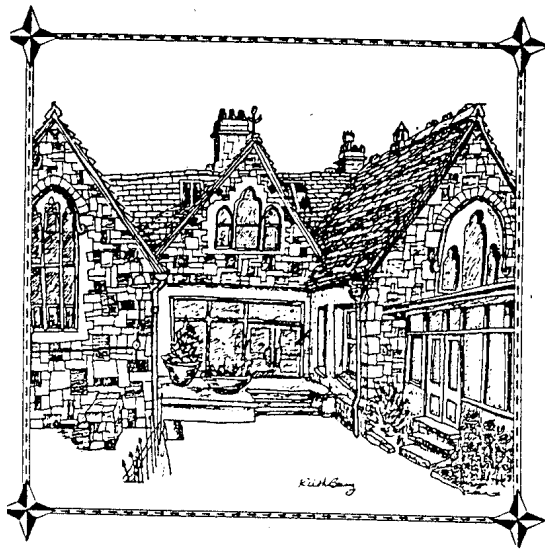


# Dunster First School



## Behaviour Policy (Pupil Discipline)

**2002**

Reviewed:

October 2005

October 2006

February 2007

February 2008

February 2009

October 2011

November 2012

February 2015

September 2015

## Rationale

Through high expectations the school has always achieved very good standards of behaviour from the children and excellent relationships between adults and children. This policy is intended to build upon these standards.

We believe it is important that the school provides a clear and consistent approach to behaviour, which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected. Everyone is expected to show courtesy, tolerance and respect for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of promoting good behaviour, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own behaviour.

Our school's approach to managing behaviour is supported and underpinned by our commitment to and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL).

## Application

This policy applies to all school based activities including extra-curricular clubs and school events as well as to all off site school activities, e.g. school trips.

## Aims

The aims of our behaviour policy are encompassed within the five broad social and emotional aspects of learning identified in the SEAL programme: self awareness, managing feelings, motivation, empathy and social skills. We specifically aim:

1. To positively promote socially acceptable behaviour.
2. To provide a safe, calm and caring atmosphere in the school.
3. To ensure consistency and fairness and set high expectations.
4. To help children to develop an understanding of what is right and wrong and the ability to make informed and appropriate choices.

## Methods

To help achieve our aims we will:

1. Involve children in reviewing and keeping our "Golden Rules".
2. Ensure that everyone knows and practices the "Golden Rules".
3. Regularly use a variety of strategies, including circle time, SEAL work, whole school assemblies etc to promote the "Golden Rules" and high standards of behaviour.
4. Encourage children to use the skills that they have been taught through SEAL, for example the "How to Calm Down" or "How to Solve a Problem" strategies.

5. Use praise to promote self-esteem, using this to reward adherence to the "Golden Rules", kindness, good manners etc.
6. Encourage all members of staff and adults working in the school to act as good role models.
7. Condemn the act not the child, for example, "Pushing was a dangerous thing to do".
8. Work with parents through the Home-School agreement, through formal regular parent and teacher consultation meetings and informal meetings and discussions to promote good behaviour and to tackle problems together.

### Approach

Our approach to promoting good behaviour in the school is made up of three elements.

#### Element 1 - School Rules

We believe that rules should be kept to a minimum and that children should be helped to understand the reasons behind any rule through regular review and discussion on a class or group basis, for example during a Circle Time session. It may also be necessary to spend time discussing a specific rule or rules with an individual child at any time during the school day. In addition to rules related to health and safety the school has the following "Golden Rules".

- ~ We are kind and friendly
- ~ We look after our school and everything in it
- ~ We help and respect each other
- ~ We are polite to everyone
- ~ We move around the school carefully

The school's "Golden Rules" are displayed throughout the school and are reviewed regularly with the children.

In addition to the Golden Rules teachers will develop classroom rules in conjunction with the children in their class.

There are also copies of Click Safe rules in every classroom.

