

DURDAN'S PARK PRIMARY SCHOOL

BEHAVIOUR POLICY



Policy Written: July 2005
Policy Reviewed: June 2019
Next Review Date: June 2020

Aims of the Policy

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

To make boundaries of acceptable behaviour clear and to ensure safety.

To raise awareness about appropriate behaviour.

To help pupils and staff and parents have a sense of direction and feeling of common purpose.

Children's responsibilities are:

- To treat all staff and children with respect
- Not to hurt the feeling of others by teasing or laughing at them
- To stay within the designated areas of the school
- To attend school regularly and punctually
- To respect the property of others
- To keep the school neat, clean and tidy
- To be honest
- To act with consideration for peers
- Move round the school in an appropriate manner
- Not to disrupt the classroom environment
- Not to bully others
- To act sensibly in and out of school
- To make the school a safe place for all by not hitting or hurting anyone in any way
- To respect the rights of others
- To follow the school and class rules and code of conduct.
- To use online platforms safely and responsibly both inside and outside of school.

Staff responsibilities are:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To be a positive role model by demonstrating appropriate behaviours when interacting with children, colleagues and parents.
- To use appropriate language when discussing children and parents with colleagues and parents with colleagues and when talking to parents and colleagues.
- To avoid inappropriate behaviour such as uncontrolled shouting at children, humiliating or belittling children.

- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To inform children about how to use the internet safely
- To recognise that each child is an individual
- To be aware of their (special) needs
- To offer a framework for social education
- To follow the school's behaviour procedures for all children
- When excluding children from the classroom to use agreed procedures.
- Children are not to be left unsupervised, without work, standing in corridors.
- To ensure online platforms are used responsibly and safely at school.

The Parent's responsibilities are:

- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To cooperate with the school to ensure that their child understands the terms of this behaviour policy and to cooperate with the school if their child breaches the school's code of conduct.
- To make their child aware of appropriate behaviour in all situations
- To encourage independence and self-discipline in their child
- To maintain both formal and informal contact with school where this is deemed appropriate when behavioural issues arise
- To understand that although exclusion – temporary/permanent- is used rarely and as a last resort, they will be fully informed at an early stage if this is being considered for their child and that the London Borough of Ealing Exclusion procedures will be followed.
- To ensure all electronic devices (especially those with access to the internet) are used safely and responsibly.

Positive Behaviour Policy

We are aware that we share responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be entitled to expect with regard to the children's feelings and property. Parents play the most important role in teaching about ways of behaving. At school we reinforce the attitudes, courtesies and disciplined behaviour that children begin at home. We aim to ensure that positive behaviour is rewarded; inappropriate behaviour is dealt with firmly and fairly. The School Code of Conduct (see below) is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

Promotion of positive behaviour by staff

- Rewarding positive behaviour
- Modelling positive behaviour
- Assemblies – gain attention by rewarding examples of positive behaviour, use of eye contact, clapping rhythms etc

Unacceptable behaviour of staff

- Uncontrolled anger involving shouting at children

- Use of whistle (unless in playground)
- Humiliating children

Use of reasonable force

- In some circumstances, reasonable force may be used in order to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. See ‘Use of reasonable force’ policy for further guidance.

DURDAN’S PARK PRIMARY SCHOOL CODE OF CONDUCT

Responsibilities for all the members of the school community.

Staff and Governors
To lead by example
To be consistent in dealing with children
To encourage the aims and values of the school among the children
To have high expectations of all the children to know what they are
To meet the educational, social and behavioural needs of the children
To provide an appropriate curriculum to meet the criteria of Every Child Matters

Pupils
To support and care for each other
To respect each others property and work
To listen to others and respect their opinions
To take responsibility for their own actions and behaviour
To do as instructed by all members of staff (teaching and non-teaching)
To observe the Code of Conduct at all times

Parents
To be aware of the school’s value and expectations.
To support the values and expectations of the school
To ensure that children arrive on time each day and are collected at the correct time
To keep children at home when they are ill and to provide the school with a written or telephoned explanation of the reasons for any absences
To ensure that children are wearing the correct uniform, have their PE kit in school and are not wearing inappropriate jewellery or hairstyles
To provide the school with an emergency contact number

The ways in which this school encourages respect for others;

- Circle time work – developing “language of feelings”
- School Council
- Children’s involvement in the establishing of Class rules
- Role play-listening skills
- Sharing skills – “news”
- Conflict resolution skills
- Playground friends and monitors to be re-established (school council)
- Team assemblies
- Use of the PSHE and Citizenship aspects of the curriculum including SEAL
- Online safety lessons

