

Freedom to teach; freedom to learn!

At Duncombe Primary School, adults have the right to teach and children have the right to learn in classrooms free from disruption.

Last reviewed: May 2016
Next review due: May 2019

Our Behaviour Policy is based on six golden rules:

Do be gentle
Do be kind and helpful
Do listen and show respect
Do be honest
Do work hard
Do look after property

Aims:

The aim of this policy is to provide a framework for managing pupil behaviour and to define acceptable standards of behaviour.

Outcomes:

Through celebrating positive behaviour and challenging negative behaviour we intend to fulfil our obligation to our children. We want our pupils to:-

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Background

Our children bring to school a wide variety of behaviours based on difference in home values, attitudes and parenting. At school, we must work towards consistent standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It is vital that children are given explicit guidance about what constitutes acceptable, appropriate behaviour and manners in school, as the boundaries and expectations that we have may differ widely from the boundaries, expectations and models of behaviour that they meet in their own homes.

By ensuring that all members of the school community have a clear understanding of what is expected in terms of behaviour and by having a consistent set of procedures, we should manage all behaviour in all areas of the school in the same way.

Curriculum and Classroom management

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 children in their own learning and structured feedback all help to avoid the disaffection which often lies at the heart of negative behaviour.

Classroom management and teaching methods have an important influence on children's behaviour.

The school has a clear system of behaviour management in place to deal with cases of negative classroom behaviour. We hope that by focussing very strongly on the positive behaviour and explicitly giving our attention to those children who are conforming to expected standards, we will create a culture of positivity and praise which all children will want to be part of.

Parents

As a school we have the support of most of our parents. We keep parents informed of positive and negative incidents in person, by telephone and by letter. We try to seek out one parent each day to say something positive to. This builds a solid, positive relationship which will be more supportive if and when negative incidents occur. We use this partnership with parents to ensure that our children are well behaved in and out outside of school.

Intervention/Support

Children who consistently challenge our rules and upset the harmony of our school will be dealt with. It may be that they need to be placed on the Special Needs Register and will need the support of the Learning Mentor, Educational Psychologist, CAMHS or one of the other support agencies we work with. Parents are expected to support the school as we try to help these children reach our accepted standards of behaviour. In order to gain the support of outside agencies and parents, we will keep records of behaviour incidents.

Rewards

We are always on the lookout for good behaviour at Duncombe Primary School. Children are rewarded in many ways for maintaining the good standard of work and behaviour we expect in the following ways:

Grabbers

All members of staff may give grabbers for good work and behaviour. A grabber is a small paper ticket with the recipient's name written on. At the end of every week, each class has a grabber prize draw and a child will win a prize if their ticket is drawn out. Staff can give out hundreds of grabbers; the ticket itself costs nothing!

Green Good News Forms

For work and behaviour that is above and beyond the expected standard or for exceptional effort, children will receive a good news Green Form from a member of staff. The Green Form can be exchanged by the child for a good news sticker which will go on the Green Form Record Card. By collecting these stickers, children work towards earning a really meaningful reward. The children can take the green form home to share their good news with family members.

5 stickers = one week free tuck shop

10 stickers = one week free tuck shop and a £3 book token

15 stickers = one week free tuck shop and a £6 book token

20 stickers = one week free tuck shop and a £10 book token

It is important to remember to reward those children who are **consistently** working hard and behaving well.

Additional Rewards

Teachers are at liberty to reward good behaviour in many ways these include:

- Golden Time- for class or individuals
- Stickers
- A note home
- Certificates
- Class/team points

We do not reward with sweets in accordance with our healthy eating policy.

Staff should remember that we have a policy of finding at least one parent a day to say something positive to in the playground!

Sanctions

If a child is not maintaining good behaviour in class, there is a system in place to deal with this.

- When the negative behaviour begins, clearly warn the child that what they are doing is unacceptable to you. Be explicit in telling the child what you expect to change. This is a **First Warning**. Write the child's name on the displayed warning system and remind the child that they are expected to behave. If needed, repeat and write the child's name again as a **Second Warning**.
- If there is still no improvement the child moves to the class **time out** table for ten minutes to reflect on their behaviour. They should be given some form of reflective work to complete.
- If the negative behaviour continues, the child will be sent to the Learning Mentor for a specified period of time out. The child must be sent with a **Red Form** and be accompanied by an adult.
- The Learning Mentor will contact the parents as soon as possible to inform them of their child's behaviour and any sanctions. If the Learning Mentor is not available, or if the incident is very serious, then the child should be taken to a member of the Senior Management Team.
- If a child's behaviour in class is extremely disruptive or in any way dangerous, teachers are not expected to go through the warning system but to give an immediate **Red Form**. This may be classed as a serious incident and may be dealt with by a member of the Senior Management Team.

Serious Incident Forms are filled in by members of the Senior Management Team and reviewed regularly. There is often a need in the instance of a serious incident to involve parents immediately. Abusive language and physical assaults on members of staff are considered as serious incidents and will almost always result in a child being sent home for fixed term exclusion. Injuries inflicted on other children, if deemed serious, will also result in the child being sent home.

Appropriate support will be put in place for children who are found to be persistently causing concern (see Intervention/Support section above).

Sharing of this policy

This behaviour policy is shared with all new staff and volunteers when they are inducted and with all new pupils and their families prior to starting at the school. It is then shared with pupils, parents and those working within the school at the start of each academic year and when relevant.