



Derry Hill School

Positive behaviour policy

November 2023

A school's central purpose is that children should learn. Good behaviour makes effective learning and teaching possible. Bad behaviour disrupts this purpose (Elton Report).

Aims and objectives

It is the primary aim of Derry Hill C of E (V.A) Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules which have been devised with the children; the aim of the behaviour policy is a means of promoting good relationships, so that everybody at Derry Hill School can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

The idea of what is appropriate behaviour is not always automatically learned and all members of the school community must help to demonstrate positive behaviour and act as good examples.

Our School Golden Rules

The Golden Rules are displayed in every classroom and around the school to encourage and remind children of the right path and of our high expectations.

These are:

- We will be kind and helpful and treat everyone fairly and with respect
- We will be good learners and careful listeners
- We will be honest and have courage to tell the truth
- We will care for the school's and each other's belongings both inside and out

Recognising positive behaviour for individuals

We praise and reward children for good behaviour in a variety of ways - we:

- Recognise and highlight good behaviour as it occurs
- Congratulate children for all their efforts
- Each week we nominate a child from each class for a 'Let Your Light Shine' award – they will receive a certificate in the school Act of Worship and their certificate is displayed on the 'Star of the Week' display.
- One pupil from every class is chosen by the Head teacher each term to receive 'Star of the Term' to celebrate their individual achievements
- Children who have worked hard or showed that they have followed the school Golden Rules or demonstrated our

values in real life will receive a Golden Coin.

- When children receive 10 Golden Coins they will receive an 'I'm Flying High' award and receive a token for either a treat from the 'I'm Flying High' box, a golden time activity or a hot chocolate treat.
- Children who receive an 'I'm Flying High' award will also receive an 'I'm Flying High' sticker to take home.

Recognising positive behaviour for classes

The Marble Jar is our whole class reward approach to behaviour management. This recognises when the whole class are working really well together and showing a great team effort. It could be that all children are focused and on task, or fantastic problem-solving skills, excellent behaviour during a trip or listening to a visitor and other reasons. When the whole class are showing super learning behaviour they are rewarded with a marble in the jar. Once the marble jar is full the class will receive a whole class reward which is decided together. This could be a whole day or afternoon of a fun activity such as a cinema and film making day, a beach day, a full day at the forest, a sports day or craft day.

Recognising positive behaviour – whole school

The Golden Tokens that children earn as an individual are collected together each week and placed in the child's associated house team collection box. Each week the team house captains count the collective coins and announce each team's totals in our 'Let Your Light Shine' assembly. At the end of each term (Autumn, Spring & Summer) the team with the most tokens will receive a special afternoon treat with Mrs. Roberts. This may be a movie afternoon, Forest School or another special activity chosen by the children.

The school also acknowledges all the efforts and achievements of children, both in and out of school and children are encouraged to bring in their out of school achievement certificates to be shared and celebrated with their peers.

Sanctions

Key Stage One Children - The Sun, The Cloud and The Raindrops

All children begin each day on the sunshine. We believe that each day is a new start and encourage all children to start each day positively. Children may be moved to the cloud or the raindrop if they are not following the school's golden rules as outlined below.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. In the event of unacceptable behaviour, we use the following sequence of strategies which are very effective (and can also be used in the home situation):

Step 1 - The child is asked if they have a problem that they need help with. If yes, the member of staff will help resolve it. If no, the child is reminded of what they should be doing and encouraged to get on sensibly.

Step 2 - Continued inappropriate behaviour would result in a second warning (The child would be moved to the cloud), once again with a reminder of what the child should be doing.

Step 3 – If children continue with inappropriate behaviour after they have been placed on the cloud, they are moved to the raindrops. The first raindrop will mean a 5 minute loss of playtime, if the children move to the 2nd raindrop they will miss up to 15 minutes depending on the level of behaviour. During this time, they will spend time in the reflection space completing a reflective activity (drawing, writing, thinking task). The amount of time missed will depend on the severity of the behaviour and the circumstances.

Key Stage Two children

At Key Stage Two children will start each day with a fresh start. We believe that each day is a new start and encourage all children to start each day positively. In the event of unacceptable behaviour and children not following the Golden Rules, we use the following sequence of strategies which are very effective.

Step 1 - The child is asked if they have a problem that they need help with. If yes, the member of staff will help resolve it. If no, the child is reminded of what they should be doing and encouraged to get on sensibly.

Step 2 - Continued inappropriate behaviour would result in a second warning (The child's initials will be written on the whiteboard), once again with a reminder of what the child should be doing.

Step 3 – If children continue with inappropriate behaviour after their name has been placed on the board they will then be given a reflection task to complete during the next morning playtime. During this time, they will spend time in the reflection space completing a reflective activity (a writing, thinking task). The amount of time missed will depend on the severity of the behaviour and the circumstances as detailed below.

Reflection tasks

If a child is issued with a reflection task this will be completed during break time and will be supervised by a member of staff. The reflection task will detail the child's misbehaviour and give them an opportunity to consider what they could have done differently and what they may do next time to improve their behaviour.

Levels of incident

It is the responsibility of the staff member involved to determine the level of the reflection task based on the information they have and the circumstances of the incident. Not every incident will fall within a clearly determined level and a staff member's professional judgement will be the deciding factor.

