Dulverton Primary School

"We love to learn, we like to play, we do our best in every way."

Behaviour & Exclusions Policy

Dulverton Primary School is committed to achieving the UNICEF Rights Respecting School Award.

This Policy relates to Article 12 & 28 of the UN Convention of the Rights of the child which states:

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Review Summary

Policy Owner	Assistant Head Teacher
Reviewed by	Senior Leadership Team
Review date	Spring 2024
Next review date	Spring 2025

Dulverton Primary School accepts this right for all children and seeks to create a culture in the school which promotes excellent behaviour. Furthermore, it is acknowledged that society expects positive behaviour as an important outcome of the educational process.

Aims

- To have a clear vision of what good behaviour looks like
- To ensure there is a culture of safety and dignity which permeates through every aspect of school life
- To ensure pupils can learn in a calm, safe and supportive environment and protect them from disruption
- To encourage consistency of response to both positive and negative behaviour
- To ensure that everyone treats one another with dignity, kindness and respect
- To create a restorative justice approach to behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that Dulverton Primary School's expectations and strategies are widely known and understood by the whole school community
- To encourage the involvement of both home and school in the implementation of this policy

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Develop restorative approaches to behaviour
- Promote, through example, kindness, dignity and respect
- Provide a caring and effective learning environment
- Show appreciation of the efforts and contribution of all
- Ensure there are no barriers to disclosure, recognition and addressing of safeguarding issues
- Actively promote children's rights as a Rights Respecting School
- Ensure fair treatment for all regardless of age, gender, race, ability and disability

Responsibilities

The Head Teacher should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure Dulverton Primary School's approach to behaviour meets the following national minimum expectation:

- Dulverton Primary School has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy

- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- All members of the Dulverton Primary School community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- A restorative approach to behaviour is implemented

The Head Teacher must determine measures which aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, among pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks given to them by a member of staff.

The Designated Safeguarding Leader must :

- Consider any safeguarding concerns as being a cause of unacceptable behaviour
- Consider any potential barriers to the disclosure, recognition and addressing of safeguarding issues
- Address any safeguarding concerns as a priority
- Offer safeguarding support to all pupils that need it

School leaders should:

- Be highly visible
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Make sure all staff understand the behavioural expectations and the importance of maintaining them
- Make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of Dulverton Primary School
- Consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy
- Support the Head Teacher in creating a restorative approach to behaviour

Teachers and staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. They should:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships

- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Use a restorative approach to behaviour
- Record behaviour incidents on Pupil Asset (all staff) and CPOMS (DSLs) if they are of a safeguarding concern

Every pupil should:

- Be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- Be taught that they have a duty to follow the school Behaviour Policy and uphold the school rules as part of the wider school culture
- Be asked about their experience of behaviour and provide feedback on the school's behaviour culture
- Be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture
- Have the opportunity to reflect on their behaviour and think about a restorative solution.

The role of parents:

- Parents should be encouraged to get to know the school's Behaviour Policy and, where possible, take part in the life of the school and its culture
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them
- Dulverton Primary School should reinforce the whole-school approach by building and maintaining positive relationships with parents, e.g. by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place

Restorative Justice

As a restorative school we take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Behaviour expectations and pupils with Special Educational Needs and/ or Disability (SEND)

Dulverton Primary School needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. This is also applicable if a child has a mental health issue. The SENCo will work with other members of staff to identify if challenging behaviour has an unidentified SEND.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- Dulverton Primary School has duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;17 and
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and Dulverton Primary School must cooperate with the local authority and other bodies.

As part of meeting any of these duties, as far as possible, we will anticipate likely triggers of misbehaviour, differentiate our approach, adapt routines and put in place support to prevent these.

Standards of behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards, rather than expectations which are either fulfilled or not. Thus Dulverton Primary School has a central role in the children's social and moral development, just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes, personal experiences and parenting skills. At Dulverton Primary School we must work towards standards of behaviour based on the basic principles of dignity, kindness and respect. It follows that acceptable standards of behaviour are those which reflect these principles.

Where a child is displaying regular anti-social, disruptive or aggressive behaviour, the school may wish to enlist the help or advice of additional specialists e.g. the Educational Psychologist or Behaviour Support Advisors. If a child is a looked after child (LAC), the designated teacher should contact the Virtual School Head Teacher (VSH). If a child has a social worker, the designated safeguarding lead could contact them.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. These methods should be consistent and fair. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility, independence and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children

to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Behaviour outside school

Pupils' behaviour outside school on school business, e.g. on school trips or at sports events is subject to the school's Behaviour Policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy which could 'bring the school into disrepute'.

Rights Respecting School

During the academic year, classes negotiate their own class charter which is allied with the UN Convention on the Rights of the Child. In this they set out the standards of behaviour expected of them and others and all agree (by signature) to adhere to them. Part of the process is embedding the children's rights and developing a culture of equality and non-discrimination.

