

# **Ditton C of E Junior School**

## **Behaviour Policy**

**Agreed by Full Governing Body  
20 March 2018**

## **Aims:**

The aims of our Behaviour Policy are:

- To build self-esteem, positive attitudes and a feeling of belonging.
- To communicate the characteristics, values, attitudes and aspirations of the school.
- To clarify the expectations of behaviour for all members of the school.
- To make the rules clear, explicit and easily understood.
- To communicate each individual's role in support of the management of behaviour so that the approach is consistent and staff are supported in carrying out their role.
- To reward good behaviour through positive reinforcement.
- To manage behaviour effectively throughout the school.
- To manage behaviour consistently and fairly

## **Statement of Values:**

At Ditton C of E Junior School we recognise that all adults must act as positive role models in their own behaviour and actions. Recognising and rewarding pupil's achievements and successes, both in and out of school allows children to feel they are valued members of our school. All staff must have high expectations of good behaviour and be actively involved in rewarding positive behaviour. Through fairness and consistency we will develop and maintain pupils with high expectations of their own behaviour and that of others.

To proactively ensure good standards of behaviour we need to ensure; high quality and uncluttered learning environments, well planned and engaging lessons, consistent use of praise and parental involvement in celebrating positive achievements.

Staff need time to investigate, listen and support pupils in making appropriate choices. Ensuring rewards and privileges outweigh the sanctions and children feel they can adapt and improve their behaviour.

**This policy clearly outlines how Ditton C of E Junior School creates a positive ethos conducive to good behaviour and how school rewards, celebrates and teaches good behaviour. The policy also outlines the process, rules and sanctions we use to deal with poor conduct, in compliance with Section 89 of the Education & Inspections Act 2006.**

## **Creating a positive ethos**

The physical environment and the way that adults role-model/engage with pupils directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour.

Therefore at Ditton Junior School we set high expectations to ensure pupils from all social, cultural and religious backgrounds feel valued. We strive to ensure that;

- Classrooms are tidy, well organised and clearly labelled
- Displays celebrate high quality learning from all abilities and backgrounds
- Teaching resources are of good quality, adequate in quantity, visually stimulating and large enough for pupils to see/access/manipulate easily
- Lessons are well planned for all abilities and delivered in a confident, enthusiastic and fun way
- All adults constantly and consistently praise the class as a whole and the individual
- Adults avoid shouting and never publicly embarrass a pupil choosing instead to use positive language consistent and only refer to the negative behaviour, not the child personally
- Pupils are constantly informed about how successfully they are achieving academically and socially

## **Teaching positive behaviour**

The best way to teach positive behaviour is through our own behaviour as role models and praising pupils who display the expected behaviour.

Pupils learn good behaviour through the teaching of our **Golden Rules**.

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen
- We are honest
- We respect others

Each class will also have an agreed set of class rules regarding the organisational routines for that day. The Golden Rules are reinforced in circle times and collective worship and are the day-to-day expression of our Christian school values; respect, responsibility, empathy and courage.

During PSHE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In circle time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues and issues such as bullying and racism.

Collective worships are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

### **Rewards:**

Our school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. This is why we only give stickers, cups and certificates as materialistic rewards. We strive to ensure the giving of rewards is balanced, fair and equitable.

Strategies used for the encouragement of positive behaviour: -

- Verbal praise and positive body language.
- Hundred squares where squares are shaded for whole class achievement with a class chosen reward at 100 (this should equate to about three rewards a year)
- House Points (see below)
- Behaviour Charts
- Star of the Day/week
- Sending pupils to subject leaders/other classes with good work
- Headteachers award stickers for outstanding achievement
- Class assemblies, parents invited.
- Celebration Assembly links to values and celebrates children's achievement during the week
- Awarding children with medals/certificates from interests outside of school during celebration assemblies
- Stickers

- Certificates
- Weekly afternoon tea with the Headteacher
- Informally speaking to parents at the end of the day to praise their child
- Being voted School council for their class
- Termly attendance certificates

### **House points**

All pupils are allocated a house when they join the school and remain in that house until they leave. The four houses are as follows:

Holt – green                      Bradbourne – blue                      Cobdown – red                      St Peters – yellow

House captains are allocated for each house from Year 6 through a democratic voting system. Pupils can be awarded house points from any member of staff for their good behaviour, efforts and achievements. House points are collected and the two children from each class with the most house points are invited to Afternoon tea with the Headteacher and rewarded with a certificate in assembly. Parents will be invited to the assembly through a letter.

