

# Dunmow St. Mary's Primary School

## Behaviour Policy



**With Covid 19 annotations in red. Sept 2020**

September 2020  
November 2019  
September 2018  
October 2017  
November 2016  
July 2015  
January 2012  
June 2009

To be read in conjunction with the following:

- Anti Bullying and Anti Racism Policy
- Children Missing in Education Policy
- Exclusions Policy
- Restrictive Physical intervention Policy
- Behaviour and Discipline in Schools Jan 16



## **Behaviour Policy Revised September 2017**

***Enjoy learning and working together to achieve our best.***

It is a primary aim of our 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. This 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 valued, happy, safe and secure. Children come from diverse family backgrounds where they may have experience of a variety of models of behaviour. Within our school we aim to create an environment where clear rights, rules and responsibilities are negotiated and agreed regularly with individuals, classes and the whole school.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices.

If children are to behave well all staff must initially model respect for each other and the children they teach. In addition, negotiated realistic behaviour rules should be established within each class and consequences agreed if rules are not adhered to and behaviour is inappropriate. In this way we hope to develop each child's ability to behave appropriately in a variety of social situations and thus become able to make good behaviour choices in school and eventually throughout life.

### **Each person has the right to:**

- feel safe, cared for and respected
- learn to the best of his/her ability
- be treated equally irrespective of gender, race, physical characteristics or any other factor
- learn and play without disruption

### **Aims of our behaviour policy:**

- To implement a positive whole school approach to behaviour management, involving all teachers, support staff, children, parents and governors
- To develop high self-esteem and the skills needed to become increasingly responsible for making positive behaviour choices.
- To deal consistently and effectively with incidences of unacceptable behaviour or bullying, using a Restorative Justice model
- To ensure that school is viewed as a safe place where views are listened to and respected.
- To develop suitable measures to support individual children who have behavioural difficulties.
- To use exclusions only as a last resort in response to serious or persistent breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of others. The Exclusions Policy outlines the processes involved in permanent and fixed term exclusions.
- To liaise with parents of children who have behavioural difficulties and involve outside agencies as necessary.

The school's positive behaviour policy is based on the work done by Bill Rogers and Dave Stott in the field of behaviour management. Carol Dweck's work on Growth Mind Set is also used throughout the school to promote a positive mind set towards behaviour and learning. Restorative Justice methods have also been shared with teaching and support staff.

Our Positive behaviour management policy is based on the ethos of establishing Rights, Rules, Responsibility and Routines. In this way we seek to develop self-motivation and self-control. A behaviour system based on rewards is not encouraged, although some children with specific behaviour problems or social communication difficulties may require a reward based system for a short time. The SENCo will oversee the setting up of suitable behaviour charts or social stories for such children, in discussion with the child, class teacher and parents. Having a positive approach to behaviour management with clear and fair rules enables children to learn effectively and develop skills to work cooperatively and build good relationships.

**Positive behaviour management should:**

- make each child feel secure
- encourage good listening and learning
- encourage respect for others
- build self- esteem
- develop good emotional literacy skills
- empower a child to make good choices.

**Rights:**

Each person within our school has the right to:

- be able to learn.
- feel safe.
- be treated with respect.
- have personal property treated with respect

In this way each person should feel valued and be open to learning new approaches to situations and problems, developing resilience and the ability to become emotionally secure.

An emotionally secure person

- Feels valued for who they are and not for what they achieve
- Values themselves (has a healthy self-esteem)
- Can handle their emotions well
- Knows how far they can go (has boundaries)

**Awards/Rewards**

We hope to instil in our children a sense of pride in their own effort and achievement and teachers do this consistently and frequently throughout every lesson. We recognise that a reward system can create a sense of unfairness and a sense that it is not worth working unless there is a reward at the end. However, we also see that there is a place for meaningful rewards or immediate rewards.

## Classrooms

Teachers use a variety of systems in the classrooms to notice and acknowledge the personal effort and achievement. These include:

- Something visual in the classroom e.g. names, photos on the board for effort/good behaviour/good work
- Children's work displayed on a Praise Wall
- Singing a celebration song to a child/group of children
- High Five award or High Five sticker for learning behaviours e.g. engagement, motivation and thinking
- Setting out work that children are proud of in the classroom for parents to come and see on a Wednesday after school. **This will resume as soon as restrictions are lifted on visitors in school.**

Classes may also be rewarded for working hard with a class treat e.g. an extra playtime, an extra story time etc. This is more effective when used as spontaneous praise rather than held up as something that can be taken away.

