**DITTON LODGE PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

At Ditton Lodge we aim to:

1. provide a calm and safe environment in which all children can realise their full potential;
2. respect, and be kind and thoughtful toward one another;
3. encourage everyone to realise the importance of rules at school and understand that throughout their lives there will be codes of conduct that will need to be adhered to;
4. employ a consistent approach to behaviour throughout the school with parental co-operation and involvement. It is important that there is a uniformity of approach in maintaining good behaviour in school and also at home;
5. encourage independence and self-discipline, and teach children to accept responsibility for their own behaviour;
6. give the children the skills, attitudes and self-understanding to achieve and maintain positive behaviour;
* raise awareness of the importance of behaving well.
1. help pupils, staff and parents to have a sense of direction and a feeling of common purpose;
2. encourage everyone to contribute towards and feel involved in the smooth running of the school - everyone has an important role to play;

There are nine basic principles for positive behaviour management. These principles are interrelated and their impact comes from the way in which we cohesively operate from them.

**Plan for good behaviour**

Make rewards and consequences clear, consistent and fair (see appendix for whole school reward system) Use of positive and motivational language by all staff.(eg. “this new work will be difficult at first – however I know we can do it together”)

**The 4R’s framework**

Rights, rules, routines and responsibilities – a framework that makes it easier for children to see fairness and logic in the behaviour management approaches of adults. It also allows adults to correct behaviour from the perspective of protecting rights rather than criticising the child personally.

Children need to be taught the connection between the different Rs. Enjoying the right to feel safe needs to be coupled with the responsibility to behave in a way that lets other children feel safe. Each individual is responsible for their own behaviour, each individual has a choice about how they conduct themselves.

Each class will, at the beginning of the year, negotiate ‘Ground Rules’. These are class rules. The children with the help of their teacher, will decide what rules are needed in the class to make a happy and hardworking classroom. Class rules should, as far as possible be positive and not a list of don’ts. Once these rules have been agreed each child will be expected to abide by them and they will be displayed in the classroom. When a child breaks the ground rules they will be reminded of the agreement they made.

Ground rules are agreed:

* to establish a code of behaviour
* to help children to take responsibility for their own behaviour
* to help create a secure environment where children can learn and be happy

**Separate the (inappropriate) behaviour from the child**

Make the behaviour unacceptable and unwanted, not the child. Keeping the focus on the behaviour shows acceptance that people get things wrong and make mistakes…that’s how we learn. Linking good behaviour to a child’s identity builds self-esteem.

**Use the language of choice and consequences**

Using the language of choice enables children to take responsibility for their behaviour and move in the direction of self-directed behaviour management. Poor behaviour has resulted from a bad choice – it will be possible to make a better choice next time. Giving feedback on the appropriate choices made will help to forge positive relationships and build self esteem.

**Keep the focus on the primary behaviours**

Primary or initial behaviours are low intensity, but high frequency and impact on the pupils’ and adults’ rights. Examples include talking out of turn, being out of their seat and hindering other children. All behaviour has a reason and does not happen in a vacuum -for children who repeatedly misbehave we need to try and find out what it is that is making them uncomfortable in the school environment.

**Build trust and rapport**

Positive relationships are at the heart of everything we do here at Ditton Lodge with and for children. All members of our school community will achieve more when able to feel confident and trusting of each other. Positive relationships are built through being predictable, consistent, recognising any improvement however small, showing an interest in the children as people – in and out of the class.

**Model the behaviour you want to see**

Calmness, predictability and certainty are skills that need to be modelled; as are being a good listener, giving the right to reply and apologising if an error has been made. School staff are models of legitimate behaviour.

**Always follow up on issues that count**

In the interests of consistency and integrity children’s choices will always be followed up with the consequence. Following up shows that we care about the choice made and that boundaries are there to help children take responsibility for their choices. (see appendix for Sanctions chart)

**Work to repair and restore relationships**

Catching a child being good after a reprimand allows the child a ‘way back’. When a child has made a poor choice it is important to find something positive about them.

**Establishment of Individual Behaviour Plans**

Identified children with specific SEN may have IBPs to support their behaviour

**Staff Responsibilities are:**

1. to treat all children fairly and with respect
2. to raise children’s self-esteem and develop their true potential
3. to provide a challenging, interesting and relevant curriculum
4. to create a safe and pleasant environment, physically and emotionally
5. to use rules and sanctions clearly and consistently
6. to be a good role model

1. to form good relationships with parents, so that all children can see that the key adults in their lives share a common aim
2. to recognise that each is an individual
3. to be aware of their (special) needs

1. to offer a frame work for social education through the PSHE and Citizenship curriculum.
2. each staff member will negotiate and establish classroom rules which will be linked to a whole class behaviour management plan.
3. each staff member will set up a friendship book to acknowledge and celebrate instances of good practice.

By staff we mean all adults who work in school, both those employed and those who come in on a voluntary basis. We also expect the children to treat all adults with respect whether they are teachers, support staff or volunteer staff.

