

Downham C.E. Primary School

Behaviour Policy

Mission Statement

Downham C. of E. (Controlled) Primary School aims to serve its community and, in partnership with the community, aims to produce confident, happy, responsible, well educated students who can fulfil positive roles in society. We strive to achieve this by providing a caring environment in which the Christian values are upheld through our school code: Caring, Consideration and Courtesy. No-one has the right to hurt anyone else. This environment will enable excellence and equality to develop through high quality learning experiences based on individual needs and abilities.

Policy Statement

At Downham we operate a therapeutic approach to behaviour management where Working with student's experiences and feelings fosters an internal discipline and sense of responsibility. We believe that this is most effective in bringing about long term change. We aim to teach behaviour rather than control it. We recognise that . Schools should be safe and affirming places for all children, where they can develop a sense of belonging, accountability where they can feel able to trust and talk openly with adults.

Aims

- To create an environment which encourages and reinforces good behaviour
- To define acceptable and unacceptable standards of behaviour
- To encourage consistency of response to both positive and negative forms of behaviour
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

- All members of the school community are expected to adhere to the above principles. 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.

All adults in the school community should:

- Create a positive climate with realistic expectations

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- Emphasize the importance of being valued as an individual and as part of the school community.
- Promote, through example, the school code of care, consideration and courtesy.
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Ensure appropriate treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contributions of all.
- Cope with unfamiliar situations in a positive manner, promoting positive outcomes.

Essex Steps

As a school we are committed to the therapeutic approach as detailed in Essex Steps. This encourages a positive approach to behaviour management. All staff are taught annually to use positive phrasing when dealing with incidents of poor behaviour and use a restorative approach to aid emotional recovery. (See appendix)

Rewards

- Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards play a motivational role, helping children to see that good behaviour is valued. The most frequent form of reward is praise, informal and formal, public and private, to individuals and to 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.

Recognition of praiseworthy achievements is acknowledged through:

- Personal approaches to parents after school.
 - House points
 - Stickers
 - Achievement Assembly
 - The Green Book
 - Rainbow Boards
 - Certificates
 - Letters to parents
- (This list is not exhaustive).

The Curriculum and Learning behaviours

- To promote and encourage good behaviour, we believe that it is necessary to provide an appropriately structured curriculum. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and

structured feedback are all essential elements in the promotion of positive forms of behaviour.

- Lessons, therefore, should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. The responsibility for this lies with the class teachers.
- Teaching methods should encourage enthusiasm and active participation for all, and should encompass a variety of learning styles. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Classroom Management

- Classroom management and teaching methods play an important role in children's behaviour. The classroom environment gives clear messages to the children about the extent to which their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on how children behave.

The following strategies are used in classrooms:

- Drawing up of classroom codes at beginning of school year, setting high expectations of behaviour, re-visited throughout the year and referred to regularly
- Zones of regulation taught as a whole class and small group interventions in order for pupils to self-regulate their own behaviour.
- Rainbow/Behaviour Boards to promote "aspirational" behaviour and indicate progression to sanctions (EYFS / KS1 only) At KS2 we encourage pupils to have more internal discipline. Rainbow boards work alongside the 1st and 2nd warnings below. (see appendix)
- 1st and 2nd Warning system-leading to "Time out" within another classroom or, if necessary, the Headteacher's room. The child will have a first and second warning and if this does not work on the third occasion of telling them about the same thing in the same period of time they will go on to time out. If time out is used a slip must be filled in and handed to the Headteacher on the same day of the time out. (See appendix) A note should go in the child's home/school diary to inform the parent of the time out. The amount of time will reflect the child's individual needs as decided by the classteacher. Time out slips will be monitored by SLT and acted upon if necessary.

In isolated incidents of more seriously poor behaviour the classteacher will use their discretion regarding a sanction which could be (eg) missing a playtime, contacting parents....

Behaviour at lunchtimes

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- Behaviour management on the playground plays an important role in children's behaviour. The playground environment gives clear messages to the children about the extent to which good behaviour is recognised and valued. Relationships between staff and children, strategies for encouraging good behaviour, access to resources and play equipment and rotas and routines all have a bearing on how children behave.

The following strategies are used on the playground:

- Clear and fair routine and rota for going into lunch and football / access to specific activities and equipment. These are clearly displayed for all children and adults. Midday supervisor takes responsibility for this.
- Midday assistants are individually allocated across the playgrounds and hall so that all areas are supervised.
- Zones of regulation - pupils are encouraged to use either of the allocated "zones" to take time out and use strategies to self regulate behaviours.
- 1st and 2nd warning system leading to time out on the playground (on a specified bench) or in the school (as appropriate). The child will have a first warning. On the second warning they will be encouraged to use strategies for self regulation in the zoned reflection area and if this does not work on the third occasion of telling them about the same thing in the same period of time they will go on to time out. Time out is recorded in the midday's blue behaviour book which all middays will carry. Midday will inform class teacher at the end of lunchtime.
- Blue behaviour books are viewed daily by line manager (Shelley Curran) and if necessary (eg repeated instances) referred to the Headteacher.