## Children with individual behaviour plans may have their own personal, short term, reward system

### Whole school

- One child a week will be awarded a 'learner of the week' certificate in whole school assembly. These children will take their work to show Mrs Griffiths at a designated time in the week. They will also be acknowledged in the newsletter. **These children will be named in a recorded assembly until we can resume shared assemblies.**
- Three children per year (one a term) will be awarded the Headteacher's award for trying their best in their learning and behaviour all the time. Parents will be informed that their child is going to receive the award and will be invited to the assembly.
- If children are given a written sticker for a piece of learning/work or if the teacher is proud of them for achieving a particular target, then we will send a Compliments Card home to the parents.

## Sanctions

Most children respond well to techniques used constantly by our teaching team. These include:

- Constant, relevant praise
- Reminding children of the expectations for behaviour regularly
- Using humour
- Smiling, showing the children they are liked
- Personally acknowledging children and their efforts
- Building on the children's interests and using their ideas

- Being proud of the children
- Sharing children's successes
- Building a team ethos
- Sharing faith in the children's abilities
- Making the learning relevant
- Making sure the work is at an appropriate standard and is interesting

If children need support with their behaviour, we have a tool kit that teachers can use to help the child make the right choices. These need to be relevant to the child and the situation.

### **Tool Kit for low level disruption in the classroom**

- Nonverbal cues e.g. standing near to the child whilst teaching, giving a thumbs up etc.
- Using proximity praise (praising a child nearby who is doing the right thing)
- Giving the child take up time to do as the adult has asked and then saying thank you (rather than creating a confrontational situation)
- Label the behaviour rather than the person
- Use distraction techniques
- Remind children of expectations, 'I need you to..... thank you'.
- Give two choices e.g. 'You can work in your book or on this piece of paper'. 'You can do this work now or at playtime'.
- Always follow through when you say you are going to do something
- Relocate the child to another place in the class
- Give cool down time
- Move other children away from a child
- Have a conversation with the child about the behaviour and offer a fresh start

Some children continue to show behaviour which can disrupt the classroom and stop others learning. In these cases, the response needs to be escalated and this is our flow chart for dealing with these issues. The steps are followed in order over a period of time. Many children will respond to the first or second steps and will not need to go any further.

### **Key Stage 2 (Y3 – 6)**

Sitting alone to finish a piece of work or taken/sent to sit in another classroom to work. **Children can be sent to another class in their year group but not to another year group class.**



Missing part or all of playtime or lunchtime with an adult



Conversation with the parents **by phone.**



Working in isolation within the school with a member of the Pastoral Care Team  
(during current restrictions each year group has a named adult for behaviour issues)



Sent to Mr Jarvis or Mrs Griffiths

Due to the difficulties around working in bubbles, if children are unable to remain in their class and are disturbing other children's work then they may have to be sent home at this point in the behaviour flow chart. This will be in place until we are no longer required to work in bubbles.



Letter home and a meeting set up between home and school



Privileges removed e.g. attendance at clubs, sports competitions, attending discos etc., home school agreement implemented.

