

Downside Primary School Behaviour Policy

Our approach

At Downside Primary School we see a child's behaviour as the way they express in actions the thoughts, feelings and wishes that occupy their internal world. Through behaviour, a child communicates their understanding of the world around them and their place in it.

Children that have awareness of their thoughts and feelings and some ways of expressing these in words are able to:

- organise their behaviour and make choices about it.
- engage with adults and other children in a healthy way and to understand the importance of rules and boundaries to keep everyone safe.
- follow the codes of behaviour we follow here at Downside Primary School.

Children who are not able to understand or manage their own thoughts and feelings are less likely to be able to make good healthy relationships with adults and other children. Often this will be communicated through behaviour that others find challenging to be around.

We take a helping approach to these children and offer a programme of intensive nurturing as a way of providing opportunities to develop essential skills for self-management, relationship and for life that haven't yet be learned. This programme is delivered by the Mentoring team and will follow a unique path for each child according to their individual needs. Once the child is able to understand the importance of rules and to behave appropriately, they will no longer require the same level of support and will be able to follow the same approach as everyone else.

Our aims and expectations for behaviour

At Downside Primary School, we promote and nurture a core set of values through our teaching, our environment and our ethos. These values develop self-esteem, encourage collaboration and help children to be assertive, to solve problems and to deal with success and failure.

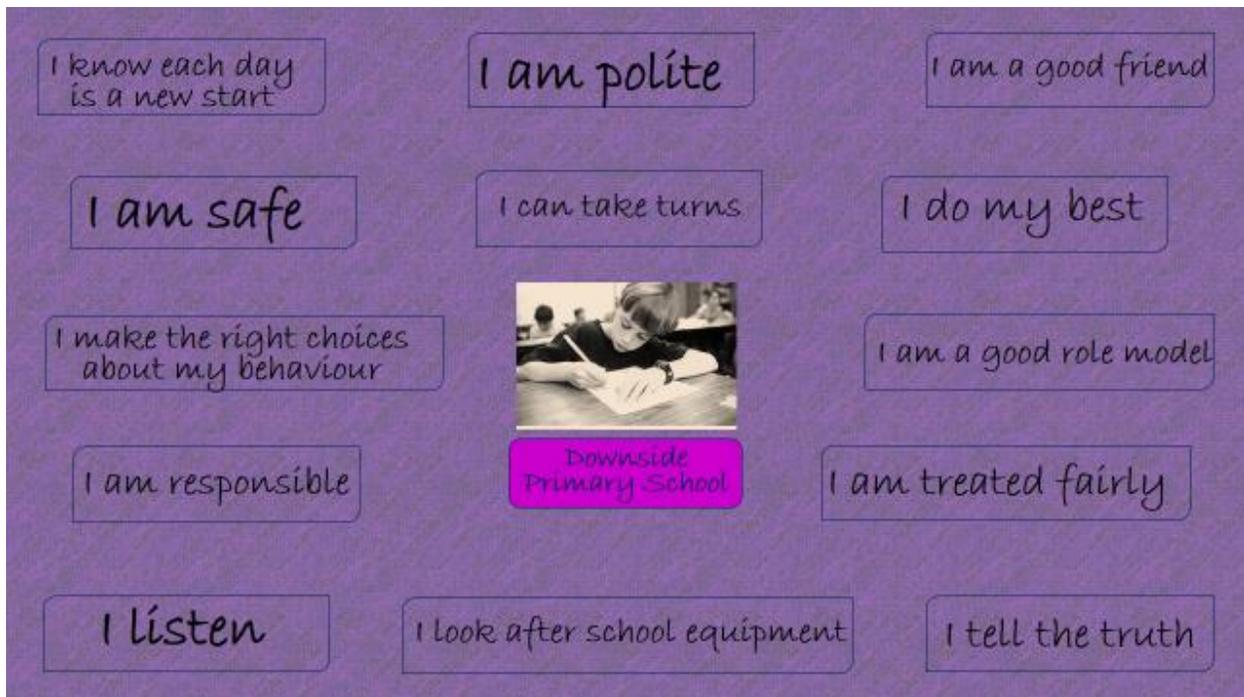
Our values are as follows:



