

# DENE HOUSE PRIMARY SCHOOL

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## Behaviour Policy

Date of last review: Sept 2019

Date of next review: Sept 2021

Lead member of staff: Mr Woods (Behaviour Manager)

## Introduction

At Dene House Primary School, we believe that the most important part of behaviour management, is developing positive relationships with pupils, parents and carers. We strive to work in partnership with parents and carers, and share success and praise.

We believe in developing classroom environments, to encourage positive behaviours, establishing rules and routines, and setting clear limits. We believe in rewarding positive behaviours to motivate children and we use sanctions consistently, when negative behaviour is displayed.

Home School Agreements, are sent out at the beginning of each school year, signed by parents/carers, pupils and staff. These are retained by the school office and a copy sent home.

At Dene House Primary School we believe in creating a whole school culture that is safe and inclusive. Our aims are underpinned by our Rights Respecting Ethos of mutual respect, openness and fairness. We do not tolerate any type of discrimination, which include acts against anyone due to their:

- Disability
- Gender
- Race
- Race
- Religion and belief
- Sex/Sexual orientation

## General Management

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.
- Guidelines are issued and discussed at the beginning of each school year outlining expected classroom behaviour, with reasons. Teachers discuss these with the children in their class. These rules help prepare pupils for their eventual position in a place of work where procedures have to be followed.
- The School Council, with pupil representatives, help to give the pupils a sense of involvement and citizenship.

- Pupils normally sit in a consistent place for lessons within a structured, working group. This helps to provide a safe, disciplined environment.
- Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Staff share problems that they may have with specific pupils and information about the pupils and strategies for dealing with the specific problem/individual are pooled.
- The same expectations (rules) apply right across school, and these are reinforced with children regularly.
- School's ethos promotes the establishment of effective teacher/pupil relationships and recognises this is central to working effectively with all pupils - especially those with challenging behaviour. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.
- It is essential that staff and children understand their distinctive roles in contributing to outstanding behaviour.

## Our Aims

- To provide a safe and happy environment, to meet the needs of all pupils.
- To create an environment that encourages and reinforces good behaviour.
- To define acceptable standards of behaviour, to teach children to think about their behaviour and to learn self control.
- To encourage consistency of response to both positive and negative behaviour.
- To encourage good behaviour rather than to simply punish negative behaviour, by providing a range of rewards for our pupils, of all ages and abilities.
- To ensure that the school's expectations and strategies are widely known and understood.
- Develop positive relationships and work in partnership with parents and carers.

### **Responsibilities**

Staff have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

### **As a staff we aim:**

- To listen to our children and to hear their point of view.

- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To supervise children's behavior at line-up time.
- To trust our children and to care about them equally.
- To treat children as individuals and to take an interest in their lives.
- To see each day as a fresh start.

**Pupils are asked to:**

- Respect all members of our school community, including staff and other pupils;
- To listen to adults and each other in lessons and in assemblies and to consider each other's feelings;
- Respect their own and other pupils property, and to take care of books and school equipment;
- Be well-behaved, well-mannered and attentive;
- To take a positive role in all classroom activities and to try as hard as they can;
- Walk quietly and calmly when moving around school;
- Line up and enter the school calmly.
- Be punctual;
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- To accept a solution or consequence if they have done something wrong - not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- Not bring sharp or dangerous instruments to school, or any item that might cause a problem;
- Wear the correct school uniform, or appropriate clothing; jewellery should not be worn.

## Expectations

The first step towards achieving outstanding levels of behaviour, is to have high expectations, which are clear and consistent. Below are the expectations which are communicated to all children regularly, through normal classroom management, assemblies, class/school council meetings and 1:1 when children have digressed:

### **Everywhere:**

Follow instructions quickly and politely.  
No violent or aggressive behaviour.  
No swearing.  
Speak politely to others.  
Have a positive attitude to work.  
No going out of bounds.

### **In the Classroom:**

'Everywhere', plus:  
Not calling out.  
Staying in seats.  
Staying in the classroom.  
Listening to others, when they are speaking.  
Stop/pause straight away when asked to by the teacher.  
No 'back chatting'.  
Giving effort and care to all tasks.  
Not distracting others from learning.

### **Around the School:**

'Everywhere', plus:  
Walking calmly through the school.  
Speaking in a 'classroom' voice.

### **On the Yard/On the Field:**

'Everywhere', plus:  
Staying within allowed areas.  
Being polite to all members of staff.  
Keeping hands and feet to ourselves.  
Speaking politely to other children.  
Not going around in gangs.

## The Curriculum and Learning

We believe that a well-structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the involvement of pupils in their own learning, and structured feedback can all help this.

Classroom management and teaching methods have an important influence on children's behaviour. Routines are established in classrooms for the beginning and end of days, transitions between activities, break times and lunchtimes. These routines are regularly discussed and reinforced.

Relationships between the teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way children behave.