UNACCEPTABLE BEHAVIOUR AT SCHOOL

We divide unacceptable behaviour into three broad bands;

- a) **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher. Class teacher may inform parents if deemed appropriate.
- b) **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher will involve team leaders who may contact parents. Notification of other staff. Formal involvement of the Deputy Head Teacher and Informal involvement of Head Teacher.
- c) **Level Three:** very serious misbehaviour or persistent Level Two misbehaviour. Level Three may trigger inclusion onto SEN register with priority need BESD. Formal involvement with the Head Teacher, Deputy Head Teacher and parents. Additionally, the EWO (Educational Welfare Officer) and /or other outside agencies may also become involved.

Unacceptable behaviour described

Level One
Not on task
Disrupting another child, chatting in class
Distraction, interruption
Answering back
Not taking instructions
Telling lies/getting others into trouble
Verbal abuse, minor bad language
Unsafe movement around the classroom/school
Unsafe behaviour
Careless damage
Destruction of property (first time)

Level Two
Persistence of Level 1
Incomplete tasks (deliberate)
Refusal to work
Persistent defiance
Deliberate destruction of another child's piece of work
Minor vandalism
Stealing/intent to steal (minor monetary value) or sentimental, personal objects egg toys/equipment
Direct verbal abuse/racial abuse
Threatening behaviour to children or all adults
Isolated acts of violence – kicking, hitting, thumping etc towards adults/children
Bullying, persistent name calling
Misuse of any electronic devices at home

Level Three
Persistence of Level Two
Major disruption of class activity
Vandalism of school building, property

Stealing/intent to steal (persistent) or malicious
Repeated incidents of bullying or threatening behaviour
Persistent bad language and verbal abuse/racial and gender abuse/religious intolerance, homophobia and extremist.
Violent hitting, kicking, fighting with other children or adults and spitting
Aggressive violent behaviour, causing deliberate injury
Abuse/threatening behaviour towards other children/ staff/parents/visitors
Dangerous refusal to obey instruction
Leaving school premises without consent
Misuse of any electronic devices in school, including bringing the school into disrepute on social media

Sanctions/strategies

Level One
The look
Repositioning of children
Peer reminders (used sensitively)
Reminder of Code of Conduct
Private discussion with child
Parents informed by class teacher if deemed necessary.
Behaviour grid to be filled in

Level Two
“Time out” in the classroom
Stay in at break time (in a supervised area)
Taking work to finish at home
Sharing of information with other staff
Loss of privileges/choice of activity
Persistent unacceptable behaviour – parents informed by team leader, informal meeting, discussion with parents, home/school report book introduced. Include target setting with children
Involvement of Deputy Head and Team Leaders.
Behaviour grid to be filled in
Teacher to set up a behaviour contract in liaison with Team Leaders

Level Three
Head Teacher informed immediately
Formal meeting with Deputy Head Teacher/Head Teacher (child)
“Time out” with SLT/Head Teacher supervision
Parents invited into school for formal discussion with Head Teacher/Deputy Head Teacher
Action plan agreed involving school and parents
Behaviour contract, supervised by Head Teacher/SENCO/Deputy Head Teacher to be monitored weekly. Child maybe placed on SEN register with the priority need BESD (behavioural, emotional and social difficulties)
Parents to be given “Behaviour Matters” letter – Level 3 incidents of inappropriate behaviour to be recorded on the behaviour form
Involvement of EWO/other agencies
Exclusion (see below)

Exclusions

Fixed Term Exclusions will be imposed in response to breaches of the behaviour policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions such as detention/internal exclusion are considered inappropriate.

Permanent exclusion will be imposed for persistent breaches of the behaviour policy, i.e. as a final step in a process for dealing with unacceptable behaviour and followed a wide range of strategies that have been tried without success, it is an acknowledgement that the school has exhausted all available strategies.

For a serious breach of the behaviour policy, i.e. there may be circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct
- Breaches of Online safety

This list is not intended to be exhaustive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion.

PROCEDURES

Playtime Procedures

1. Staff on duty monitor children's behaviour and deal with incidents that arise.
2. Any incidents of concern should be brought to the attention of the class teacher.
3. If any serious incidents arise, the person on duty must send for the team leader **IMMEDIATELY.**
4. Team leaders will inform the Deputy Head Teacher of any very serious concerns that may need parental involvement.

