

# DENE HOUSE PRIMARY SCHOOL

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## Behaviour Policy

Date of last review: Sept 2021

Date of next review: Sept 2022

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.

Our aims are underpinned by the principal values of the **UNCRC (United Nations Convention on the Rights of the Child – See Appendix)** which are:

**Article 2** – Non-Discrimination - all children are entitled to all of their rights without discrimination of any kind

**Article 3** – Best interests of the Child - the best interests of a child or group of children must be a top priority in all decisions and actions that affect children

**Article 6** – Life, Survival and Development - all children have the right to survival and development, and governments must do all they can to ensure that children survive and develop to their full potential

**Article 12** – Participation - all children have the right to express their views in all matters affecting them, and their opinions are given due weight in keeping with their maturity and evolving capacities. This right applies at all times.

We believe in developing classroom environments that promote our Rights Respecting Ethos, encouraging positive behaviour and establishing rules and routines that will ensure the mutual respect of children's rights. Rights Respecting behaviour is rewarded positively. We believe in rewarding positive behaviours to motivate children and we use sanctions consistently, when negative behaviour is displayed. When rights are not met or respected we use a restorative approach to encourage pupils to be reflective.

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

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. At Dene House Primary School we respect everyone's right to an identity as outlined in **Article 8**. We do not tolerate any type of discrimination, which include acts against anyone due to their:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### General Management

- All pupils have a right to work in a calm, supportive and purposeful atmosphere. [\(Article 28 and 29\)](#)
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy. [\(Article 8\)](#)
- Charters linked to the [UNCRC](#) are developed and discussed at the beginning of each school year outlining classroom expectations, with adult and pupil roles clearly defined. Teachers discuss these with the children in their class. These rules help prepare pupils for their eventual position as responsible citizens in the wider world. [\(Article 3\)](#)
- The School Council, along with pupil 'Rights Ambassadors', help to give pupils a sense of involvement and citizenship, through pupil voice. [\(Article 12\)](#)
- Staff share information about pupils and strategies for dealing with specific needs during transition meetings and via CPoms on a daily basis.
- The same expectations apply right across school, and these are revisited with children regularly.
- School's ethos and values promotes the establishment of effective teacher/pupil relationships and recognises this is central to working effectively with all pupils - especially those with challenging learning dispositions. 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 (Article 3)

- To provide a safe and happy environment, to meet the needs of all pupils so they are successful and feel a sense of achievement.
- To create an environment that encourages positive behaviour using the Rights Respecting ethos.
- To define acceptable standards of behaviour, to teach children to think about their behaviour, to learn self-control and to be reflective.
- To encourage consistency of response to all types of behaviour.
- To provide a range of rewards for 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 a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example influences children's behaviour.

#### **The Role of Staff at school is:**

- To empower children to make good choices for themselves and play an active role in achieving a positive day. [\(Article 12 and 13\)](#)
- To assist children in developing good relationships with other children, adults and their relationship with themselves. [\(Article 8\)](#)
- To plan engaging lessons with the right level of support and guidance [\(Article 28 and 29\)](#)
- To listen to children and value their point of view. [\(Article 12 and 13\)](#)
- To be approachable and supportive of children's emotional needs. [\(Article 16\)](#)
- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of their achievements and apply rewards and sanctions fairly [\(Article 28 and 29\)](#)
- To be fair and consistent when dealing with inappropriate behaviour. [\(Article 2\)](#)

- To ensure their environment is safe. (Article 19)
- To encourage positive behaviour using the Rights Respecting ethos, deal appropriately with cases where children's rights are not met or enjoyed due to negative behaviour while explaining the importance of rights/rules within school
- To create a positive environment in the classroom and playground.(Article 31)
- To supervise the playground well while providing guidance and support (Article 31)
- To treat children as individuals and take an interest in their lives.(Article 3)
- To see each day as a fresh start.

**Pupils are asked to:**

- Respect all members of our school community, including staff and other pupils(Article 2)
- To think for themselves and not be led by others.(Article 12)
- To listen to adults and each other in lessons and in assemblies and to consider each other's feelings; (Article 28 and 29)
- Respect their own and other pupils property, and to take care of books and school equipment; (Article 16 Article 27, Article 29,)
- Be well-behaved, well-mannered and attentive;
- To take a positive role in all classroom activities and to try as hard as they can (Article 28 and 29)
- Walk quietly and calmly when moving around school behaving respectfully and with dignity;
- Be punctual;
- To tell the truth, to take responsibility for their own behaviour;
- To accept a solution or consequence if they have behaved inappropriately – to reflect on their actions and the impact their actions may have on others.
- To be able to say sorry when they have misbehaved or hurt someone and to be able to set new positive intentions to create a change in their behaviour.
- Not bring sharp or dangerous instruments to school, or any item that might cause a problem; (Article 19)
- Wear the correct school uniform, or appropriate clothing; jewellery should not be worn.(Article 8, Article 10)

## Expectations

Our Rights Respecting ethos aims to promote the rights of all children to be enjoyed. This is promoted within school via our charters all of which are discussed and agreed upon by Rights Holders and Duty Bearers. 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/charters and 1:1 when children have digressed:

**Everywhere:**

Follow School Code of Conduct/Ethos and Values.  
Treat others with respect, dignity and kindness  
Speak politely to others whilst avoiding offensive language.  
Have a positive attitude to work.  
Stay within the school boundaries at all times.