In isolated incidents of more serious poor behaviour that are spontaneous there may be cause to direct the child to a member of the SLT.

Incidents of high level or persistent poor behaviour in school or on the playground

In isolated incidents of high level behaviour (ie hurting on purpose causing injury, swearing at another person or spitting directly at someone) the child will be sent directly to the Headteacher or a member of the SLT who will put sanctions in place. (see appendix)

Some children may require additional, more individualised support for their behaviour. In these cases, following persistent behaviour issues a consistent behaviour management plan will be written in conjunction with school staff and parents. And if appropriate the child. (Appendix 3) The class teacher will ensure that this is shared with all appropriate members of staff including midday assistants. If appropriate the school may consult outside agencies for specialist support.

Communication and Parental Partnership

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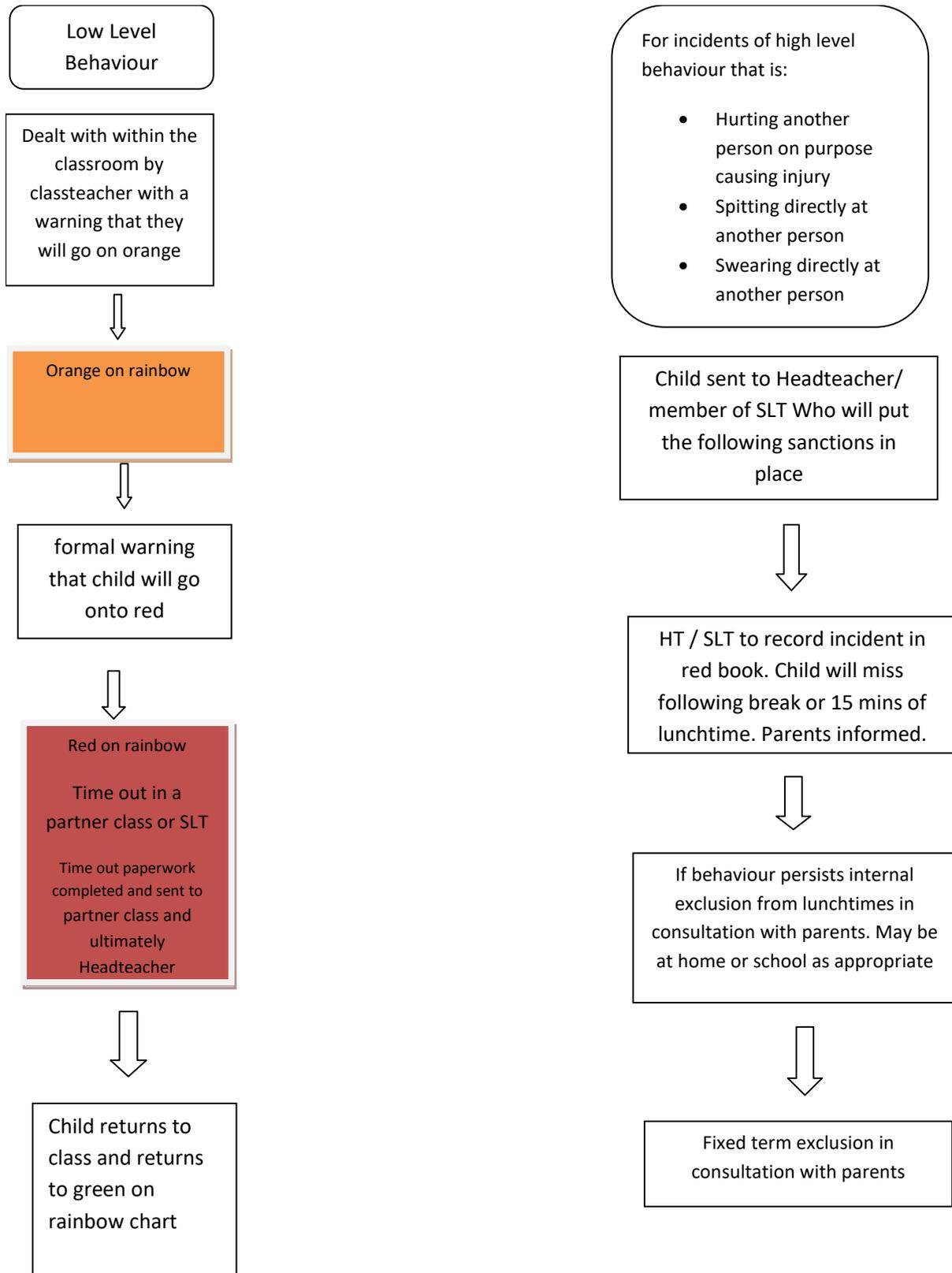
Where behaviour is a cause for concern, it is important that all those working with the child are aware of those concerns, and of the steps being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies to dealing with problems.

Appendix – Time out slips

Time out		Date:
Name of Child		
Name of teacher giving time out		
Class		
Reason		
1 st and second warnings given?	Yes / no	
Time out recorded in child's home/school diary?	Yes / no	
SLT follow up		

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Date		
Reason		
1 st and second warnings given?	Yes / no	
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SLT follow up		

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Time out in class or on playground