The classroom environment is welcoming, supports learning and gives clear messages to the children about the extent to which they and their efforts are valued. The use of Learning Walls support independence and develop confidence in pupils' abilities. Displays help develop self-esteem demonstrating the value of every individual's contribution. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.

Lessons have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Marking is used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Praise is used to encourage good behavior as well as good work.

## Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- Developed through discussion with pupils, within classes and across the school, fed back through School Councilors;
- Kept to a necessary minimum;
- Positively stated, telling the children what to do rather than what not to do;
- Made explicit to all;
- Consistently applied and enforced;
- Used to promote the idea that every member of our school has responsibilities towards the whole.

## Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. Meaningful praise is given, to help increase our children's academic and social competence. This demonstrates to the other pupils that positive behaviour receives more attention than negative, and also as a reminder of expected behaviour. Self-praise is also encouraged, i.e. 'If you had the same answer, give yourself a pat on the back!' In addition to praise, other reward systems are used throughout school. These are as follows:

- ❖ PRIDE Awards
- ❖ Reading Certificates
- ❖ Good Handwriting Awards
- ❖ Rights-Respecting Awards
- ❖ Marvellous Me
- ❖ Verbal Feedback
- ❖ Class Attendance Trophy
- ❖ 100% Attendance
- ❖ Certificates and prizes
- ❖ Stickers
- ❖ Head-Teacher Awards
- ❖ Sports Awards
- ❖ Golden Table

## Sanctions/Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

It is made clear to the child displaying negative behaviour, why the sanction is being applied, and how behavior needs to change. This should be linked to the 'Class Charter, e.g. 'That's a warning because you didn't speak to Tom respectfully'. Whenever possible, the member of staff will then present the consequence as a choice the child has made, e.g. 'You refused to do as I asked so you have chosen to miss part of your playtime.'

Sanctions are used which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. Staff also discourage the punishment of a whole group unless this is unavoidable or appropriate.

Initially a verbal or non-verbal warning will be given to indicate an awareness of the negative behaviour. Should the behavior continue, we would progress onto our Time Out and Warning System detailed below.

### Time Out and Warning System

In class, all names are clearly displayed, along with a Green, Amber and Red 'traffic light' system. The system runs as follows:

**1<sup>ST</sup> WARNING** - The child's name will be moved from Green to Amber.

**2<sup>ND</sup> WARNING** - If the behaviour continues, the name will be moved to Red, followed by a verbal warning of the consequences should the behaviour continue.

**3<sup>RD</sup> WARNING** - **TIME-OUT** in the classroom. You will be moved away from other children and made to work on your own. Your name will be moved to Red.

**4<sup>TH</sup> WARNING** - If behaviour continues in **TIME-OUT** pupils will be sent to appropriate team leader (Rec & KS1 - LW, LKS2 - IL, UKS2 - HC) - if this happens the class teacher needs to log the behaviour issue and send notification to Mr Woods that an addition has been made (email name/names of the child/children at the end of the day).

## **Other Sanctions**

If unacceptable behaviour persists then either a phone call will be made or a letter will be sent home to inform parents/guardians of any issues and further consequences.

### ***Phone Calls Home***

Children, who are consistently choosing to behave badly, will have parents or carers contacted. Parents and carers will be made aware of their child's behaviour, and asked to discuss this with their child. It may be necessary for the parents or carers to come into school and meet with their child's teacher, member of the SLT or the Headteacher, if a child is persistently defiant, disruptive, abusive, violent or aggressive towards others.

### **Report/Chart System**

Pupils may be put on Report where their behaviour will be monitored on a session by session basis. Pupil reports will be discussed with parents/carers on a daily/weekly basis.

In order to fully support the children in managing their own behavior and to help staff pinpoint triggers and possible patterns, we can place a child on either a Behaviour Chart (more suited to KS1) or onto a Behaviour Report (more suited to KS2).

This action occurs if the child's behaviors become more persistent. The Class Teacher, Behaviour Manager and sometimes other members of the SLT will discuss the reasons for the Chart/Report with Parents/Carers and the child - with expectations fully outlined. A child can be placed on a Chart/Report for a week or more, depending on how well they respond to it.

Improvement in Behaviour will result in stickers, to mark improvement for both the child and the parent, weekly rewards and eventually coming off the Chart/Report altogether.

If the Behaviour does not improve, a child who is on a Chart may be moved onto Report. A child who is on Report will then go through the stages - next onto Yellow (1 week) then, if there is still no improvement, onto Red (again, for 1 week).

Parents/Carers will be kept informed throughout, via phone-calls, letters and meetings. Copies of the chart/report will also be sent home. Eventual sanctions may include Exclusion from school. We will also endeavor to place the child onto any programs we feel may help them to improve their behaviour (such as Relax-Kids, Getting Along, School Councilor, etc).

### **Time Out at Break-Time**

The Teacher may also decide to Sanction you themselves for low-level disruptive behaviour - such as TIME-OUT at break-time, which may involve staying in until work is completed or time on the wall.

