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**Ditton Lodge Primary Behaviour Policy**

**September 2024**

**Rights Respecting Article 28: You have the right to a good quality education and to learn.**

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be an environment where good behaviour is expected and all children enjoy their educational journey. At Ditton Lodge we believe that there are no limits on what children can achieve.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic.

Our Behaviour Management Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school expectations, ensuring Ditton Lodge is a productive place to learn. We recognise the effect a calm, organised and productive atmosphere has on a child’s learning, self- esteem and health.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

**Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

● Behaviour and discipline in schools

● Searching, screening and confiscation at school

● The Equality Act 2010

● Use of reasonable force in schools

● Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

**Aims and Objectives of our Behaviour Policy**

• To promote a positive ethos of learning and respect for others where all groups of children make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.

• To enable children to show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.

• To promote excellent attitudes to leaning.

• To help children become highly adept at managing their own behaviour.

• To foster a culture of responsibility for actions and consequences.

• To reward positive behaviour individually, in the class, in the playground and during Assemblies.

• To provide a clear, systematic and consistently applied structure of rewards and consequences towards positive and inappropriate behaviour respectively.

• To promote and model positive behaviour for citizens of the future

At our school we value and respect others. These expectations are essential if we are to have a safe and productive learning environment

**Expectations at Ditton Lodge**

**We have 3 main expectations:**

To be: Ready, Respectful, Safe

* **We are *READY* to learn –**
* We arrive at school on time.
* We have the correct uniform and PE kit.
* We have our equipment ready.
* We show that we are listening (SHINE) and our minds are ready to try our very best.
* We follow the Chris Quigley 8 secrets of success to support learning behaviours and responsibility.

* **We are *RESPECTFUL* –**
* We listen when others speak and we respect the property of our friends and the school.
* We respect that other people have different ideas, beliefs and backgrounds to our own.
* We respect that people may look different and have different needs but we all feel the same emotions.
* We respect the law and the expectations of school and society.
* **We are *SAFE* –**
* We move around school in a safe manner.
* We follow instructions to keep ourselves safe.
* We use equipment safely.
* We stay safe online and make safe choices in our community.

**Advice for staff on strategies for promoting positive behaviour**

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way. (using restorative justice techniques)

Staff should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

• Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don’t overreact, deal with situations in a calm & constructive manner.

• Success is measured not by the absence of problems, but by the way we deal with them.

• All staff should adopt the school policy of rewards and consequences. Please do not introduce new systems that are not a part of this policy.

• Acceptable standards of behaviour, work and respect depend on all staff setting a positive example.

• Good order is achieved by setting high standards and applying expectations firmly and fairly.

• Build and develop relationships and communicate effectively to avoid misunderstandings.

• Shouting is never acceptable.

• React to problems appropriately.

• Address the problem.

• Avoid confrontation.

• Listen.

• Establish the facts.

• Judge only when certain.

**Out and about the school**

Informal contact can contribute to good standards of behaviour.

Ensure good behaviour by taking the initiative at every opportunity.

**Expect to:**

• Deal with all inappropriate behaviour– even of those pupils are not in your class-to ignore it is to condone it.

• Arrive to collect your class before the end of break or lunch.

• Help adults on duty to maintain discipline.

• Walk your pupils around the school calmly and quietly so that they arrive ready to learn. Have music on straight after play and lunch to set the scene of learning space and time.

• Greet pupils when you see them. Have a friendly word with them whenever you can.

• Maintain appropriate standards of speech, manner and dress.

• Be models of appropriate behaviour.

• Address problems.

• Avoid confrontation.

• Listen.

• Establish the facts.

• Judge only when certain.

• Use consequences sparingly.

• Shouting is never acceptable.

**Encourage pride in the school**

• Insist on a clean and tidy room.

• Teach and encourage tidiness. Insist on a litter free environment.

• Leave equipment, furniture and resources in the right place after lessons.

• Keep displays fresh, current and attractive.

• Keep your teacher area tidy and uncluttered as a model to pupils.

• Deal promptly with poor behaviour– **to ignore is to condone**.

**In the classroom**

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

**Expect to:**

• Use the word ‘shine’ to gain children’s attention.

• When you address the class insist on eye contact & pencils down. (SHINE)

• Never shout. Shouting is never acceptable.