Our aims:

- 1. Safety** - we aim to protect people, equipment and our environment. We want staff and children to feel happy, safe and supported.
- 2. Collaboration** - we aim to communicate effectively and share skills and ideas among families, pupils and staff.
- 3. Effective learning** - we aim to provide and encourage a nurturing environment which encourages both collaborative and individual learning for all pupils.
- 4. Responsibility** - we aim to empower children with skills which will help them to make good choices about their behaviour. Staff and children take a collective responsibility for harmony within our school.

At Downside Primary School, we aim to create an environment where all learners are able to say:



Children will be taught and reminded of these aims and expectations when they meet their new teacher and at the beginning of the new school year.

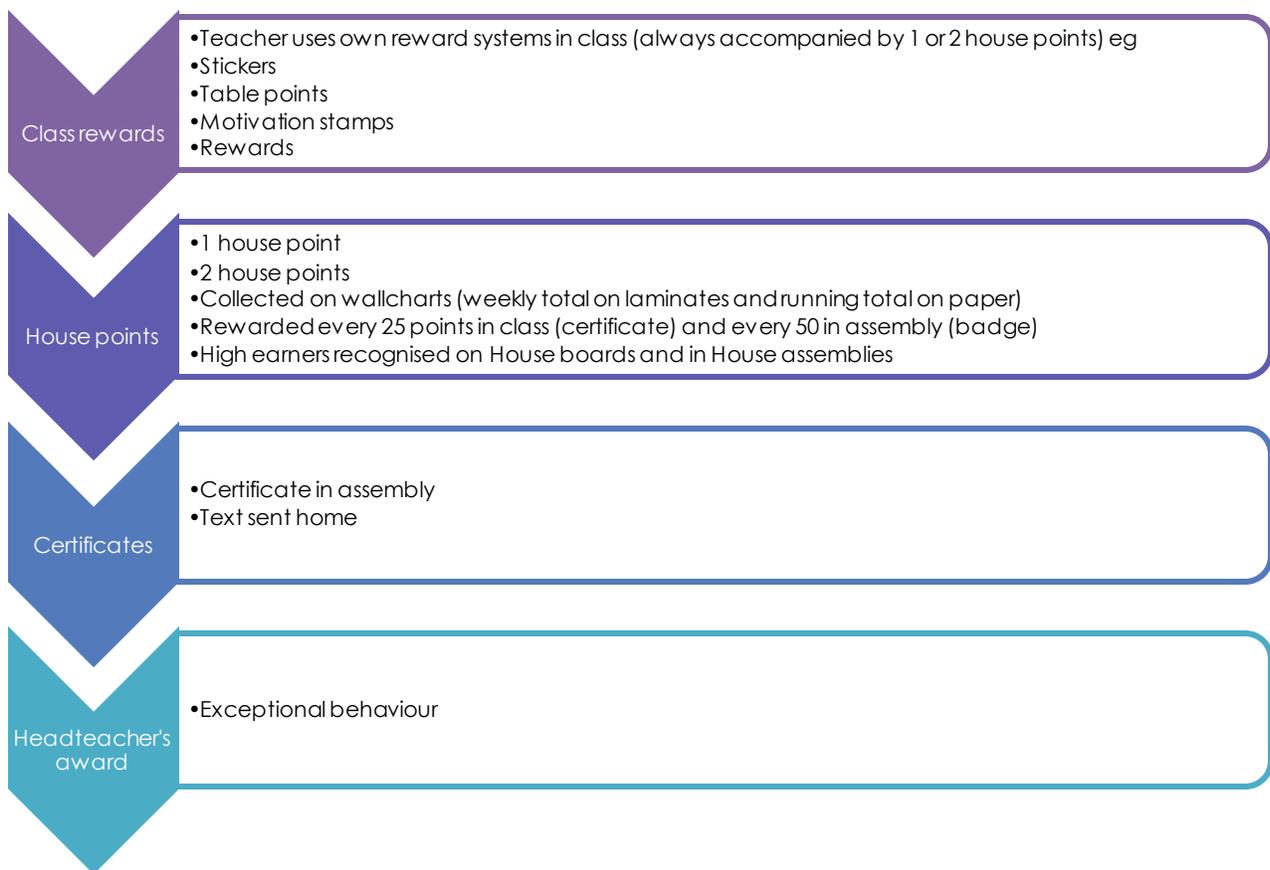
These aims and expectations will be displayed prominently in all classes and in central and communal areas of the school.