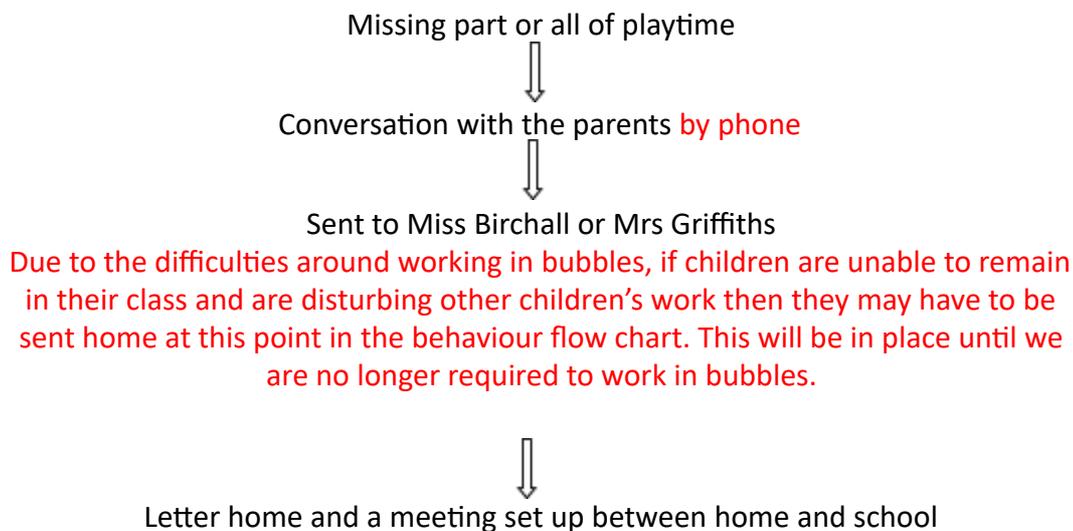
### **Key Stage 1 (Y1 and 2)**

Time out chair



Sitting alone to finish a piece of work





Some behaviours are non-negotiables and the children will be sent to a senior member of staff immediately (**their named adult for the year group**) and parents contacted. These behaviours include:

Due to the difficulties around working in bubbles, if children are unable to remain in their class and are disturbing other children's work then they may have to be sent home at this point in the behaviour flow chart. This will be in place until we are no longer required to work in bubbles.

- Swearing
- Physical violence
- Persistent put downs
- Bullying
- Defiance
- Being unsafe (e.g. stabbing with a pencil / waving scissors dangerously etc)
- Unsafe play
- Spitting food/drink
- Throwing food

Non-negotiable behaviours can lead to an exclusion warning or a fixed term exclusion.

### **Behaviour at Playtimes and Lunchtime**

Most children respond well to techniques used constantly by our extended team. These include:

- Constant, relevant praise e.g. when children are kind, share, include others
- Reminding children of the expectations for behaviour regularly
- Using humour
- Smiling, showing the children they are liked
- Personally acknowledging children and their efforts
- Listening to children telling you about their interests, or a special event coming up and then asking them about it in the future.
- Building on the children's interests and using their ideas for their play
- Showing you are proud of the children and telling them why
- Sharing children's successes
- Have interesting activities available

- Have all the equipment ready
- Make sure the rotas are fair

If children need support with their behaviour we have a tool kit that adults can use to help the child make the right choices. These need to be relevant to the child and the situation.

### **Tool Kit for low level disruption in the dinner hall/playground/around school**

- Non verbal cues e.g. standing near to the child whose play is beginning to become dangerous or near a group where an argument might be developing.
- Using proximity praise (praising a child nearby who is doing the right thing)
- Giving the child take up time to do as the adult has asked and then saying thank you (rather than creating a confrontational situation)
- Label the behaviour rather than the person; “that was an unkind thing to say” rather than you are a rude boy”.
- Use distraction techniques e.g. draw attention to another activity.
- Remind children of expectations, ‘I need you to..... thank you’.
- Give two choices e.g. ‘You can play football or go and get a skipping rope’ or ‘You can come in now and have a chat or miss your playtime tomorrow’.
- Always follow through when you say you are going to do something
- Relocate the child to another activity
- Move other children away from a child
- Have a conversation with the child about the behaviour and offer a fresh start

Some children continue to show behaviour which can disrupt the playground or lunch hall and stop others enjoying their lunch or free time. In these cases, the response needs to be escalated and this is our flow chart for dealing with these issues.

### **Key Stage 1 and 2**

1. Given a warning – do something different for five minutes (KS1 – stand by an adult for five minutes)  

2. Sent in to Time Out **Due to the constraints of working in bubbles, we will not be able to provide a Time Out area until we are working normally again. This means that children who are unable to play safely and respect others will have to be taken home for lunchtimes.**
3.  

4. If a child is in Time Out three times in a calendar month parents are called  


5. If the child is then in Time Out again a meeting is set up between the parents and a member of the Pastoral Care Team



6. If the behaviour continues a meeting is set up between a member of the Leadership team and the parents and further consequences discussed.



Some behaviours are non-negotiables and the children will be sent to a senior member of staff immediately and parents contacted. These behaviours include:

- Swearing intentionally
- Physical violence
- Persistent put downs
- Bullying
- Defiance
- Being unsafe (e.g. stabbing with a pencil / waving scissors dangerously etc)
- Unsafe play
- Spitting food/drink
- Throwing food

Teachers should model the behaviours they expect at all times. All adults and children have the same rights and responsibilities. No one in our school (children or adults) should feel humiliated by anyone else.

