

Dinglewell Junior School

Behaviour/Relationship Policy

Written by: Geraldine Brogan, February 2010

Reviewed: June 2024 (FGB)

Next review: June 2025 (FGB)

Our Dinglewell Values encourage the highest standards of behaviour, which are associated with building and maintaining effective relationships, happiness, success and fulfilment. We expect them to be adhered to by ALL members of the school community.

Dinglewell Values

Co-operation

Kindness

Honesty

Resilience

Respect

Responsibility

These are discussed during assemblies, within class and are displayed around the school.

More than mere intentions, children need to understand and internalise these values.

This is done via:

- ❖ Each class negotiating the establishment of rules at the beginning of each school year. They are then regularly referred to - if a child is off task, for example, the rules shall be used to encourage on-task behaviour.
- ❖ Discussion in "circle-time".
- ❖ Using our school values as terminology to reinforce appropriate behaviours.
- ❖ Modelling - adults and children themselves.
- ❖ Merits awarded, where possible, in-line with our school values where able.

Introduction

Every child has a right to learn and no child has the right to disrupt the learning of others.

This document is a statement of the aims, strategies and evaluatory methods for behaviour at Dinglewell Junior School. It was developed throughout the final term of academic year 2010/2011 and will be evaluated annually.

This policy has been written in conjunction with Safeguarding and Anti-Bullying policies and should be read in conjunction with the policies for Teaching & Learning and Equal Opportunities.

Statement of Intent

This document intends to provide a framework for the creation of a happy, secure and orderly environment in which children can develop as caring and responsible people. It is written for the benefit of all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly.

Aims

Our aims for behaviour are linked to the five components of the Every Child Matters agenda. They are identified as all children:

- being tolerant and understanding with consideration for the rights, views and property of others (enjoy and achieve; stay safe),
- developing a responsible and co-operative attitude towards work and their roles within the school community (make a positive contribution; enjoy and achieve; achieve economic wellbeing),
- working towards maximising their self-esteem and emotional intelligence (be healthy),
- recognising that even though behaviours are a result of thoughts and feelings they are often a choice, and responsibility for actions must be taken (stay safe; make a positive contribution).

School Ethos

The school has an open-door policy so that ideas may be shared, encouraging listening and good relationships to ensure everyone feels valued. Children and parents are encouraged to make us aware of any issues the children may be having so that we might be able to prevent them experiencing problems at school. This therefore introduces the need for trust, integrity, mutual respect and congruence among and between all members of the school community. We acknowledge that mistakes happen, but also that we can learn from them. Central to Dinglewell, is an acceptance of diversity, linked to an inclusive approach to problem-solving so that the feelings, needs and views of everyone are taken into account, promoting high self-esteem. Lastly, we hold a belief in people's ability to resolve their own problems given time, support and a chance to tell their story.

The Senior Leadership Team's responsibilities:

- communicating the positive school ethos at all times, interacting in a restorative manner with all staff,
- devising and implementing a Teaching and Learning Policy acknowledging its influences on children's behaviour and motivation,
- monitoring behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken,
- recording and reporting incidents of serious misconduct.

Promotion of positive behaviour:

- staff acting as role models, acting in a restorative way at all times
- staff offering guidance to children including praise and encouragement,
- opportunities for independent working,
- restorative justice so that children can reconcile quicker and resolve problems/disagreements themselves, determining alternatives to exhibited behaviours,
- the encouragement and appreciation of those children who act as positive role models,
- collaborative work within classes,
- carrying out tasks for teachers - a position of responsibility,
- discussion of appropriate behaviours through:
 - a school council chaired by a member of teaching staff
 - a programme of personal and social education designed to promote mutual respect, self-discipline and social responsibility; class assemblies, CPSHE and Pastoral Inclusion Manager groups,
 - a programme of Religious Education which includes ethical and moral issues (see R.E. policy).

Whole School Rewards

- Dinglewell Junior School is split into 3 houses (Whittington, Potter and Jenner). A whole class is in one house and each house is represented in a year group. The children can earn house points as a class for their house.
- House points can also be awarded to a whole class for things such as lining up quietly, settling to work quickly, etc.
- Once earned, the house points are collated and contribute to whole school rewards.
- Each class has a display board dedicated to class agreed rules that the pupils need to adhere to.
- Friday celebration assembly focuses on number of house points. Star classes are praised for gaining the most house points for the week and classes discuss targets to gain maximum house points for the following week.
- The total house points are displayed in the hall and also on the school website.
- Rewards will be given to the house with the most house points weekly and at the end of each term - extra playtime.

Individual Children's Rewards

Every class has a colour chart displayed on the wall. The colours are;
green - amber - pink - red.