Classroom behaviour systems

Rewards

We consider it important that praise and rewards should have a considerable emphasis within the school and that children gain recognition for making a positive contribution to school life and, in particular, for showing our school values.

School rewards for good behaviour and for showing the Downside values

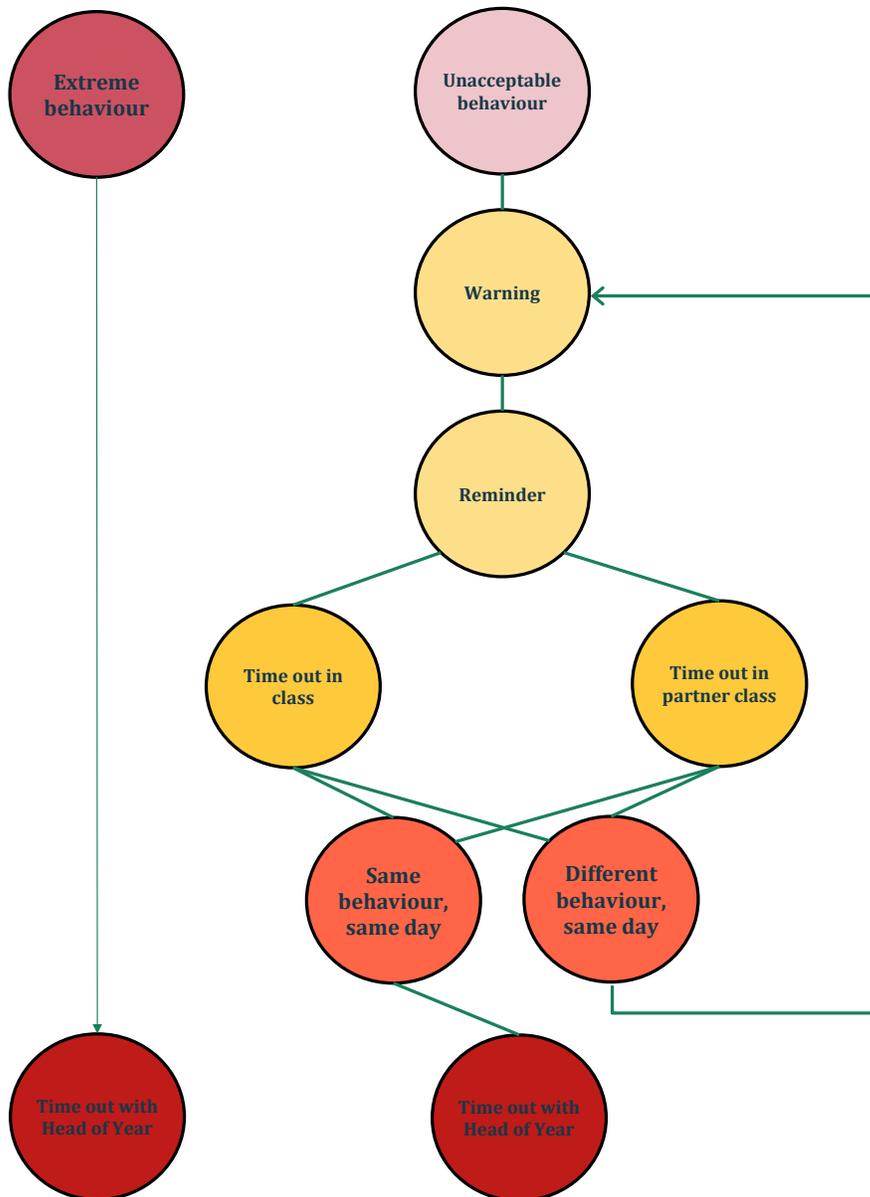


All staff in school can give out house points when they see a child displaying our school values. The specific value being shown is always mentioned explicitly when giving house points.

Sanctions

Deviations from our aims, expectations and values are met with a system of outcomes and consequences as follows:

Behaviour Policy



Time out procedure

- At each stage of a '**time out**', a time out sheet is completed by the child explaining what happened and why, thus encouraging the children to reflect on their behaviour.
- It is the responsibility of the class teacher issuing the '**time out**' to give the child a sheet.
- Time out sheets are stored in the classroom by the class teacher.
- Time out sheets are discussed with and then signed by the partner class teacher or teaching assistant.

Lunchtime

Poor behaviour at lunchtime is referred to the Senior Midday Supervisor who informs the class teacher at the end of the session. Where poor behaviour persists, the Wellbeing Team and/or the Family Worker team are informed and work to support the child and/or parents.

Headteacher's detention

Pupils are given **Headteacher's detention** for behaviour such as fighting, bullying and swearing. These take place every Friday lunchtime and are supervised by the Head Teacher or Deputy. Children report to the teacher on duty where they complete a detention sheet and discuss their behaviour. They do not have their lunch until the end of the detention period, which is usually once all other pupils have started eating. The incidents are recorded in a detention log and a letter is sent home to the parents of persistent offenders.