### **Behaviour management and consequences**

Teachers are encouraged to informally discuss with parents/carers any child's behaviour that is causing concern as soon as possible. This will enable parents and the school to work together. Our sanctions are implemented consistently across the school as follows:

1. Verbal warning with explanation – child told of consequence of not modifying their behaviour.
2. Time out in specific space within class or area if outside for a maximum of ten minutes.
3. Child returns to his/her learning with an apology and a verbal reminder of expected behaviour and teacher looks to praise good behaviour quickly.
4. If no improvement in behaviour is seen, child will have a time out in another class ( if possible with a member of SLT) for a maximum of 10 minutes.
5. Child returns to his/her learning with an apology and a verbal reminder of expected behaviour and teacher looks to praise good behaviour quickly.
6. If behaviour continues, the child will lose an amount of time (to be determined by a member of SLT) of the next break or lunch they will be supervised by Headteacher or member of SLT.
7. If behaviour persists the child will be sent to the Headteacher, who will issue a letter to parents. Parents must acknowledge receipt of the letter.
8. During any stage of behaviour management, teachers may decide to meet parents informally.
9. If three letters sent to parent within a term, then parents will be invited in to meet class teacher and Headteacher so that a behaviour management plan can be agreed and put in place to support the child.

### **Playground (lunch time/morning break)**

- 1) Verbal warning with explanation – child told of consequence of not modifying their behaviour.
- 2) Time out in specific space area of playground for five minutes.
- 3) Child returns to playtime with an apology and a verbal reminder of expected behaviour and adults looks to praise good behaviour quickly.
- 4) If behaviour continues, the child will lose an amount of time (to be determined by a member of SLT) of the next break or lunch they will be supervised by Headteacher or member of SLT.

- 5) If poor behaviour persists child sent to Headteacher or member of SLT who issues a letter to parents.
- 6) After three letters the parents have to come in for a meeting with the Headteacher so that a behaviour management plan can be agreed and put in place to support the child.
- 7) An informal meeting with parents and the teacher may be requested at anytime during this process.

### **Response to Particular Needs:**

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as Early help etc. However we recognise that many children with additional needs require the security of boundaries and the same expectations for behaviour.

Some children will need individual behaviour ideas such as:

- Time out cards – child able to go to an agreed ‘chill out area’ at times of high anxiety.
- Individual sticker/behaviour chart
- Social story
- Individual visual timetable
- Home/school books – use of charts to assess each session of the day.
- The class teacher will discuss these with the child and the parents/carers following a discussion with a member of SLT

### **Unacceptable Behaviour:**

The following forms of behaviour are totally unacceptable in our school and will not be tolerated. In these cases all stages are skipped and the child will be sent to the Headteacher and parents invited into the school immediately

- Aggressive behaviour towards a member of staff either physical or verbal
- Racist behaviour
- Homophobic behaviour
- Fighting
- Lying
- Bullying
- Use of offensive language
- Vandalism

### **Use of reasonable force**

We will always endeavour to not use force in behaviour management but there may be times when it is necessary. Our procedures will be in accordance with the use of force guidance from ‘Use of reasonable force’ July 2013.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Procedures for Fixed term exclusions from school**

Following the Education and Inspection Act 2006, our school closely follows government guidance on exclusion from schools: [http://www.teachernet.gov.uk/whole\\_school/behaviour/exclusion/2008guidance/](http://www.teachernet.gov.uk/whole_school/behaviour/exclusion/2008guidance/)

### **Expected Outcomes:**

- Pupils will show through their actions that they know what is expected of them by way of appropriate behaviour.
- Pupils will take responsibility for their own actions.
- Pupils will show development of self-esteem and self-discipline.  
Pupils will show consideration, courtesy and sensitivity in their relationships with peers and adults

### **Monitoring**

All staff are responsible for recording behaviour incidents and these will then be monitored and discussed with SLT and the governing body to ensure consistency and recommendations for further improvements.

All letter templates are saved on the school system and copies of letters sent to parents are kept in pupil files.

It is the role of the governors to monitor the rate of fixed term and per men's team exclusions, and to 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.