

Dalmain Primary School



BEHAVIOUR MANAGEMENT POLICY

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1. Policy Statement

“Every child has a right to learn and every teacher has a right to teach.”

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Support and promote our school vision and school values.

Vision statement

Through inspirational, inclusive and academically challenging learning opportunities, we aim to nourish and encourage our children to become curious, confident and aspirational young citizens of the world.

School Values

Kindness	Friendship
Honesty	Respect
Collaboration	Perseverance
Love of Learning	Risk Taking

Safeguarding

Dalmain School is committed to promoting and safeguarding the welfare of children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another pupil’s misbehaviour, including misbehaviour online such as cyberbullying.

(See **Safeguarding & Child Protection Policy**)

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

The school also recognises its responsibilities under Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils, and under sections 88-94 of the Education and Inspections Act 2006 which require schools to regulate pupils behaviour and publish a behaviour policy and a written statement of behaviour principles (see appendix 1), and give schools the authority to confiscate pupils' property.

In line with DfE requirements, this policy will be published on the school website.

3. Access & Inclusion

We achieve equality of opportunity by ensuring that the behaviour policy is implemented fairly and consistently for all pupils. We monitor outcomes to ensure that it does not disadvantage any individuals or groups within our school.

However, we do recognise that some pupils may have specific difficulties following the system of rules, rewards and consequences. In these cases, teachers, together with the Head /Safeguarding & Behaviour Lead / SENCo / Deputy / Assistant Heads draw up a differentiated behaviour programme as necessary.

This might include individual intervention programmes and differentiated report sheets. For example:

- 'Catch me being good' cards
- Music report cards
- Behaviour contracts
- Target cards
- Playground logs

This list is not exhaustive as each intervention is based on the individual child, their needs and the reason they need the individual intervention programme. Interventions are tailor-made to fit the child.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, assemblies, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Unkindness to peers

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Hurting staff
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation e.g. up skirting
- Smoking

- Possession of any prohibited items. These are:

Knives or weapons

Stolen items

Alcohol

Lighters / Fireworks

Illegal drugs

Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Procedure for Recording Incidents that break the rules during lesson / play time

Behaviour Tracking File

Before using the Behaviour Tracking File, please use the Guidelines for Positive Behaviour Management (Appendix 2).

A new sheet is started in the Behaviour Tracking File every week. The tracking files are monitored every Friday by the Head Teacher and the Safeguarding & Behaviour Lead. Any child whose name appears in it on three or more separate days will receive a sanction.

Incident book

The Class Incident Book contains details of all children who have reached number 4 in the Behaviour Tracking File. Staff also use the Incident Book to record serious incidents/disputes between children or persistent breaking of the same rule (restorative justice procedures should be followed). These books have an envelope at the back, where notes on matters or incidents are kept.

	Behaviour	Action	Consequence
1	First instance of rule-breaking that day	Write child's name on behaviour tracking sheet and circle W	Warning
2	Second instance of rule-breaking that day	Circle 2 Give child time out in class	Time out in own class (5 minutes)
3	Third instance of rule-breaking that day	Circle 3 Send child to another class for 10 minutes Ask child to reflect on his/her inappropriate behaviour before returning to class	Time out in another class (10 minutes)
4	Fourth instance of rule-breaking that day	Circle 4 Put child in Missed Play Incident written up in class incident book Pupil sent to SLT member or Safeguarding & Behaviour Lead	Missed play Involvement of SLT member / Safeguarding & Behaviour Lead
5	Fifth instance of rule-breaking that day	Circle 5 Incident written up in class incident book	Involvement of Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead.

		Pupil sent to Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead.	Parents informed
6	A very serious incident	Incident can be recorded in behaviour tracking file by circling 3, 4 or 5 Incident recorded in class incident book	Involvement of Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead. Parents informed

6. Missed Play

Children are put in Missed Play on these occasions:

- For a particularly serious incident in addition to normal consequences
- For serious playtime or lunchtime incidents that have broken school rules
- For talking during assembly
- For reaching Stage 4+ in the Behaviour Tracking File

If, because of misbehaviour, a child has not done enough work in lesson time, in the first instance the class teacher should keep them inside during playtime. For most children this will be enough to ensure that they get into good working habits. If their misbehaviour results in them persistently failing to complete work, they should be put in missed play. Children who fail to complete their homework are the responsibility of the class teacher.

7. Bullying

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
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

Details of our school’s approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

8. Roles and responsibilities

8.1 The governing body

The governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the Head Teacher to account for its implementation.

8.2 The Head Teacher

The Head Teacher is ultimately responsible for the review and approval of this behaviour policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

8.3. The Safeguarding & Behaviour Lead

The Safeguarding & Behaviour Lead is responsible for:

- Reviewing this behaviour policy and ensuring it adheres to statutory guidelines.
- Training and supporting staff in positive behaviour management techniques and restorative justice practises.
- Dealing with incidents of inappropriate behaviour that are passed on from other staff.
- Dealing effectively with poor behaviour, and, with the Head Teacher, monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

8.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using the class Behaviour Tracking File.
- The senior leadership team will support staff in responding to behaviour incidents.

8.5 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

9. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Follow the three school rules at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including outside school

10. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Stamps or Dojos (individual or whole class)
- Stickers and certificates
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Warnings given and logged using the behaviour tracking file.
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Missed play at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on report

We may use an internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a member of the SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

11. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or on the way to or from school.

12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of school will discipline the pupil in accordance with this policy.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

13. Behaviour management

13.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop positive relationships with pupils
- Establish clear routines
- Communicate expectations of behaviour in non-verbal ways as well as verbally (raised eyebrows to warn, thumbs up and smile to praise, for example)
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Having a plan for dealing with low-level disruption (using the class teacher's own strategies or the behaviour tracking file)
- Use positive reinforcement

13.2 Physical restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book and reported to parents

13.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is considered harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

If it is necessary to search and screen pupils, this will be done in line with the DfE's latest guidance on searching, screening and confiscation.

13.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and Safeguarding & Behaviour Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Selected staff are provided with training on proper use of restraint and all staff are trained in de-escalation strategies, managing behaviour and the use of restorative justice techniques. Behaviour management will also form part of continuing professional development.

16. Monitoring arrangements

This behaviour policy will be reviewed by the head of school and full governing board every 2 years. At each review, the policy will be approved by the Head Teacher.

17. Links with other policies

This behaviour policy is linked to the following policies:

- **Safeguarding policy**
- **Anti-bullying policy**
- **Peer on peer abuse policy**

Appendix 1:

Governors' written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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Responsible Governor:	Jonathan Baggs
Signed:	
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