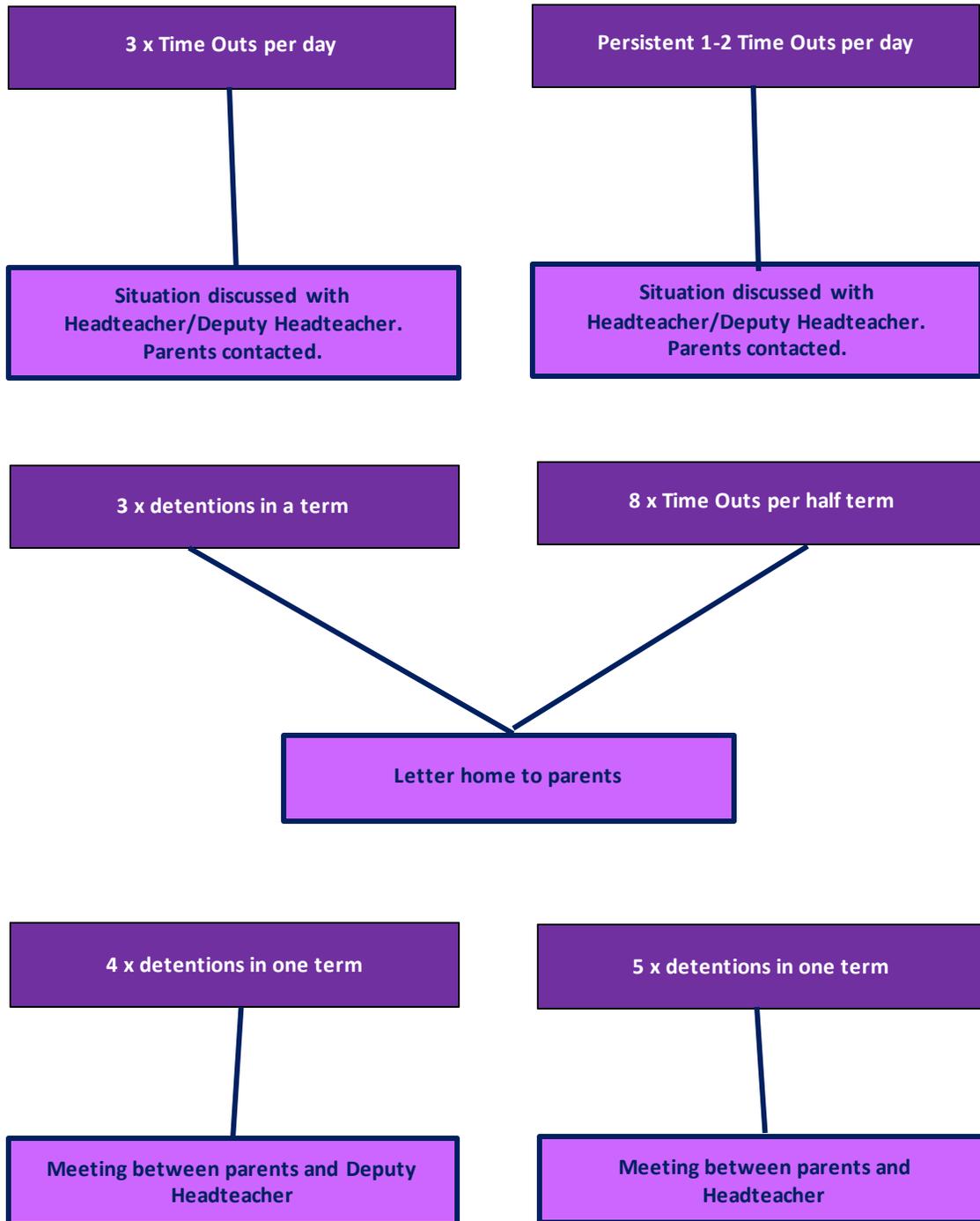
Racist incidents

Pupils involved in racist incidents are sent immediately to the Head Teacher with the red Racist Incident form in the class folder. The Head Teacher then acts in accordance with the **Racism Policy**.

Health and safety

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only 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 we take are in line with government guidelines on the restraint of children.

Home contact triggers



Fixed-term and permanent exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head teacher may exclude (for a fixed period of time or permanently) a child for a number of reasons, including;

- Severe physical assault against a pupil
- Physical assault against an adult
- Verbal abuse /threatening behaviour against a pupil
- Verbal abuse /threatening behaviour against an adult
- Theft
- Damage to the school property
- Persistent disruptive behaviour
- Bullying

If the Head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head teacher may also exclude a child for one lunchtime session or a series of lunchtimes, as a last resort, if the child is unable to behave during this time.

The Head teacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Roles

Teachers, teaching assistants and school employees:

- Ensure that school values, aims and expectations are maintained.
- Have high expectations of behaviour.
- Ensure that behaviour policy is consistently followed.
- Liaise with parents/SENCo, Wellbeing team, SLT as appropriate regarding children's behaviour.

Parents and carers:

- Support and respect the school behaviour policy.
- Read their child's Home/School Contact book regularly.
- Contact the school with any concerns over child's behaviour at home.
- Use class teacher as initial point of contact for any behaviour concerns.

Our roles

The headteacher:

- Implements school behaviour policy consistently through the school (in accordance with School Standards Framework Act 1998).
- Reports to Governors on the effectiveness of the policy.
- Supports staff to implement policy.
- Keeps record of serious incidents of misbehaviour.
- Gives exclusions as necessary.

Governors:

- Set down and guidelines on standards of discipline and behaviour.
- Support the headteacher in implementing the behaviour policy through the school.
- Review the policy's effectiveness.
- Advise headteacher on particular discipline issues as appropriate.