• Be on time to collect your class and start lessons on time.

• Be prepared for the lesson with all your resources in place.

• Have a well organised classroom (notices, labels, resources etc).

• Have high teacher expectations set at realistic levels for each child.

• Give clear instructions.

• Keep everyone occupied and interested, scaffold learning for children at all levels of ability.

• Use praise for all good behaviour.

• Give more attention to children for positive behaviour than negative.

• Involve children in decision making.

• Point out that it is not OK to steal other people’s learning time.

• Feedback on work promptly and constructively.

• Maintain working walls.

• Take all bullying, including cyber bullying, racism and unkind behaviour seriously.

**At lunchtimes**

To promote positive behaviour:

• Children are supervised when they are lining up for lunch.

• Children are supervised as they are eating.

• Children are supervised as they move to their playground.

• Children are supervised as they play.

• Lunch staff use the agreed positive behaviour promotion strategies & consequences, including restorative justice.

**Zones of Regulation**

Zones of Regulation is used across the school.

Every class displays zones which displays a range of emotional states in different coloured zones. Pupils are explicitly taught to recognise their state of emotion and link these emotional states to their readiness to learn. Furthermore, all pupils are taught to apply different strategies in order to regulate their emotions, when needed, so that they are enabled to learn effectively and maintain good mental well-being. We encourage our class staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

**Rewards for meeting/exceeding expectations**

* Praise.
* Postcards.
* Phone call home.
* Recognition board / names on the learning line on the board.
* Star on display board.
* Proud certificate.
* Cheers.
* Learning on celebration board.

**Good work /effort**

• positive verbal & written feedback.

• Use as a model for the rest of the class.

• Showing work to another class/teacher/the Executive Headteacher or Leadership Team.

**Strategies to support positive behaviours**

* Shine to get attention, get all children to copy.
* Use of lollipop sticks.
* Using music / counting during transitions.
* Display photographs of how you would like behaviours/the environment to look-modelling expectations.
* Use of music during independent learning.

**Consequences for not meeting expectations**

At our school adults never shout at children.

Shouting at children, 1. doesn’t work in terms of improving their behaviour 2. makes adults appear silly and undignified.

You have implemented the school positive behaviour reward system in your class. Despite this, someone behaves inappropriately What can you do about unacceptable behaviour?

Numerous drive bys to have taken place before stepped consequences:

1. Stop and wait. Use proximity to model expectations.
2. Reminder of the expectation. ‘The expectation is…’.
3. Second reminder using the script (see examples below).
4. Time out.
5. Restorative conversation.
6. (Record on CPOMS).

**Wording to support conversations**

* I’ve noticed that….
* The expectation is….
* Thank you for listening
* Improve….
* …. Is making the right choice and has….
* You have 2 choices….

**Restorative Questions**

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

**Low level inappropriate behaviour**

**If a child has been given reminder 1 & 2 and timeout has been used**

Behaviour consequences at this stage must be recorded on CPOMS at the end of each day.

Always follow up by meeting with the child to discuss their behaviour. (Restorative justice)

* Always meet with child’s parents to discuss the child’s behaviour.

• State the problem & give specific examples.

Remember…when you meet with a child’s parent, always record on CPOMS.

**More serious inappropriate behaviour in lessons**

All of these sanctions need to be discussed and agreed with the Executive Headteacher.

• Meet with child to discuss their behaviour.

• Meet with the child’s parents to discuss their behaviour – Be clear about the serious nature of the issue. Use any /a combination of the following:

• Allocate the child a ‘special’ isolated place within the classroom where they can’t stop others learning. This will take the form of their own table possibly away from others.

• Organise indoor lunchtime arrangements for the child.

• Organise special arrangements to help the child move around the premises safely.

• Instigate formal behaviour monitoring using a daily report record.

• Refer the child to external agencies for behaviour support.

• Refer the child to the EWO if lateness/attendance problems are an issue.

• Move the child to work in a different class for a specified period of time.

• Suspend the child for a fixed term if the children is unsafe to self or others (EHT will make this decision).

• Place the child on a reduced timetable. This must be reviewed regularly.

• Exclude the child permanently. If the inappropriate behaviour involves an absolute refusal to follow an adult’s instructions, rudeness to a member of staff or presents a danger to others or themselves, the adult must send a message to a senior leader for assistance immediately. The EHT is accountable for making this decision.