#### Element 2 - Incentives Towards Positive Behaviour

- Non verbal praise
- Verbal praise (Individual and public)
- Display of work

- Positive marking
- Use of stickers
- Headteacher Awards
- Being given a special responsibility
- Whole class or group rewards, for example going out to play first
- Sharing work with other adults, teachers and the Headteacher
- Notifying parents, either through home-school diaries or in person
- Special mentions in Good Work Assembly
- Teaching children how to behave through circle time and collaborative play both within and outside the classroom e.g. parachute games, the use of Playground Leaders e.t.c.

### Element 3 - Sanctions

We believe that pupils need to know the boundaries of acceptable behaviour. As a school we aim to promote respect for ourselves and others and encourage good behaviour rather than emphasising the bad. In order to achieve this we aim to be consistent in the use of sanctions, by ensuring that the sanction selected is appropriate for the behaviour it is trying to discourage. Sanctions that will be used include:

- Praise to others for behaving well
- Non verbal warning, for example raising an eyebrow, or by signing
- A calm verbal response which provides the child with an opportunity to rectify their behaviour.
- Time-out away (Thinking Time) from the activity for a short period of time (after a prior warning)
- Loss of free time or privileges, for example Golden Time or playtime (after a prior warning)
- Informing parents
- Referral to the Headteacher

We believe that all staff should be involved in promoting good behaviour and in managing unacceptable behaviour. Learning Support Assistants and Midday Supervisors will be

responsible for managing behaviour when they are on duty in the playground or in the dinner hall. If they feel the need to refer a child whose behaviour is unacceptable they should follow the following routes:

LSA - Class teacher (when available) - Headteacher

MSA - LSA (in the child's class when available) - Class teacher (when available) - Headteacher

The majority of unacceptable behaviour will be dealt with by the classteacher. The classteacher will be responsible for supervising any child that they decide should miss a playtime for bad behaviour.

Children should only be referred to the Headteacher when all other efforts to deal with a child's unacceptable behaviour have failed. Exceptions to this could include serious fighting, bullying, bad language, defiance, and damage to school property or misbehaviour on the school bus.

At all times, if a child has misbehaved, time must be taken by the adult concerned to discuss the behaviour with the child.

### Specific Behaviour Problems

We recognise that for whatever reason there will be children in our school for whom behaviour is a problem that may not be managed by the approaches outlined above.

Children continuing to cause concern will be referred to the Exmoor Coast Federation's Emotional Health Worker.

For children identified as having specific emotional and related behavioural problems the class teacher will be encouraged to seek the support and advice of the Special Educational Needs Co-ordinator, who in turn may contact the LA's Behaviour Support Team.

With appropriate advice and guidance a programme of support will be put in place to help the child who at this stage may be identified on the school's "Special Need Register" at the SEN Additional Needs or SEN High Needs stages. Targets, which are small, achievable and easily understood by the child, will be used as part of an Individual Education Plan to help improve behaviour.

At all times the parents of the child concerned will be encouraged to work with the school and the child to tackle identified problems together.

### Exclusion

Exclusion is an extreme step and will only be used in the following circumstances.

1. Where an incident of extreme seriousness has occurred and all parties need a short period of time to consider and plan the best course of action.

2. Where a long-term serious behaviour issue is not responding to the strategies in place and the safety and learning of others is being seriously hindered.

Exclusions, which can be fixed or permanent, can only be made by the Headteacher. In all cases of exclusion the school will follow the procedures laid down by the Local Authority.

### Restraint

Physical Intervention will only be used by members of staff in extreme circumstances, that is when they are protecting their own or others safety.

In the Spring Term 2006, and again in Spring Term 2010, the school provided "Team Teach" training for school staff to help provide a variety of strategies and approaches for managing behaviour where some form of physical intervention may be required.

All incidents of physical intervention must be recorded on the appropriate form kept by the Headteacher.

### Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone in the school must use it with consistency.

There may be occasions when special rules need to be applied, for example in the swimming pool or on residential trips, but the same principles of promoting good behaviour will always apply.

### Monitoring and Review

The Headteacher/SENCO will monitor the Behaviour Policy.

It will be reviewed on a regular basis.

### Related Documents

The Behaviour Policy should be read in conjunction with the following documents:

1. Anti Bullying Policy
2. Aims and Values
3. Home-School Agreement
4. SEAL documents
5. E-safety Policy
6. Acceptable Use Policy