- Every child starts on green as it is Good to be Green. Children can earn house points for outstanding behaviour or excellent work. These are recorded on Class Dojo. Children earn stickers/badges after collecting certain amounts of house points with 100, 200 and 300 and so on, with badges being awarded in assembly.
- House points are awarded for a range of good behaviours including keeping the school values, excellent work, effort, behaviour and attitude.

- All house points (individual and class) are collated weekly and added to a running total displayed in the hall and on our school website.
- Children receive merit certificates for personal progress which are awarded during celebration assemblies, for example, for maintenance/acquisition of positive personal attributes (friendliness or good manners), skills further developed, or academic related improvements. These certificates are often linked to our school values in order to reinforce the importance of them.
- Teachers need to be aware of 'quiet, well behaved, under-the-radar' children who are consistently well behaved and may not receive as many house points as a child who displays poor behaviour, but makes an effort.
- The individual reward is important as they build a child's sense of pride.

Celebration Assembly

- Celebration assembly takes place on a Friday. During this assembly children from each class are nominated for a merit certificate for a variety of reasons from good homework to attitude, etc. The whole school assembly is important as it builds the school community spirit.
- The teachers talk about the children who have received a merit certificate and they come to the front to receive and hold up their certificate.
- Other awards such as commendation and special mentions are also given at this time, as well as celebrating sporting activity, etc.

Eliminating undesirable behaviour

Clear guidelines regarding responses to behaviour have been developed among all staff.

- prevention through an open-door policy,
- restorative justice, so that children can recognise strategies to avoid repetition of inappropriate behaviours,
- a schedule of sanctions for undesirable behaviour (table overleaf),
- Dinglewell views the use of physical intervention as part of a broad range of interventions with the main focus being on preventative approaches. Wherever possible, the use of force should be avoided. In extreme cases, when the use of reasonable force is necessary, it must be used in a way that **maintains the dignity and safety of all concerned**. Staff should only implement physical interventions **for which they have received training**.

Sanctions

Children that misbehave are moved down the colour chart

Green → Amber → Pink → Red

There is a behaviour file in each class in a visible place and children have to write their name and circle the number that corresponds to the colour.

A = amber, P = pink R = red.

Children will receive 2 verbal warnings before they are moved to amber.

If a child is moved to pink this means that they are to have some 'timeout' in another classroom to think about their behaviour (pink = think). This also gives the child an opportunity to start afresh when they return to the classroom. Timeout may be used

within the classroom as a behaviour management strategy in order to reduce low level disruption and this will be at a teacher's discretion.

If a child is moved to red then they attend detention during dinner time with a slip from their teacher explaining reasons for attendance.

Serious incidents such as physically hurting another child, bullying, etc. can result in a child moving straight to red. (See behaviour sanction grid)

Only children who have been on red go to detention, it is not used for finishing work, homework or injured children. During detention children talk about their behaviour with the Deputy Headteacher, Headteacher or a member of SLT.

A letter is sent home with the child explaining the behaviour and parents need to fill out the slip at bottom of the letter to show that they have seen the letter and return the slip to school. Failure to return the slip may result in a phone call to parents. All forms and letters are kept in the detention file in the HT/DHT's office.

Record sheets will be kept in the behaviour file and teachers can note behaviour incidents. This is useful, especially for finding patterns in behaviour and as evidence when meeting with parents.

The behaviour file is checked by the Headteacher, Deputy Headteacher or Pastoral Inclusion Manager regularly and behaviour is discussed with children who have circled their names. Children can move back up the chart if their behaviour improves.

Children who have been identified as having specific behavioural needs will have their own Individual Behaviour Plans (written with the involvement of class teacher, SENCo, Pastoral Inclusion Manager, parents) that follow a different and catered provision for behaviour.

Staff Freedom with rewards.

- The school accepts that each of its teachers are individuals as well as professionals and may at times need to use their own system within their class, such as sparkle notes, stickers, raffle tickets, table points or mini points. Whilst this is acceptable, it should not be at the expense of our whole school consistent systems. The ideal is that class systems feed into school systems. Indeed we must ensure fairness across the school.
- On occasion for example when a child is put on a Pupil Support Plan (PSP), there may be a need to devise an individual reward system for that child.

Behaviour on school visits and trips.

- Class teachers should use the same language and systems when out of the building on school trips.

Early identification of SEN children

If children display challenging behaviour for extended periods of time a behavioural My Plan shall be devised. This will be done by the class teacher primarily but with input from the SENCo and Pastoral Inclusion Manager. The My Plan places a focus on the areas upon which the child needs to improve, providing targets for the child to adhere to. If appropriate some kind of reward strategy - golden time, for example - may be put

in place. My Plans will be reviewed as required; up to three times per school year, and parents will always be made aware of the process.

