

DALTON SCHOOL

BEHAVIOUR POLICY

Our vision is to inspire an aspiration for individual and community success through hard work, bold endeavour, respect, resilience and partnership.

From little acorns, mighty oaks will grow.

Principles

Good behaviour is essential for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities that have the correct pitch and expectations of children, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to co-operate with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful and considerate towards each other
- conscientious and hardworking
- respectful and tolerant
- honest

Aims

Our aims are:

- To define acceptable standards of behaviour
- To work consistently and fairly in the management of both positive and negative behaviour
- To create a caring, safe and secure environment in which we help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- To encourage staff, children and parents to value good behaviour
- To develop self-discipline

- To help children feel good about themselves and others
- To encourage children to co-operate with one another and with adults in the school
- To create a positive and stimulating learning environment, having high expectations of children's work
- To work alongside parents to encourage children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Objectives

Our objectives are:

- To create a safe environment where children are helped to develop their understanding of appropriate behaviour and to choose ways of behaving which accord with the school's values
- To have a consistent approach throughout the whole school community
- To value each child and treat him/her fairly
- To teach children how to respect and value each other
- To make the desired behaviours explicit to the children
- To teach children how to work and play together
- To teach children how to behave in different situations
- To be role models for the children so that they observe good behaviour at first hand
- To provide an exciting and challenging curriculum which motivates and engages children's interest
- To teach children a range of strategies to help them resolve conflicts
- To inform parents about our expectations and the ways in which we promote good behaviour in school
- To make playtime and lunchtime a positive experience through developing Play Leaders in both KS1 and KS2.

How we support behaviour using THRIVE

We believe the school/learning environment has a central role in a child's emotional, social, and moral development, just as it does in their academic development.

Children bring to school a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes and parenting skills.

We recognise the impact a child's emotional development has on their overall achievement and have developed a whole school approach with specific provision within our curriculum designed to help the children with their emotional and social skills. All children work towards common values based on the core principles of honesty, respect, consideration and responsibility.

We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours. This approach is known as **THRIVE** and is used by schools across our learning community and nationally. It is based on scientific research and informed by up to date neuroscience.

All our staff are trained and we use it in our daily practices with all children.

We have five lead THRIVE practitioners who coordinates this work and is trained to identify the emotional needs that underlie troubling behaviours. Specific 1-2-1 provision is in place to support these children whose behaviour interrupts their own and others' learning.

Our THRIVE approach

The teacher/learner relationship and the curriculum can be used to prevent and to respond to disruptive behaviour.

- Whole school training to ensure the approach underpins all aspects of school life
- We have a Honey Suckle Room where 1-2-1 and / or group work takes place
- Inclusion of parents/carers, other agencies and family services to further develop integrated working

Wave 1 (all children)

An on-line Whole Class screening tool helps us to identify the needs of the children & plan the focus for the class and the curriculum activities, which we link to specific PSHCE sessions within our weekly timetable.

Wave 2 & 3

Further assessment for children with specific needs and a clear step-by-step action plan with planned 1-2-1 support, specific teaching strategies and small group work is put in place.

We believe that all staff have a responsibility to actively help children develop core skills by:

- Modelling good social skills and conflict resolution
- Setting appropriate boundaries
- Showing empathy and understanding by attuning, validating, containing and regulating
- Listening to the children and helping them develop thinking steps
- Using praise and rewards to encourage the learning of personal skills and self-regulation
- Provide specific curriculum activities linked to social and emotional development

What we expect of our children

- To be polite – to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings
- To walk around school, calmly and quietly
- To take a positive role in all classroom activities and to try their best
- To wait their turn to talk to members of staff and each other

- To value each other's work
- To work and play cooperatively with each other (See Appendix 1 about fighting)
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("...they told me to")
- To accept a solution or consequence if they have done something wrong – not to argue or get angry with the person sorting it out.
- To be able to say sorry if they have misbehaved or hurt somebody and that this word signals a change in behaviour and mood
- To care for the school and its equipment and to report any damage they see
- To feel responsible for giving a good impression of themselves and the school, both within and outside of school.

What we expect from staff

- To create a safe learning environment
- To provide excellent supervision for the playgrounds and other parts of the school where children can go at playtime and lunchtime
- To demonstrate good manners
- To display good behaviour towards each other as well as to the children
- To teach appropriate behaviour and give precise feedback when pupils are behaving well
- To show respect for every child as an individual
- To make every child feel valued
- To never accept bullying or other anti-social behaviour in school, on any level, at any time
- To be aware of vulnerable children
- To be seen to be fair and consistent
- To respond quietly, calmly, consistently and positively
- To criticise the behaviour, not the child
- To avoid labelling
- To listen with empathy and tact
- To accept a fresh start
- To handle confidential information with sensitivity, following other school policies, e.g. safeguarding, confidentiality and staff behaviour policies.
- To be aware of our appearance and the message it gives to the children and visitors
- To conduct a positive image in the community as an employee of Kirklees Council and a representative of Dalton School, (including the use of social media)

It is essential that all principles and practices are implemented by every member of staff.

Positive language will be used at all times. Informal and over familiar terms like "guys" and "Shhh!" should not be used. The agreed dialogue for addressing a child whose behaviour is not acceptable is:

(Child's name)... you need to ... (describe behaviour) THANK YOU.