**In the Classroom:**

'Everywhere', plus:  
Take part in classroom discussions, putting hand up and awaiting the teacher's acknowledgement.  
Remain seated in class.  
Ask permission if you need to leave the classroom.

Listen to others, when they are speaking.  
Stop/pause straight away when asked to by the teacher.  
Respect the opinions of others.  
Complete tasks with effort and care.  
Concentrate on our own work and respect others' right to an education ([Article28](#)).

**Around the School:**

'Everywhere', plus:  
Walk calmly through the school.  
Speak in a 'classroom' voice.

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

'Everywhere', plus:  
Stay within allowed areas.  
Be polite to all members of staff.  
Keep hands and feet to ourselves.  
Speak politely to other children.

### The Curriculum and Learning ([Article 28](#) and [29](#))

At Dene House Primary we believe it is important to promote [Article 28 \(right to an education\)](#) and [Article 29 \(the right to be the best they can\)](#) of the UNCRC. We do this by providing a well-structured curriculum as effective learning contribute to positive behaviour. Planning for the needs of individual pupils, the involvement of pupils in their own learning, and structured feedback can all help achieve positive behaviour. Recognising and developing children's skills and talents.

Classroom management and teaching methods have an important influence on children's behaviour. Routines are established for the school day eg the beginning and end of days, transitions between activities, break times and lunchtimes. Adults and children regularly reflect upon school routines.

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. All 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. Class Dojo helps to encourage and reward pupils for positive behaviour, effort and achievement throughout all areas of school.

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 acknowledge the use of positive behaviours as well as good work.

### Rules and Procedures (Article 3)

School Charters are designed to make clear to the children how they can achieve acceptable standards of rights respecting behaviour.

A Rights Respecting ethos is achieved by:

- positively stating expectations, telling the children what to do rather than what not to do;
- making expectations explicit to all;
- consistent application and reinforcement;
- discussing issues with pupils, within classes and across the school;
- feedback from School Councillors/Rights Ambassadors;
- promoting the idea that every member of our school has responsibilities towards the whole community.

### Rewards (Article 31)

A major aim of the school policy is to encourage children to practice Rights Respecting 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 Rights Respecting behaviour receives more attention than negative, and also as a reminder of our expectations. 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 Rewards
- ❖ Handwriting Licence/Pen Licence
- ❖ Rights-Respecting Awards
- ❖ Class Dojo
- ❖ Verbal Feedback
- ❖ Class Attendance Trophy/Deneopoly Rewards
- ❖ 100% Attendance
- ❖ Certificates and prizes
- ❖ Stickers
- ❖ Head-Teacher Awards
- ❖ Sports Awards
- ❖ Golden Table

### Sanctions/Consequences (Article 3)

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 behaviour needs to change. This should be linked to the 'Class Charter, e.g. You haven't respected the right to ... Therefore the consequence is... The member of staff will then present the consequence as a choice the child has made.

Sanctions are used which are appropriate to the particular issues in a flexible manner, i.e. by considering individual circumstances. All Staff 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 behaviour continue, we would progress onto our Traffic Light System detailed below.

Class Dojo points can also be removed for negative behaviours in class and on the playground.

### **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** – Verbal Warning.

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

**3<sup>rd</sup> Warning** - If the behaviour continues, the name will be moved from **Amber to Red** followed by a verbal warning of the consequences should the behaviour continue.

**4<sup>th</sup> WARNING** – TIME-OUT in the classroom. You will be moved away from other children and made to work on your own.

**5<sup>TH</sup> WARNING** – If behaviour continues in TIME-OUT pupils will be sent to appropriate team leader (Rec & KS1 – JF, LKS2 – IL, UKS2 – HC) – if this happens the class teacher needs to log the behaviour issue on CPoms and alert the appropriate members of staff. A notification will be sent to parents for low level disruption on Class Dojo.

### **Other Sanctions**

If unacceptable behaviour persists then a phone call will be made or a face-to-face meeting arranged to determine a suitable course of action.

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

Children, who are consistently choosing to behave poorly, 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.

Our 'Keen to be Green' reward based behaviour charts are adapted to support the individual needs of the child. They encourage children to make good behaviour choices and promote positive behaviour through respecting the rights of others. Rewards are tailored to the child with them taking an active role in deciding what the reward will be.

This action occurs if the child's behaviours become more persistent. The Class Teacher or sometimes a member 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.

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, a 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. These incidents will be recorded on CPoms, and monitored to determine patterns/types of behaviour.

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, (**Team Teach**). 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 wilfully 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 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: (Article 31)**

Children are expected to follow the Rights Respecting ethos at all times and treat dinner staff with the same level of respect as other school staff. Any inappropriate behaviour 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 inappropriate behaviour, 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 Manager 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 unacceptable 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 the teaching staff/SLT should be sent for.
- Attend short, regular briefings with the HT/DHT to discuss any issues occurring.

### **Behaviour Log (Article 3)**

Persistent negative behaviour that results in a Time-out, a letter or phone call home will be recorded on CPoms. This records the incident, staff and children involved, outcome and follow-up. This helps to show patterns of behaviour, possible triggers and to give staff an indication of 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 and alert other staff members who may be required to know.

### **Behaviour/Emotional Difficulties (Article 22)**

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 (Article 19)

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's behaviour 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 (Article 19)

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.

# Appendix

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					