### **Reflection**

Use of Reflection - Reflection is held on a lunch time and is used for pupils to 'reflect' on poor choices and behaviour incidents. The system is set up so that if a pupil is entered into the Reflection Book 3 times, either a letter or phone call is made to parents/carers regarding the incidents and, dependent on the type of behaviour, if further intervention is required, such as *Getting Along Groups*, *Relax Kids*, *1-2-1's* etc. If the behaviour exhibited is of a more 'serious' nature, such as fighting, property damage, etc., the '3 incident' rule does not apply, and parents will be contacted immediately.

We use the Restorative Approach, in which children are encouraged to think about and discuss -

What happened?

What they were thinking?

Who was been affected?

What needs to happen to make things right?

### **Violent/Aggressive Behaviour**

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling could be used, (please see the **Team Teach Policy**). The child should be removed from the situation as soon as possible and the Behaviour Manager or a member of the Senior Leadership Team will be informed immediately. Immediate action to involve parents will be taken. We will then work with parents to devise an action plan that meets the child's needs. In some cases this may involve other agencies, such as social services, the Educational Psychologist, etc.

### **Team Teach**

We have several staff trained in 'Team Teach'. We use de-escalation strategies continually at school, but on occasions it is necessary to intervene physically. This will only be the case for the following reasons:

- A child is placing himself or herself at harm.
- A child is placing other children at harm.
- A child is placing an adult at harm.

- A child is willfully damaging or destroying property.
- Other children's learning is being significantly disrupted.

- ❖ Only trained staff will intervene physically.
- ❖ Records of the intervention will be kept and recorded
- ❖ Team Teach policy and guidelines will be followed.
- ❖ Parents will be informed if physical intervention has been necessary
- ❖ Parents of children who are at risk of physical intervention being necessary, will be asked to meet with school and complete a consent form. This provides an opportunity for school and parents to discuss strategies and for parents to ask any questions related to physical intervention.

### Lunchtime Supervision:

Children are expected to follow the rules and treat dinner staff with the same level of respect as other school staff. Any misbehaviour will be dealt with, following the same procedures as at playtimes. Children will be spoken to by staff initially, which will hopefully defuse the situation. Continued misbehaviour, a refusal to follow rules or defiance will result in a 'Time Out' which may lead to a letter or phone call home and the incident being recorded in the Behaviour Log. The incidents will be dealt with by the Behaviour Manger or a member of the SLT.

#### **The responsibilities of lunchtime supervisors**

- Provide excellent supervision of the children.
- Engage with children in a friendly, positive manner.
- Give a firm but friendly reminder for undesirable behaviour.
- Report any poor behaviour which includes refusal, disrespect to adults, violence, bullying, homophobia or racism to a member of staff.
- Report any persistent poor behaviour to a member of staff.
- If poor behaviour/attitude is not immediately corrected, children will be given Time Out.
- If a child is causing a concern with health and safety, or safeguarding, or refusing to follow instructions, a member of staff should be sent for.
- Attend short, regular briefings with the HT/DHT to discuss an issues occurring.

## Behaviour Log

Persistent negative behavior that results in a Time-out, a letter or phone call home will be recorded in the child's Behaviour Log. The Chronology records the incident, staff and children involved, outcome and follow-up (if necessary). This helps to show patterns of behavior, possible triggers and to give staff an indication what type of support may have to be put in place, including Behaviour Plans, Risk Assessments, 1-2-1/Group work, Journals and Exclusions. All Staff are able to record incidents on this Log.

## Behaviour/Emotional Difficulties

Emotional and behavioural difficulties take many forms, i.e.

- A pupil may become withdrawn and unable to make friends;
- A pupil may be unable to concentrate on class work or homework;
- A pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined and strategies put in place to support pupils. Support from outside agencies may be recommended to parents or referrals to outside agencies may be made by school/parents to support behaviour management. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. School provides a number of intervention programmes to support the social and emotional well-being of pupils.

Where outside agencies are involved with pupils school liaises closely with all concerned individuals and agencies, e.g. parents, teachers, E.W.O, Psychological Services, Social Services, etc. to enable the modification of the pupil's behaviour.

Outside Agencies, such as CAMHS and One Point, may be contacted should the school (in liaison with Parents/carers) feel it appropriate and necessary to help meet the needs of the child and to produce the best outcome.

## Exclusion

Please see: *Policy and Guidelines for Exclusion of Pupils Document*

## Behaviour Outside of School

The Education and Inspections Act 2006 gives head teachers the power to regulate the conduct of pupils when they are away from school premises. If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school behaviour and discipline policy which may result in an exclusion.

If a pupil bullies other pupils or staff members online using a home computer, mobile phone or tablet the head teacher has the right to investigate these issues in school and put in place appropriate sanctions. We work closely with the police and will support them fully in any investigations about incidents which take place outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

## Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent.

It is the responsibility of the Governing Body to monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.

## Review

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