(Child's name)... YOU NEED to ... (describe behaviour) THANK YOU.

(Child's name), I have asked you to ... (describe behaviour). Either you stop (describe behaviour) or I will have to help you. THANK YOU.

As soon as the child conforms he/she will be praised for doing the right thing:

“(Child's name)... thank you for doing the right thing!”

Classroom Rules

We expect all children to conform to school rules and take account of the weekly values and ethos statement which are promoted each week in our assemblies and collective worship. All classrooms will have on display the value and ethos statement for the week, e.g. Togetherness. As one we are none; as many we are whole.

Also on display are five classroom rules that the children have agreed upon at the beginning of the school year.

For example:

- Rule number one, be kind to everyone
- Rule number two, listen when you are being spoken to
- Rule number three, be the best that you can be
- Rule number four, a tidy desk and a tidy floor
- Rule number five, give visitors a lovely welcome when they arrive

When a child forgets a rule, or breaks it on purpose, consequences will be used fairly and consistently, by all adults in school. At the same time, we would continue to give praise and encouragement for their good behaviour.

Consequences

- Low key cues for the child, e.g. standing near to the child in question, a look in his/her direction, saying the child's name; praising somebody close by for doing the right thing.
- Verbal reminder – making it clear you are not happy with the behaviour displayed and what you would like to see. This can be done three times before moving to the next step (See dialogue above)
- Moving the child away from other children – where possible, to another table in the classroom. (In some instances, where previous arrangements have been made, this may mean being sent to another class, usually the key stage leader's class, until the end of a session)
- Reflection time in the thinking hoop for children in Early Years, followed up by THRIVE.
- Missing part or all of playtime
- Loss of privileges, e.g. after school clubs
- Involvement of the BSW worker. (A letter could be sent to parents at this stage, if a child is referred to the BSW worker frequently). (BSW – Behaviour Support Worker)

- Referral to the assistant headteacher or deputy headteacher – this may result in parents being contacted
- Referral to the Headteacher – parents may be contacted

More persistent and severe behaviour may lead to a referral to the Primary Pupil Referral Service, for support in school.

If a child misbehaves at playtime, the teacher on outside duty is responsible for dealing with the problem. After the appropriate dialogue has been used, and three reminders have been given, a child can be asked to stand away from others for “time out” during playtime. In KS1, the child will be taken inside to remain with staff on indoor duty.

If a child misbehaves at lunchtime, three verbal reminders will be given first. Following that, children will be asked to have time out at the wall to calm down and consider their behaviour. If behaviour still does not improve, the child will be taken to the senior lunchtime supervisor, who will decide what action to take next - this could be the involvement of the BSW worker, who is on duty at lunchtime. Incidents of a more serious nature – e.g. violence against another person – can result in a child being taken to the senior supervisor straight away.

If the behaviour is extreme and the child is “in crisis”, then it is possible to miss out some of the earlier consequences and refer a child straight to the BIP worker or senior leadership team.

Positive Handling

At times, it may be necessary to guide or hold a child through the use of positive handling techniques. Staff receive Team Teach training, which specifies how positive handling should be used. This will only ever happen if the child is in danger of hurting him/herself, hurting others or causing damage to property. There should be two adults present when using positive handling techniques. Adults will remain calm and explain their actions to the child, so that the child knows what is happening and that they are being kept safe. Whenever positive handling is used, a written account of the incident is kept (in the Deputy Headteacher’s office) and parents are informed. If positive handling techniques have been used three times with a child, the school’s governors are informed. Governors periodically monitor behaviour records, including the use of positive handling techniques.

Bullying

Bullying is defined as: “Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt.”

Using the above definition, any of the following can be classed as bullying if they are carried out repeatedly:

- Online bullying
- Name calling
- Mocking clothes/appearance
- Exclusion from playing games
- Hitting Teasing another child’s family or culture
- Stares Making fun of another’s work

- Making threats

Dalton School does not tolerate bullying. Issues of bullying will always be investigated and treated very seriously. Repeated bullying could lead to a fixed term exclusion from the school.

Reward Systems

The vast majority of children at the school behave well and respond to positive reinforcement. The school's ethos is to encourage children's strengths and positive behaviour, which are acknowledged and reinforced by praise. Ways in which children are rewarded are:

- Verbal use of praise
- Stickers/ smiley faces
- Opportunities to show good work to other teachers, BIP worker and senior management
- Star of the Day award
- Class rewards (e.g. choosing from a prize box / Y6 have a monetary reward system in place – *not real money*)
- Post card, text or phone call home to inform parents of excellent behaviour
- Achievement boards in classrooms/ around school
- Being given extra responsibilities in school (e.g. play leading, school councils, running the tuck shop)
- Trips outside of school e.g. cinema, park etc.

Exclusion

In very rare cases it may be necessary to temporarily exclude a child from school (use of fixed term exclusion). This is only ever considered after all other avenues have been followed or if behaviour has been particularly extreme. At all times, the LA's procedures are followed. Any child returning to school following a fixed term exclusion is helped to behave appropriately through a reintegration meeting and plan. Serious and persistently disruptive behaviour can result in a permanent exclusion, after all other strategies have been exhausted. **Such decisions are only ever made as a last resort.**

Monitoring and Evaluation

This policy will be monitored by the senior management team and school governors. The policy is reviewed annually.

The next review is due in September 2018