**Inappropriate behaviour during break times/lunchtimes**

**Restorative justice techniques will be used whenever possible as a first step.**

1. The person on duty must remind the child once that their behaviour is not safe/kind and it must stop. If the inappropriate behaviour persists during that breaktime...

2. Explain clearly to the child exactly what it is about their behaviour that is not appropriate. Sit the child on a bench for a short period (usually five minutes). Make sure you let the child know when they may leave the bench. If the inappropriate behaviour continues to persist during that breaktime...

3. Explain clearly to the child exactly what it is about their behaviour that is not appropriate. Sit the child on the bench for the remainder of break/ lunchtime. Write a behaviour record on CPOMS clearly & briefly detailing the child’s inappropriate behaviour and the consequences imposed.

The behaviour record must be on CPOMS by the end of the school day.

The class teacher must meet with the child to discuss their inappropriate behaviour.

The class teacher must meet with the child’s parent to discuss the child’s inappropriate behaviour. If the inappropriate behaviour involves an absolute refusal to follow an adult’s instructions, rudeness to a member of staff or presents a danger to others or themselves, the person on duty must send a message to a senior leader for assistance immediately.

**Persistent inappropriate behaviour during breaktimes/lunchtimes**

The person on duty must inform a senior leader of the nature of the persistent inappropriate behaviour. Together, the senior leader and class teacher may use a selection of the following sanctions:

• Preventing the child from using specific equipment at playtimes/lunchtimes for a specified length of time.

• Moving the child to a different part of the playground for a specified length of time.

• Withdrawing the child from the playground for a specified length of time.

• Indoor time to ’predict and prevent’.

• Place the child on a reduced timetable (This must be reviewed regularly). The class teacher and a senior leader must meet with the child’s parent to discuss the child’s inappropriate behaviour.

**What is a behaviour record** (recorded on CPOMS)?

Behaviour records are a form of communication between school staff. Behaviour notes are a record of inappropriate behaviour that may form part of a more comprehensive record of a pupil’s behaviour. This is recorded on CPOMS.

**What are behaviour records on CPOMS used for?**

Together, class teachers, support staff and senior leaders use behaviour records to inform their discussions about patterns in a child’s behaviour and make decisions about sanctions/support etc.

What happens to the behaviour records on CPOMS?

* SLT reads them regularly, including the Executive Headteacher (Please alert EHT on CPOMS).

• The records create a chronological record of behaviour.

**Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils**

**Who can use reasonable force ?**

• All members of school staff have a legal power to use reasonable force.

• This power applies to any member of staff at the school.

We would always support staff who have attended Bellscroft training to use restraint techniques only. Staff should call if they need additional support.

All restraint must be recorded using the schools agreed forms. These must be attached on CPOMS.

**When can reasonable force be used?**

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder.

• In a school force is used for two main purposes-to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools can use reasonable force to :

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

-Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;

-Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

-Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground;

-Restrain a pupil at risk of harming themselves through physical outbursts Incidents of the use of reasonable force are recorded in the bound and numbered book and reported to governors termly

**Suspension**

Our school uses the Local Authority Policy. Suspension must be considered if the child’s behaviour:

• Presents a physical danger to themselves or others.

• Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying).

• Prevents other children from learning and teachers from teaching.

Fixed-term suspensions are for a number of days communicated. Permanent exclusions mean the child cannot return to school. School work will be set for the suspended child by the class teacher. The child’s parent or carer may collect this work from the school office. Following a suspension the parent or carer and suspended child must meet with Senior Leadership to take part in a reintegration meeting. In some cases the suspended child may attend only part of the meeting. This is at the discretion of the Executive Headteacher. At the reintegration meeting the EHT/Senior Leader sets out a plan for the child’s reintegration in to school.

A reintegration plan may include the following:

• A stepped approach towards reintegrating the child back into their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.

• A stepped approach towards reintegrating the child back into the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back into the playground alongside careful monitoring and support.

• Regular meetings between the class teacher, Senior Leadership and parent/carer.

• Referral of the child to external services.

• Referral of the child to the Educational Welfare Officer (EWO).

• Referral to the Child and Adolescent Mental Health Support Team (CAMHS) or the wellbeing hub.