback on learning for a child with SEND.

#### **a) The school has a whole school celebration of achievement:**

- One child from each class is chosen for an Outstanding Achievement Card at the Head Teacher's Celebration Assembly every Friday. They then have tea with Helen in the afternoon.
- Green forms/Class well done postcards will be sent home where children have tried particularly hard
- Class points for whole class good behaviour that work towards a whole class experience such as an end of term trip to the cinema, a pizza party, golden time (KS1 only).

## 6. Sanctions

At Duncombe we emphasise the choice pupils have to follow or not follow the rules and strive to administer sanctions without humiliating pupils. Pupils are always made aware of the exact nature of the unacceptable behaviour and the correct behaviour is always explained. For this reason, we emphasise the positive when guiding pupils e.g. sitting still and quietly is what we expect on the carpet not stop talking and do not fidget. We do not expect pupils to guess what behaviour is required of them. The main mechanism to promote correct behaviour is an emphasis on the positive e.g. proximal praise for those lining up quietly etc. however; if the pupil does not choose the acceptable behaviour then there are various sanctions available. Teachers will have the freedom to use their professional judgement and knowledge of the pupils in individual circumstances.

### a. Use of the green, yellow and red card system in managing poor behaviour choices

- Start on green (all names displayed)
- Verbal warning with correct choice highlighted
- Visual warning of yellow card
- Red card incurs age appropriate sanction
- Continuing inappropriate behaviour- sent to phase leader with red ticket

All children's names are displayed on green in class- an assumption that they are making the right choices. Incidents of inappropriate behaviour may first be ignored and pupils doing the right thing are highlighted. A verbal warning follows this and an explanation of what choice needs to be made. Continuing to break the rule results in the child moving their name to a yellow card for a specified period. e.g. until the end of the lesson or the end of the morning; it is not left there and forgotten about as they will have a chance of a clean slate in the next lesson or after lunch.

Any further poor choices can result in the child moving to the red card (thus resulting in an age appropriate loss of time in the reflection room at lunchtime). Incidents of aggressive or dangerous behaviour may result in the immediate red card and the involvement of the head or deputy. All red card incidents are noted on CPOMS at the end of the day by the teacher and alerted to the phase leader.

Other strategies available to the teacher for dealing with more serious or dangerous incidents of behaviour are the withdrawal of playtimes, lunchtimes, school trips though we aim to ensure that children always enjoy their right to relax and play at various points during the day. An internal exclusion away from class for a fixed period (to be arranged with the head teacher) may also be considered. Any child who is regularly being given red cards or sent to other classes will be reviewed at the weekly pastoral meeting lead by the deputy head.

It may be that an alternative system is needed for a minority of children to help them to succeed.

The child may need an individual behaviour plan, more regular praise or more opportunities to build self-esteem in a positive way such as being a buddy for younger children, having a fixed time in EYFS to play with younger children or being given a specific role in the school.

## **7. Lunchtime behaviour policy**

A similar clear system also exists for the use of lunchtime staff, and is detailed in our lunchtime behaviour policy.

## **8. Assessing the risk from dangerous behaviour and the use of physical interventions**

- Children who cannot follow the rules or guidance from adults pose a safety risk to themselves and other pupils hence in some instances pupils may not be allowed to leave the building during school time e.g. for swimming, PE at the Sobell Centre, school trips that involve public transport etc.
- Some behaviour is so serious that it may result in a fixed term or permanent exclusion e.g. behaving in a deliberately dangerous or violent way, fighting, repeatedly leaving the room without permission, repeated serious challenges to authority, verbal abuse to any staff, vandalism, stealing, persistent offensive name calling, persistent bullying, racism, homophobia, running out of school. The school will complete a risk assessment for these pupils to ensure the safety of the pupils and others.
- Staff at our school are aware of the Islington policy on physical restraint and we adhere to the guidance set out in it. It is our school policy that teachers and other staff should not use physical restraint unless they have undergone training and/or they have used their professional judgement to determine that the intervention is unavoidable. In these instances, help is sought from other adults immediately and all aspects of physical intervention is recorded on CPOMS and alerted to the head.

## **9. Bullying**

Bullying is not acceptable at Duncombe, if it occurs we deal with incidents promptly and effectively and with a focus on reparation. Similarly bullying by an adult towards any pupil, staff or parent will not be tolerated. Please refer to the school anti-bullying policy for how we deal with bullying at Duncombe.

## **10. Working with Parents and Carers**

- It is important that we work in partnership with parents and carers to resolve any difficulties and will always keep them informed and seek their input and support.
- If an incident of poor behaviour choices has occurred teachers inform parents, preferably on the same day. If the incident is more serious, the Head teacher or member of SLT will call the parents to arrange a meeting.
- Parents are welcome to make a time to meet with the class teacher, phase lead or SLT if they have any concerns.

## 11. Exclusion procedures

- a. Exclusions are considered as a last resort and will be taken only
  - In response to a serious breach of the school's behaviour policy
  - if alternative strategies have been tried and failed
  - if allowing the pupil to stay in school would affect the education or welfare of others
- b. There are two types of Exclusions, permanent or fixed term.
  - A permanent exclusion would result in a pupil being taken off roll.
  - Fixed term exclusions are generally for a few days at a time although the head does have the right to exclude for up to 45 days.
- c. Parents/Carers should be notified immediately of an exclusion. Ideally, they should be notified by telephone followed by a letter; a meeting is arranged to discuss the incidents as soon as possible after the event. Whilst the pupil is excluded, his/her welfare remains the responsibility of the parent/carer and the pupil cannot come onto the school site.
- d. Work should be set for the exclusion period and arrangements can be made for collection.
- e. Parents/Carers have the right to make representations to the Interim Executive Board of Duncombe Primary School concerning the exclusion. The parent/carer will be given the name and contact details of the board member and the contact details of the LEA representative.