



Ditton C of E Junior School

Behaviour Policy

Agreed by Full Governing Body

17th March 2020

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 throughout the school.

Statement of Values:

At Ditton C of E Junior School we firstly 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 that 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 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 our school rewards, celebrates and teaches good behaviour. The policy also outlines the process, rules and sanctions we use to deal with poor conduct.

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
- All 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, as well as, the individual child
- 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 PSHE lessons 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. Teachers constantly strive to support all 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 our school values, additional Christian 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, trophies 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
- House Points (see below)
- Behaviour Ladder Charts
- Sending pupils to subject leaders/other classes with good work
- Wow work celebration display
- Headteachers award stickers for outstanding achievement
- Class assemblies, parents invited.
- Celebration Assembly links to values and Flourishing Awards are given to chosen children for specific achievements during a two week period
- Awarding children with medals/certificates from interests outside of school during celebration assemblies
- Stickers

- Certificates
- Reading Rewards
- Star Behaviour Award Certificate
- Attendance Trophies
- Fortnightly afternoon tea with the Headteacher
- Informally speaking to parents at the end of the day to praise their child
- 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 every two weeks and the child from each class with the most house points are invited to Afternoon tea with the Headteacher and consequently rewarded with a certificate in assembly. Parents will be invited to the assembly via a text message.

Hundred Square Rewards

Each class is given a large, blank hundred square at the beginning of the year to display in their classroom. The children in each class are then collaboratively expected to display excellent standards of behaviour and it is this team effort which ultimately enables children to be rewarded with hundred squares. These squares are shaded for whole class achievement and when a class has achieved a full one hundred, then they will, in conjunction with the class teacher, decide on a reward (this should equate to about three rewards a year)

Whole School Behaviour Management Approach and Consequences

All Teachers and support staff are encouraged to use the Behaviour Ladder approach for dealing with most cases of inappropriate behaviour. Every classroom has a large copy of this displayed and it is used rigorously and consistently.

Behaviour Ladder – Inappropriate Behaviour and Consequences



1. All children begin each new day on the green middle rung – “ Ready to Learn”
2. If a child displays any behaviour that is deemed unacceptable, then a verbal warning will be issued with an explanation – child told of the consequence of not modifying their behaviour.
3. Time out in specific space within class or area if outside for a maximum of ten minutes.
4. Child returns to his/her learning with an apology and a verbal reminder of expected behaviour and teacher looks to praise good behaviour quickly.
5. If no improvement in behaviour is seen, child will have a time out in the partnering class for a maximum of 10 minutes. At this point the teacher dealing with the incident will record the details on the electronic behaviour log.
6. Child returns to his/her learning with an apology and a verbal reminder of expected behaviour and teacher looks to praise good behaviour quickly.
7. If behaviour continues, the child will be sent immediately to a member of SLT. A conversation will take place between the child and the member of SLT where the situation will be investigated. If it is deemed that unacceptable behaviour has occurred, then a sanction will be imposed. The children will usually lose an amount of time from the next break or lunch. They will be supervised by a member of SLT during this sanction. At this point also the member of SLT dealing with the incident will record the details on the electronic behaviour log.
8. If behaviour persists the child will be sent to the Headteacher/Deputy Headteacher, who will also discuss the unacceptable behaviour with the child and review the electronic behaviour log to determine frequency and patterns of behaviour for the said child. The Headteacher/Deputy will decide the next sanction which may include a phone call to parents who also may be invited in for a formal meeting to discuss the child’s behaviour and ways in which the school

and the parents can work collaboratively to decide strategies which can be implemented to eradicate and improve behaviour.