What we do to encourage good behaviour

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour
- We set through example standards of behaviour
- We praise good behaviour both privately and publicly

What we do if children misbehave

- We ask them to stop misbehaving
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour

Repeated or persistent misbehaviour

Where there is repeated or persistent misbehaviour the following will apply:
Withdrawal of privileges
Report books
On report

Food Rules –Packed Lunches

“No” to fizzy drinks	“Yes” to water
“No” to glass bottles	“Yes” to cartons and plastic bottles
“No” to sweets	“Yes” to yoghurt

Each **SCHOOL MEALS SUPERVISORY ASSISTANT** has their own lunchtime book. **SCHOOL MEALS SUPERVISORY ASSISTANTS** are to write in the child’s name if their behaviour does not comply with expected standards or if children ignore the **SCHOOL MEALS SUPERVISORY ASSISTANT’s** advice/support.

Lunchtime Procedures

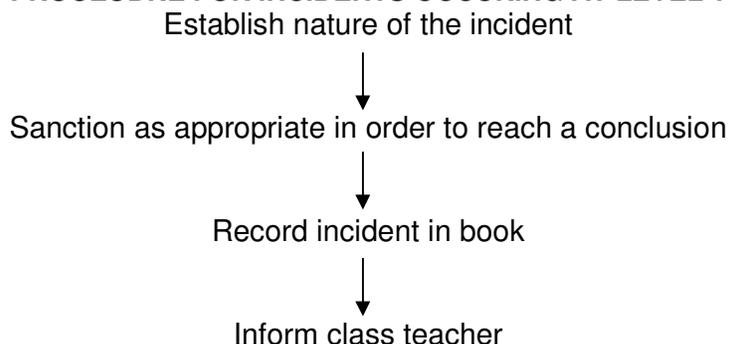
1. All **SCHOOL MEALS SUPERVISORY ASSISTANT’s** **MUST** deal with all incidents immediately (and if necessary send the child to the Senior **SCHOOL MEALS SUPERVISORY ASSISTANT**).
2. Children need to be listened to and encouraged to use “I felt upset when you……”.
3. **SCHOOL MEALS SUPERVISORY ASSISTANT’s** need to work with the children to bring the incident to a satisfactory conclusion, eg what do you think should happen now? Both parties.
4. Each **SCHOOL MEALS SUPERVISORY ASSISTANT** has their own lunchtime book. The **SCHOOL MEALS SUPERVISORY ASSISTANT** is to write in the child’s name, class and details of the incident, if their behaviour does not comply with expected standards or if children ignore the **SCHOOL MEALS SUPERVISORY ASSISTANT’s** advice/support.
5. If necessary the children are sent to the senior **SCHOOL MEALS SUPERVISORY ASSISTANT** to deal with the issue.
6. If there has been an issue at lunchtime that the Senior **SCHOOL MEALS SUPERVISORY ASSISTANT** feels needs further investigating, it will be passed onto the Deputy Heads.
7. If any child mentions the word ‘bullying’ all the **SCHOOL MEALS SUPERVISORY ASSISTANTs** **MUST** record this in their books and pass onto the deputies.
8. **SCHOOL MEALS SUPERVISORY ASSISTANTs** must let all teachers know of any incidents that has arisen at lunchtime, however, the teachers should not be resolving the issue but may have to pass information onto parents.
9. If any books are passed onto the Deputies, the Deputy Heads will initial the books to show they have noted/further investigated any incidents.
10. Any issues that arise whilst or just after the whistle has blown, the **SCHOOL MEALS SUPERVISORY ASSISTANT** must deal with the incident.

All SCHOOL MEALS SUPERVISORY ASSISTANTS MUST deal with all incidents immediately

Level One Behaviour
Not taking instructions
Answering back
Unsafe movement around the classroom/school/playground
Telling lies/getting others into trouble
Verbal abuse, minor bad language
Unsafe behaviour
Careless damage
Destruction of property (first time)