#### Children with extreme behaviour

These are strategies that we use with children who exhibit extreme behaviour

##### The Child

- Teachers with support from the leadership team and the Pastoral Care Team will write an individual behaviour plan (this is called a Consistent Management Plan)
- The members of the Pastoral Care Team are available to support with these children. Teachers will liaise with them so they know who is on hand and how to access them immediately if required
- Teachers will:
  - Plan ahead, be prepared and look back over each incident to look for the trigger – ABC log.
  - Be pro-active rather than reactive.
- Spend time watching the child – how do they interact with adults with other children and how the other children respond to that child.
- Ask a colleague to come and watch the child while you teach.
- Set strong, clear boundaries of which everyone is aware.
- Always follow up every incident with the child yourself at the first possible opportunity.
- It is essential to maintain a positive relationship with the child.

##### The Rest of the Class

Things to explain at the beginning of the year:

- 'X' learns in a different way, finds ..... difficult.
- You may see ..... behaviour.
- When .... happens, you should....
- There will be a consequence but you may not be aware of it happening.
- Reiterate regularly that you are a fair person and you appreciate the situation is difficult.
- 'X' needs you to be their friend. Do not always expect an apology but know that 'X' likes you and feels very sad/ angry that something has gone wrong.

### **Restorative Justice**

The school is currently adopting a no blame restorative justice approach to bullying and inappropriate behaviour.

Teaching staff, mid day staff and learning support assistants receive training in how to use a restorative justice 4 Rs approach.

Respect- for your self /for others

Responsibility for your actions

Repair the relationship

Reintegration

Initially, the views of both sides will be explored. This will hopefully lead to the children taking responsibility for their actions, repairing the relationship and reintegration. Consequences may need to be put in place when the parties decide 'what needs to be done to put things right.' In this way we hope to encourage pupils to take responsibility for their own actions.

Incidents of high level bullying or racism will be to a member of the Senior Management team who will convene a Restorative Justice Conference involving the children and parents. An agreed plan will be drawn up and reviewed regularly till it is felt the behaviour has been addressed, the relationship is repaired and reintegration can take place

### **Restorative Justice Script:**

**What happened?**

**What were you thinking/feeling?**

**What needs to happen to put things right?**

**What are you going to do differently next time?**

### ***Acknowledged harm***

**What happened?**

**What were you thinking when it happened?**

**What do you think now?**

**Who's been upset/affected by this?**

**What needs to happen to put things right?**

**Bullying:** see separate Bullying/Anti racist policy

Bullying can be defined as:

Any **repeated behaviour** which causes distress to a child. Threatening or frightening behaviour including physical abuse, verbal abuse, exclusion from games or personal ridicule.

Bullying will be treated seriously and a member of the Senior Management Team will hold appropriate meetings with the parents of children involved if more than one incident occurs. The victim of bullying will be told what the consequences have been for the perpetrator/s. The perpetrator will be made to understand the effect of his/her actions on the victim (restorative justice).

### **Monitoring and Evaluation**

Behaviour Management will be reviewed regularly throughout the year. Any issues will be reviewed weekly by the Pastoral Care Team Senior Leadership Team. Skills to develop self awareness and self control will be taught in PHSE/Circle Time using material from SEALS (Social and Emotional Aspects of Learning) or SMART Thinking. Regular discussions between the Head, Phase Leaders, Mid day Supervisor and SENCo will monitor behaviour in the playground and suitable training will be given to address specific needs.

### **Behaviour Consequences**

Before consequences for inappropriate behaviour are considered, teachers should ensure that the behaviour in question is not as a result of poor differentiation, sitting for too long on the carpet or some other classroom procedure. Some children with motor co-ordination difficulties may need to sit on a chair or near a good role model. Listening time should be chunked. Any change in family circumstances or emotional difficulties may also contribute to inappropriate behaviour. Members of the pastoral care team or the SENCO can give advice in such cases.

## **Lunchtime/Playtime/Before and After School Supervision Plan**

### **Before School**

The school gates open at 8.40am. There are two members of staff on duty from 8.40am until 8.55am. From 8.45am children can go to their classrooms to complete early morning work. The members of staff on duty are positioned on the gate and the back playground. Children in Y3 – 6 can be dropped at the school gate whilst children of YR,1 and 2 remain with an adult until the 8.45am whistle blows.

Balls are not permitted before school and the play equipment is not used. Children and their younger siblings are asked not to ride scooters or bikes in the playground. The front and back gates of school are locked at 9.10am.