School Rules

Our Golden Rules at Dulverton are:

- I am gentle
- I am kind and helpful
- I listen
- I am honest
- I work hard
- I look after people and property

Values

Autumn 1	Integrity
Autumn 2	Kindness
Spring 1	Difference
Spring 2	Friendship
Summer 1	Respect
Summer 2	Care

Rewards

Our emphasis is on personalised rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

In all year groups there is a traffic light system (which may be presented differently e.g. rainbow/clouds). Pupils always start the day with their names/faces on the green face/traffic light as each day is always regarded as a fresh start for all pupils.

Occasionally reward systems are personalised to a child to focus on a specific aspect(s) of their behaviour in school which needs to be addressed separately from their peers. This is done in partnership with parents.

The following rewards are presented to children in their classes: -

- Star of the Day (children have reached the star on the traffic light system)
- Praise Postcards
- House points (to individual children)
- Whole class leaf reward system

The following rewards are presented publicly during assemblies: -

- House points (weekly total for each house)
- Star Pupil of the Week certificates
- Value ambassador nominations
- Praise Postcards
- Special Achievement certificates for events such as sports tournaments or inter school competitions
- Achievements of individual pupils in activities outside of school are also acknowledged

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished
- Where possible the sanction should be directly related to and involve a way of putting the incident right using a restorative justice approach

- The sanction may be deterrence, protection or improvement.

In the first instance (for minor incidents) a verbal warning to pupils that their behaviour is not appropriate should always be given. Children will be reminded about expectations, informed about the rule they are breaking and the potential consequences of their actions; their names will be moved to the amber face/traffic light. At this point there is the opportunity for a pupil to return to ‘green’ by demonstrating good behaviour. For more serious incidents or if a child disregards a previous warning, a pupil's name will be moved to the red face/traffic light. ‘Red’ and ‘Amber’ behaviours are recorded on Pupil Asset so that all those working with a child are aware. These behaviours are then reviewed by the Assistant Head Teacher and discussed with SLT on a weekly basis.

Sanctions could also include working with parents on a behaviour plan, interventions to promote self-esteem and self-regulation and provide pastoral support to address underlying causes of behaviour.

Where incidents of behaviour are considered to be serious e.g. child on child abuse, repeated rudeness, offensive language (including racist language) towards adults or other children, behaviour showing either disrespect or defiance of staff, physically hurting other children, throwing objects, or minor disruptive behaviour when off site; possible sanctions include: participating in restorative justice and a putting it right form being completed, parents being informed, internal exclusion for a half day, possible suspension from offsite activity where relevant, withdrawal of play times or golden time, removal to another part of the school.

Incidents of racism or discrimination against an individual or group due to the protected characteristics detailed in the Equality Policy will not be tolerated. All incidents of this nature will be recorded, parents will be informed and a report will be made to the Governing Body.

Should behaviour still remain challenging, further sanctions may be imposed: these range from referral to the Senior Leadership Team, letters to parents, behaviour contracts and, ultimately and in the last resort, suspension or exclusion.

Reasons for Exclusion

Suspension or exclusion, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted (or where an isolated incident is severe/extreme enough to impact on the physical/emotional wellbeing of another individual).

Exclusion may be the result of persistently poor behaviour or a serious single incident, and we follow the Local Authority's guidance (http://www.bexley.gov.uk/schoolexclusion)

Bullying

Bullying is an emotive term, which can occur to varying degrees in all walks of life. Such incidents are always taken seriously and addressed immediately. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	**Definition**
Child on child abuse	Any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber- bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudiced based/ discriminatory	When bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (Refer to Anti-Bullying Policy)

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Senior Leadership Team so that strategies can be discussed and agreed, before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

We firmly believe that children have a right to make mistakes without minor incidents being reported to parents. For inappropriate behaviour requiring minor sanctions parents would not normally be informed.

If there is repeated inappropriate behaviour or it requires the involvement of senior leaders within the school, a decision will be made to discuss with parents the school concerns (this is at the discretion of the senior member of staff and in discussion with the Head Teacher). The involvement of third party professionals may be sought to further support behaviour management. It is hoped that all parents will support the school in moving forward to modify behaviour choices and enable each child to make choices that enable them to successfully play their part within the school community.

Where behaviour is causing concern, parents will be informed and given an opportunity to discuss the situation. Parental support will be sought through a conjoint behavioural consultation to:

- Identify the cause of the problem behaviour
- Analyse the problem
- Develop a plan
- Implement and evaluate the plan

The school will endeavour to support any pupil causing concern through a variety of strategies such as: behaviour plans, nurture initiatives, mentoring and curriculum intervention as appropriate.

The School Behaviour Policy will be shared with parents and carers in conjunction with the Home School Agreement and published on the school website.

It is essential that all staff have read and understood their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

Linked policies:

This policy is implemented in conjunction with the school Anti-Bullying Policy, Safeguarding & Child Protection Policy & Equality Policy.