Level 1 reflection (5 min reflection)

- Breaking any of the schools Golden Rules
- Not showing good learning behaviour
- Not on Task
- Initial failure to follow instructions
- Minor Disruption

Level 2 reflection (10 min reflection)

- Persistent level 1 behaviour
- Refusal to work
- Failure to follow instructions/defiance
- Carelessness / minor damage to school or others property
- Disruption to class activity
- Misuse of the internet/school technology

Level 3 reflection (15 min reflection) – Some level 3 incidents could result in suspension / exclusion

- Hurting other children / staff
- Swearing
- Inappropriate / derogatory language towards others
- Fighting
- Purposeful damage to property
- Persistent Level 1 and 2 behaviour
- Persistent failure to follow instructions at break/lunch
- Refusal to follow instructions
- Homophobic incident
- Racist incident
- Intentional damage to school or others property.
- Leaving school premises without permission

Communication with parents / involvement with the wider school community

If a child reaches a level 3 reflection or incident level then parents will be contacted by the class teacher. Once children have completed their reflection task they will meet with a member of the senior leadership team to discuss their reflection of the incident and steps they can make to improve their behaviour. If an incident is deemed serious enough parents may be called prior to this stage.

If a child is not responding to the school's behaviour policy

If a child is not responding to the school's behaviour policy and behaviour continues to be a cause for concern, we would always consult with parents before deciding together on the next stage of action. Parents will be invited to attend a meeting with a member of the Senior Leadership Team and Class teacher to discuss the child's behaviour and necessary next steps to support the child. This could include deciding to place the child on an individual behaviour plan. Where a child is struggling significantly with their behaviour and conduct in school the school may suggest involving external agencies, as necessary, to support and guide the progress of each child. The school may, for example, discuss the needs of a child with the education welfare officer social or LA behaviour support service.

Expectations

We expect children to try their best in all activities. However, if they do not do so, we may ask them to redo a task and they may miss break times if their poor efforts are due to behaviour choices rather than learning challenges. This will always be well considered.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The school does not tolerate bullying of any kind. We adopt a zero-tolerance approach to bullying by adults or pupils, and any such incidents will be investigated then dealt with promptly and firmly. (Please see the anti-bullying policy)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of The Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Power to use reasonable force.

The DfE's explanation of what is considered 'reasonable' force, is that which is proportionate to the circumstances, i.e. no more force is used than is needed to achieve the particular result relating to the circumstances. This means that what is considered reasonable will depend upon the circumstances of the case.

Physical restraint?

Physical restraint may include, but is not limited to, the following:

- Guiding a pupil by the arm to remove them from the room
- Blocking a pupil's path
- Standing between pupils to prevent movement
- Physically holding a pupil to prevent a fight
- Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

A pupil must not be restrained in a locked room where they cannot leave of their own free will. Physical restraint may be used:

- When there is good reason to believe a pupil is putting themselves or others in a position of danger.
- To prevent a pupil from leaving the classroom if there is a risk of danger if they do so.
- To prevent an attack on a member of staff or another pupil.
- To stop a fight between pupils.

There may be cause to use physical restraint on any pupil, of any gender or age.

Record keeping

The school will inform parents if restraint of any kind has been used on their child and the circumstances leading up to the physical restraint.

Records will be kept on the pupil's file if restraint has been used. The records will give details of the de-escalation methods attempted and the subsequent amount of physical restraint used.

If a pupil is known to require physical interventions, this will be planned for in consultation with the parents where possible.

The role of the class teacher

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of negative behaviour, the class teacher may discuss these with the whole class during 'circle time'.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the school and class rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class; the class teacher keeps a record of all such incidents on our Safeguard system. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the ELSA's, SENCO or SLT.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education welfare officer social or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the head teacher

It is the responsibility of the head teacher, to comply with section 89 of the Education and Inspections Act 2006. To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and adults in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving suspensions to individual children for serious acts of bullying and bad language. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The school rules are outlined in this policy and on our website for parents to read and support them.

Parents support their child's learning, and work with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If a child reaches Level 3 in our behaviour policy we will inform parents.

Where the school uses reasonable sanctions as set out in this policy, we ask parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the head teacher. If the concern has not been resolved, then the chair of governors needs to be contacted via the clerk to the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. The head teacher has the day-to-day authority to implement the school behaviour policy, but the Chair of Governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Suspensions and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to suspend a pupil from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this (DCSF Exclusions 2007).

If the head teacher suspends or excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension / exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term. The governing body itself cannot either suspend a pupil or extend the suspension period made by the head teacher.

The governing body has a discipline committee which is made up of three members. This committee considers any suspension / exclusion appeals on behalf of the governors.

When an appeals panel meets to consider suspension / exclusion, they consider the circumstances in which the pupil was suspended / excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All behaviour incidents that result in a child having to spend time completing a reflection task are recorded on our safeguard online system. Patterns of behaviour incidents can then be monitored and trends can be discussed and reported to the FGB.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may 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.

Date of policy last review: November 2023

Reviewed by: Headteacher in collaboration with all staff and governor and parent representatives.

Ratified by: FGB

Date of next review: November 2024