### **Playtime**

YR children stay in their outside classroom area. Y1 and Y2 have playtime from 10.30 – 10.45am. There are three adults on duty, one on the side playground, one on the back playground and one covering supervision of the equipment. KS1 does not use the front playground at break time. Teachers on duty should be outside promptly, keep on the move, check the toilets and interact with the children- intervening if play looks as if it could become rough. A five-minute whistle is blown to remind the children to go to the toilet and have a drink. At the end of the playtime the whistle is blown and teachers are in the playground to walk the children back into class.

Y3 – 6 have playtime from 11.00 – 11.15am. There are four adults on duty, one on the front playground, one on the side playground, one on the back playground and one covering supervision of the equipment. Teachers on duty should be outside promptly, keep on the move, check the toilets and interact with the children- intervening if play looks as if it could become rough. A five-minute whistle is blown to remind the children to go to the toilet and have a drink. At the end of the playtime the whistle is blown and teachers are in the playground to walk the children back into class. The pastoral care team are available if any KS2 children need to go to Time Out during playtime. Teachers make sure that the team know which children they will be receiving. Children with injuries should go to the school office.

### **Lunchtime**

YR

Three members of staff are allocated to YR children. The teachers walk the children up to the dinner hall and stay with them until they are settled. One of the catering team supervises them in the dinner hall, one sets up the outside classroom for the children and one walks the children down the corridor when they have finished their dinner. The YR children stay in their outside classroom throughout their dinner time with three adults supervising them. Y6 playleaders assist the adults. The teachers collect the children at 1.00pm.

Y1/2

Y1 are brought into dinner by their teachers. Y2 go out to play (the teachers send them when they can see an adult on duty) and are whistled in when there are spaces in the dinner hall. When Y1 and Y2 have had their dinner they play on the front playground. Two adults supervise them. There is a five-minute whistle blown at 12.55pm to encourage children to get a drink or go to the toilet, then the final whistle is blown at 1.00pm and the teachers collect the children and walk them back to class.

Y3-6

Y3 – 6 go out to play at 12.15 and are whistled into the dinner hall when there are spaces. They play on the side and back playground and the play equipment. Two

adults supervise the side playground with the ball games and a further three adults supervise the back playground and the play equipment. There is a five-minute whistle blown at 1.10pm and children are encouraged at this point to make their way round to the front playground ready for lining up. The whistle is blown at 1.15pm and teachers collect their classes from the playground.

### **Wet Weather**

If it is wet at playtime, children remain in their classrooms. All teaching assistants stay on duty and take a break before or afterwards. The teachers who were on the duty rota also supervise the different areas of school.

If it is wet at lunchtime, the children stay in their classrooms and the midday staff supervise.

Children who do not follow school rules go into the **Time Out** area which is always supervised by an adult. The same adult manages children who have specific lunchtime plans and need to spend part of their lunchtime inside. The child comes into Time Out or is brought in by a member of staff or collected by the person on duty.

Children also have the option of going to the **Nurture Room** which is an inside room where there are toys and activities. This is suitable for children who feel anxious in the large playground or for children who are struggling with friendships etc. There is one adult who is consistently in charge of the Nurture Room. The **Library** is also open at lunchtimes and children can spend their time in there. The librarians are on duty during lunchtime.

### **First Aid**

There is a qualified first aider on duty every lunchtime in the school office. They deal with all the first aid. All of the office staff are first aid trained. Records are kept of injuries and parents are informed if necessary. The Time Out book and the accident reporting are cross referenced.

### **After School**

Children are let out when the bell is rung. YR,1 and 2 are let out when they can be matched up to the adult collecting them and Y3 – 6 are let out onto the playground to meet their adults. Children younger than Y5 and Y6 are discouraged from walking home alone. There is an adult on duty at the front and back gate at the end of the day.

### **Staff**

Mrs Nikki Waldock line manages the pastoral care team and manages the lunchtime rotas

Mrs Bright, Mrs McClagon and Mrs Beard are in the front office

Mrs Stock manages the Nurture Room, Time Out area and the lunchtime behaviour plans

Mrs Wood and Mrs White are the librarians

Other members of the Pastoral Care Team

Mrs Laura Beedle

Mrs Kim Dartnell

Mrs Barbara Sycamore

Mrs Fiona Snowball

Miss Sydnie Woodward