9. During any stage of behaviour management, teachers may decide to meet parents informally.

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 be sent immediately to a member of SLT. A conversation will take place between the child and the member of SLT where the situation will be investigated. If it is deemed that unacceptable behaviour has occurred, then a sanction will be imposed. The children will usually lose an amount of time from the next break or lunch. They will be supervised by a member of SLT during this sanction. At this point also the member of SLT dealing with the incident will record the details on the electronic behaviour log.
- 5) If behaviour persists the child will be sent to the Headteacher/Deputy Headteacher, who will also discuss the unacceptable behaviour with the child and review the electronic behaviour log to determine frequency and patterns of behaviour for the said child. The Headteacher/Deputy will decide the next sanction which may include a phone call to parents who also may be invited in for a formal meeting to discuss the child's behaviour and ways in which the school and the parents can work collaboratively to decide strategies which can be implemented to eradicate and improve behaviour.
- 6) An informal meeting with parents and the teacher may be requested at anytime during this process.

Educational Visits

When learning outside the school environment, our consistent behaviour management is still expected.

- 1) Verbal warning with explanation – child told of consequence of not modifying their behaviour.
- 2) Time out in specific area for five minutes.
- 3) Child returns to group with an apology and a verbal reminder of expected behaviour and adults looks to praise good behaviour quickly.
- 4) If behaviour continues, a member of SLT will be contacted and arrangements will be made for SLT to attend wherever possible. A conversation will take place between the child and the member of SLT where the situation will be investigated. If it is deemed that unacceptable behaviour has occurred, the pupil will return to school with the SLT member. At this point also the member of SLT dealing with the incident will record the details on the electronic behaviour log. Parent will be contacted and advised of the incident, or asked to pick up their child from school.

- 5) If behaviour is felt to be consistently unsafe the parent may be asked to accompany on next trip or alternative arrangements will have to be made..
- 6) An informal meeting with parents and the teacher may be requested at anytime during this process.

Behaviour Ladder – Praise and Reward

1. All children begin each new day on the green middle rung – “ Ready to Learn”
2. If a child demonstrates behaviour which is above and beyond the standard that is generally expected from them, then they will be moved up the ladder to the “Good Behaviour “
3. If a child is noticed to be demonstrating behaviour which is above and beyond the expected standard on more than one occasion then they will be moved up the ladder again to “Excellent”
4. If a child is noticed to be continually demonstrating behaviour which is above and beyond the expected standard then they will be moved to the top rung of the ladder – “Outstanding”
5. Once a child has reached “outstanding” then they will be sent to a member of SLT to receive a good behaviour sticker for their Behaviour Star Reward Chart.
6. When a child has received a maximum of 5 SLT Behaviour reward stickers and their chart is completed, this can be signed off by a member of SLT and taken home for parents to praise.

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
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Unacceptable Behaviour:

The following forms of behaviour are totally unacceptable in our school and will not be tolerated. In these cases all stages of the Behaviour Ladder are skipped and the child will be sent to the Headteacher for discussion and sanctioning in whichever form the Headteacher deems appropriate. This incident will also be recorded on the electronic behaviour log.

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

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 members of SLT are responsible for recording behaviour incidents and these will then be monitored and discussed at SLT Meetings 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 Behaviour Lead to ensure that;

- All members of staff have read and understood the school behaviour policy.
- The agreed whole school behaviour management approach system is being implemented by all members of staff consistently and effectively.
- All incidences that have been referred to SLT and Headteacher/Deputy Headteacher are recorded electronically on the behaviour log.
- Regular analysis of the behaviour log takes place
- An annual report regarding behaviour is written and presented to the governing body.

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.

At Ditton CE Junior School, our mission is to create a culture that brings faith and learning together. As a Christian School, we value each pupil as an individual, and we work together to ensure that each child reaches his or her full potential, reflecting the principles of the Christian faith:-

Respect, Courage, Empathy and Responsibility.

Together we create a safe and caring school community in which every voice is valued and everyone empowered to be the best that he or she can be.

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, January 2016. The purpose of the statement is to provide guidance to the Headteacher in drafting the school's Behaviour Policy so that it reflects the values of the school and the shared aspirations of governors, parents/carers of pupils, staff and pupils at the school. It also highlights appropriate legislation and guidance which need to be reflected in the policy.

The Headteacher must ensure that the Behaviour Policy is made available to staff, parents/carers and pupils and is posted on the school website. The Policy and Statement of Principles will be reviewed annually.