



# *Ditton C of E Junior School*

## *Behaviour Policy*

**Agreed by Full Governing Body**

**17<sup>th</sup> March 2020**

*Updated November 2020 by Interim HT and SLT  
Shared with parents November 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 with clear and consistent processes.
- To manage behaviour consistently and fairly throughout the school.

**Ditton Juniors is a Cof E school and as such our overarching vision is to be enriching generations to serve and flourish**

## **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.

## **Statement of Values:**

**We achieve the above through underpinning all of our work with our core values of courage, empathy, responsibility and respect.**

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. No child should feel they have been denied a chance to put their 'truth'. Ensuring rewards and privileges outweigh sanctions will add to a calm, structured response to behaviour miscues. It will allow children the chance to adapt and improve their behaviour.

## **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. That 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
- We have carefully explored ways to send positive praise and feedback home regularly.
- 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
- Staff use agreed scripts to maintain a calm and consistent response in class and at play to children's miscues or misbehaviour.

### **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 effort, supported by the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. We strive to

ensure the giving of rewards is balanced, fair and equitable, and that children are often guided by positive restating of golden rules e.g. thank you for active listening.

Strategies used for the encouragement of positive behaviour: -

- Verbal praise and positive body language.
- Hundred squares
- House Points (see below)
- Behaviour Ladder Charts in each classroom to record great examples of positive attitudes to learning
- 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 or rewarded with a certificate in assembly. Parents will be invited to the assembly via a text message. The winning house is also celebrated and rewards given such as an additional playtime.

### **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 – 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.
- 7.

### **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. During the current pandemic this will be replaced with a ten minute timeout at playtime or lunchtime.
  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 extreme behaviour is becoming a concern, for example:
    - Aggressive or physically aggressive behaviour
    - Racist or homophobic abuse
    - Offensive language
    - Vandalism
    - Bullying
- Or:
8. If general behaviour miscues continue, the lowest rung on the ladder states **BTT (Behaviour Target Tracker)**. Children will be warned they are approaching this point and if necessary will be placed on it after their parents have been called by the classteacher. The teacher will inform the parent that their child is now on a BTT for ten school days, and that record sheets will be sent home on a Friday. At this point also the teacher will record the details on the electronic behaviour log.
  9. Incidences of BTTs will form the basis of our reporting termly to governors on behaviour standards and improvements. This will be managed by the Assistant Headteacher.
  10. If behaviour persists the child will then be referred to SLT. All steps at point 7 will be followed but the child will need their tracker signed three times a day by a member of the SLT. The classteacher informs the parents as at stage 7. The SLT member will also discuss the unacceptable behaviour with the child and review the tracker and electronic behaviour log to determine frequency and patterns of behaviour for the said child.
  11. The Headteacher/Deputy will decide the next sanction which may include a formal meeting to discuss the child's behaviour with parents (and ways in which the school and the parents can work collaboratively to improve behaviour.) At this stage it may be necessary for a member of SLT (normally SENCo) to agree an individual behaviour plan with parents. This is likely to include a period of a reduced timetable or fixed term exclusion..
  12. During any stage of behaviour management, teachers may decide to meet parents informally.
  13. Staff in a year group are encouraged to agree a **standard script** for dealing with any behaviour miscues in their classes. Children should get used to this and it should help staff remove emotion from behaviour miscues.

## **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. Continued or more concerning behaviour at playtimes should be met with a discussion about golden rules and then children should be asked to miss a ten minute chunk of play either immediately or on the following days. (Twenty minutes in very serious circumstances.) This to be in offices, classroom, hall etc. with a book. This would be for:
  - Aggressive or physically aggressive behaviour
  - Racist or homophobic abuse
  - Offensive language
  - Vandalism
  - Bullying
5. If behaviour miscues at playtime are persistent, staff on duty will tell the child that the midday staff are considering a playtime BTT (Behaviour Target tracker). These forms can be collected from the Assistant headteacher who can be notified in person but also a note saying BTT should be added to electronic behaviour log. This allows AHT to modify a sanction if she thinks it excessive. The classteacher will, again, have to call or speak to the parent that day, and the playtime BTT will last for ten days and go home on a Friday..
6. If behaviour persists after a ten day BTT, 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 and BTT, to determine frequency and patterns of behaviour for the said child. The Headteacher/Deputy will decide the next sanction which may include a meeting with parents to decide strategies which can be implemented to improve behaviour. A behaviour support plan is the likely outcome at this point and these are reviewed every 4-6 weeks. Parents will be informed at this stage that exclusion and reduced timetables (removal from school at lunchtimes) will be considered if appropriate, and outside agencies may be involved.
7. 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.

### **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
- Use of Zones of Regulation for management of emotions.

### **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/)

The office hold a standard letter to send to parents when an exclusion is necessary. Generally fixed term exclusions start at one day or a half day and will increase to two or three days at a time if there is little improvement in what will be extremes of behaviour miscues. This must be sent to parents to inform them of where work can be found for an absent child. In addition the staff member needs to fill in a referral to [www.kelsi.org.uk/Go](http://www.kelsi.org.uk/Go) to PIAS button.. This will require some admin work so be prepared to ask office staff for help.

### **Monitoring**

All staff are responsible for recording behaviour incidents and these will then be monitored and

discussed at SLT Meetings and by the governing body to ensure consistency and recommendations for further improvements.

It is the role of the governors to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Governors at DJS will also receive regular reports on the incidence of usage of Behaviour Target Trackers to provide quantitative data for improvement.

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 (K Moon - Assistant Headteacher) 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 or Headteacher/Deputy Headteacher are recorded electronically on the behaviour log.
- Update the behaviour milestones section of the school plan on a termly basis ready for governor analysis.

### **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.

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