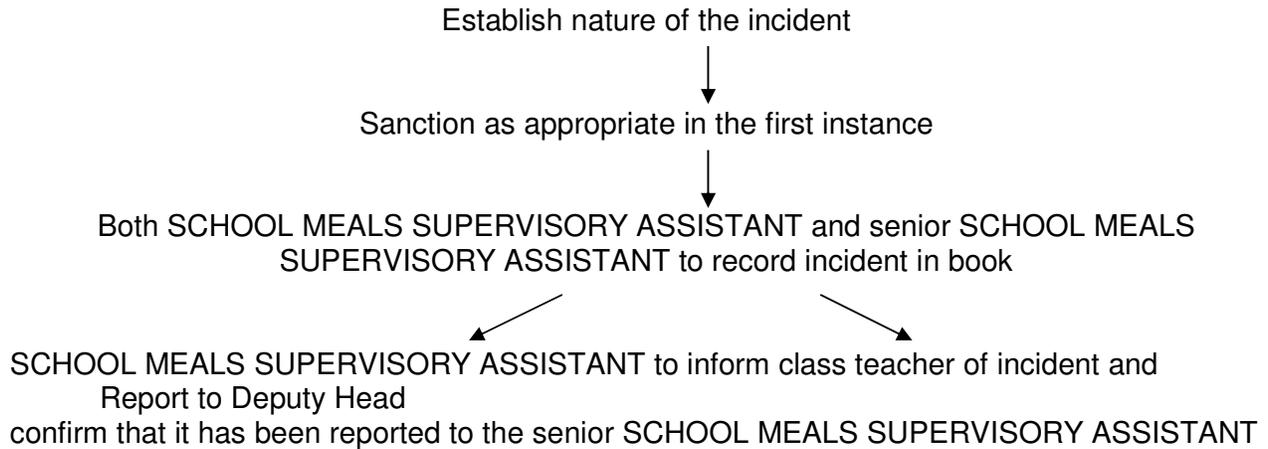
Sanctions/strategies – endeavour to reach a conclusion
Separate the children
Time out (e.g. by the wall)
Private discussion with child regarding the incident
Encourage children to talk about the incident with their peers – SCHOOL MEALS SUPERVISORY ASSISTANT to mediate. Encouraged to use “I felt upset when you.....”.
Where possible, encourage children to try to resolve disagreements themselves
Child to stay with SCHOOL MEALS SUPERVISORY ASSISTANT

PROCEUDRE FOR INCIDENTS OCCURING AT LEVEL 1



Level Two
Persistence of Level 1
Minor vandalism
Stealing/intent to steal (minor monetary value) or sentimental, personal objects e.g. toys/equipment
Direct verbal abuse/racial abuse
Threatening behaviour to children or all adults
Isolated acts of violence – kicking, hitting, thumping etc towards adults/children
Bullying, persistent name calling
Strategies/sanctions
Follow sanctions for Level 1

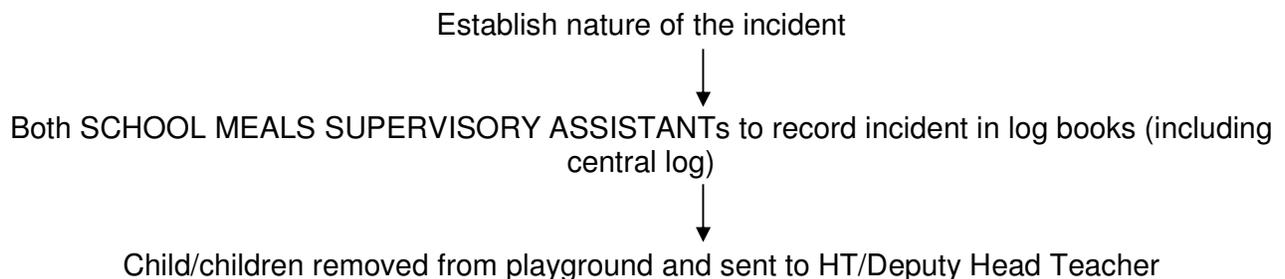
PROCEUDRE FOR INCIDENTS OCCURING AT LEVEL 2



PROCEUDRE FOR INCIDENTS OCCURING AT LEVEL 3

Level Three
Persistence of Level Two
Vandalism of school building, property
Stealing/intent to steal (persistent) or malicious
Repeated incidents of bullying or threatening behaviour
Persistent bad language and verbal abuse/racial and gender abuse/religious intolerance, homophobic and extremist.
Violent hitting, kicking, fighting with other children or adults and spitting
Aggressive violent behaviour, causing deliberate injury
Abuse/threatening behaviour towards other children and staff

Strategies/sanctions- Inform senior SCHOOL MEALS SUPERVISORY ASSISTANT immediately



Name:

Class:

Date:

Why have you been sent to see me?

I have been sent to see you because I

Please explain exactly what happened

Which of our school aims was this behaviour against?

What will you do to make up for this behaviour?