**The Parents’ / Carers’ Responsibilities are:**

* I will make sure my child attends school regularly and on time, and inform the school about absences.
* I will encourage my child to develop high standards of self control.
* I will support the school’s policies and guidelines for behaviour, and let the school know about any concerns or problems that might affect my child’s learning or behaviour.
* I will take an interest in the work of my child, offering praise, and will encourage my child to do his/her best.
* I will support my child in homework activities and other opportunities for home learning.
* I will attend parent’s evenings and discussions about my child’s progress.
* I will get to know about my child’s life in school.

#### Governor Responsibilities

Governors have an overview of all aspects of behaviour and delegate management of these responsibilities to the class teacher/head teacher. There is a legal duty for the head teacher to report at every governor’s meeting whether there have been any pupil exclusions. In extreme cases of exclusion, governors have an appeal panel that sits.

#### Monitoring

Class teachers log incidents which they deal with in class. Incidents deemed to be of a more serious nature or where persistent inappropriate behaviour occurs is passed to the head teacher and logged on SIMS.net.

**Rewards**

Al pupils are rewarded in class by their own class behaviour management plan. This may be through a points system; stickers;, house points and golden time.

Every week pupils’ achievements are celebrated in a full school Achievers Assembly by giving certificates.

At the end of the year all pupils are eligible for awards given for improvement, effort and attainment.

**Sanctions**

Our response to persistent inappropriate behaviour has always been through a staged approach. We will be implementing the following stages giving due consideration to the needs of each pupil:

1. warning and discussion strategies;
2. name on the board
3. time-out in class make up work missed ( 5 mins)
4. Time out out of class (age)
5. miss break time or 15 mins of lunch parents informed at the end of the day by CT
6. Refer to HT or DH and miss whole day of play times and parents contacted by HT or DH.
7. Half day internal exclusion. Parents invited in for discussion with HT and DT and decision confirmed. followed by half day internal exclusion ;
8. Internal exclusion/
9. Fixed term exclusion.

Once a pupil has had a fixed term exclusion of 1 day, a set procedure for further exclusions may follow, according to county guidelines.

Lunchtime stages are as follows:

1. Warning and discussion
2. Names written in a central books
3. Timeout on one of three red spots, placed each lunchtime in front of poppy memorials.
4. Red triangle to be given to a year 6 child to take inside school, asking for a teacher to go out on the playground. All subsequent stages are then followed through by teaching staff.

If any child that does not cooperate with stages 1 to 3 above, a member of the teaching staff is fetched as in stage 4.

Severe incidents

Incidents of aggression, defiance, abusive / offensive / racist / homophobic / sexist language, deliberately damaging school property are dealt with directly by the head teacher, deputy head teacher or by a senior teacher.

Positive Handling

Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that are taken are always within government guidelines.

**Ditton Lodge Code of Conduct:**

* **We are polite and say “Please” and “Thank you”.**
* **We walk around the school, in the school hall and the corridors and class rooms.**
* **We look after our belongings and the school’s.**
* **We work hard in class.**
* **We look after each other, especially younger pupils.**
* **We have kind hands and feet.**
* **We play games fairly.**
* **We always tell the truth.**
* **We listen to each other.**
* **We are friendly and smile a lot!**

These were the statements that the children came up with as being important to them and their happiness in school, in the first assembly of this school year. We discussed them and agreed what it would look like if pupils were doing these things.

We have revised aspects of this code of conduct in assemblies over the half term.

**Appendix i**

“Time-out” as a behaviour management tool is a means of interrupting the unwanted behaviour once all other interventions have been tried. It is for a fixed time of no longer than 10 minutes (KS1 5 mins). “Time-out” should not be rewarding in any way. It should be as sterile an experience as possible, with no attempt to “counsel” the pupil. As a pupil is given “time-out” a record should be kept of the frequency and reason.

Staff decided the following:

* Some would continue to use informal “time-out” in their own classroom where a pupil may be sent from the carpet to table or table to carpet for persistent inappropriate behaviour, isolating the pupil for a short time;
* Pairing with another class teacher to give the option of “time-out” in another room away from peers. Pupil to be escorted to partner class or reliable child to be sent to request TA to escort pupil;
* Space in partner class to be away from main body of children;
* Staff to discuss “time-out” strategy with the whole class to explain how it works and why it is being introduced. Other children in partner classes need to be able to ignore any “time-out” pupils placed in their room;
* It may be necessary for “time-out” to be taken with the head teacher. It will be assumed that the nature of the inappropriate behaviour is at a more serious level and therefore the pupil’s parents/carers may need to be contacted;
* Where records show that a pupil is having to take “time-out” frequently then parents/carers will be contacted.
* Following time-out from class teacher, if the inappropriate behaviour continues, the child will have time out with the Deputy Head teacher.
* Following this, the child may be sent to the Head teacher.

***Child Protection Statement***

***At Ditton Lodge Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.***

**Policy adopted January 2015**

**Nest review due December 2019**