Once each child's needs have been identified, early intervention of the Pastoral Inclusion Manager shall commence in the form of either individual work or groups, and the implementation of motivational charts as required. Groups cover the following areas:

- Concentration skills
- Self esteem
- Friendship/communication
- Anger management
- Social skills
- Involvement of external agencies

If interventions and sanctions outlined in this policy fail to produce sufficient improvement in behaviour then the Head has the power to exclude a pupil. Parents and governors will be informed without delay of the period of the exclusion and the reason for it. The Headteacher may not exclude for an indefinite period. The Headteacher may be directed by the governing body, or the LEA after consultation with the governing body, to reinstate a pupil who has been excluded for more than five days. Upon request the Headteacher will provide further details of the law governing temporary and permanent exclusions.

This policy should be read in conjunction with British Values Policy.

Unacceptable behaviour-Level 1	Response
<ul style="list-style-type: none"> ▪ Not on task ▪ Distracting other children, interrupting/talking above teacher ▪ Swinging on chairs/not sitting properly ▪ Distracting the lesson- fiddling/tapping/fidgeting/ whistling ▪ Petty unkindness-verbal/irritating/mild physical ▪ Work avoidance 	<p>Could include:</p> <ul style="list-style-type: none"> ▪ Non-verbal response- eye contact/gesture ▪ Verbal warning ▪ Whole class rule reminder ▪ Praising co-operative children ▪ QUIET individual rule reminder/verbal positive reinforcement (1st warning) ▪ QUIET individual rule reminder/verbal positive reinforcement (2nd warning) ▪ Child moves name to 1st traffic light ▪ Restorative Enquiry
Unacceptable behaviour-Level 2	Response
<ul style="list-style-type: none"> ▪ Persistence of level 1 ▪ Answering back ▪ Ignoring instructions persistently ▪ Directed unkindness- verbal/provoked ▪ Swearing at children- written and verbal ▪ Throwing objects across the room ▪ Taking others property ▪ Dishonesty ▪ Damaging property (to include work- own and others')- redeemable ▪ Mildly inappropriate sexual behaviour ▪ 	<p>Will include:</p> <ul style="list-style-type: none"> ▪ Move name on traffic light ▪ Repositioning within same class ▪ Informal chat with parents either after school or phone call (if appropriate) ▪ Move to pink = Time out- 5/10 minutes ▪ Move to red = Detention 20 minutes
Unacceptable behaviour-Level 3	Response
<ul style="list-style-type: none"> ▪ Persistence of level 2 ▪ Defiance/walking away from an adult ▪ Refusal to work ▪ Physical contact directed at another child/adult unprovoked ▪ Bullying/racism ▪ Stealing ▪ Swearing at an adult ▪ Deliberate inappropriate (including sexual/homophobic behaviour/touching/language) ▪ Damaging property-(to include work- own and others')- unredeemable 	<p>Specific agenda:</p> <ul style="list-style-type: none"> ▪ Removal to another class (paired agreement) ▪ Move to red = Detention 20 minutes ▪ Withdrawal from class if appropriate by SLT - (pupil removed to another class for a set amount of time) ▪ HT/DHT to contact parents ▪ Head arranges formal meeting with parents if persistent ▪ Fixed term exclusion

Behaviour sanctions as agreed by staff at Dinglewell Junior School.

Dinglewell Junior School adheres to Local Authority exclusion policies and guidance.

Any meeting with parents should be recorded, details of which to be kept in the child's file.

The steps should be followed as closely as possible, but certain occasions will require professional judgement, and they should then be used as guidance only. For example, a 'fight' would require a 20 minute detention or removal from playtimes for an agreed period of time. Consistency of inappropriate sexual behaviour would most likely lead to involvement of the PIM at an earlier stage than indicated.

Children on Individual Behaviour Plans will have alternative processes and provision for behaviour, although Level 3 behaviours could still result in exclusion

Appendix 1

Behaviour Policy during Covid 19 epidemic

Children will be expected to follow our school values.

Teachers can use the behaviour traffic light warning systems as they would normally, however Pink will need to be omitted to keep bubbles intact. If a detention cannot take place, parents will be called if a child moves to red.

Children will be reminded of social distancing rules continuously and there will be a timeout area in the playground if children require it.

Staff will not restrain children, so any behaviour that requires this, parents will be called to collect children.

There will be a named safe place in school for EHCP children to go if they need time out from their classroom which will be written in their Risk Assessment.

However, if they do not adhere to this, then parents will be asked to collect children.