



Behaviour Policy

Date adopted: Autumn Term 2022

Chair of Committee Signature: _____

Next Review: Autumn Term 2023

ANNUAL REVIEW



Daisyfield Primary School

Promoting Positive Behaviour Policy and Procedures

Purpose

Daisyfield Primary School has high expectations of its pupils. The purpose of the behaviour policy is to enable everyone – parents, pupils, staff, governors and other members of the school community to share responsibility for creating an atmosphere which enables children to manage and self-regulate their own behaviour.

Aims

1. To create a school community, which is safe, purposeful, and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
2. To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
3. To help pupils develop responsibility effectively for their own behaviour and grow into self-disciplined young people who show respect for themselves and others.
4. To manage pupil's behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and staff.
5. To make boundaries of acceptable behaviour clear and to ensure children feel secure.
6. To promote a partnership of shared responsibility for behaviour.
7. To take any appropriate action to ensure all children access their entitlement to a full curriculum in a safe and secure environment.

School Rules

Discipline at Daisyfield Primary School will always be firm but sympathetic. In order to achieve a safe, positive working environment certain rule must be followed. School rules are made to allow children to work, learn and play happily together.

Our rules encourage children to:

- Take responsibility for their actions.
- Realise that they will be accountable for their actions

We place great emphasis on self-control. Any behaviour is a chosen response. When rules are broken children have to understand there is a direct consequence to their actions. Children are expected to follow the Daisyfield Code of Conduct.

Daisyfield Code of Conduct

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after our property

We explain to the children that everyone has:

- A right to learn
- A right to feel safe
- A right to respect

We believe that high standards of behaviour and good relationships will create an environment in which effective learning will take place. A high priority is given therefore to developing positive behaviour within the school.

We offer praise when a child is seen to be behaving well. We acknowledge his or her care and consideration for others.

Being Positive – Recognition and Rewards

In order to encourage positive behaviour and attitudes to learning, there is a developing system of recognition and rewards.

As a school we:

- Recognise the positive influence of reward and praise
- Recognise that many children display positive behaviour and attitudes to learning and seek to acknowledge and reward those children in positive ways.
- Strive to acknowledge children's strengths and recognise their achievements and successes.
- Endeavour to praise and reward children who are doing the right thing rather than criticise the poor behaviour, thus reinforcing our expectations regularly and clearly.
- We strive to use positive statements rather than negative e.g 'Please walk down the corridor' rather than 'Stop running.' This communicates what is expected as well as stopping the unwanted behaviour

Whole School Rewards

Weekly 'Celebration Assemblies' provide the forum for presenting children with:

- 'STAR OF THE WEEK' chosen by the class teacher but presented by another child
- Lunctime Awards chosen
- Class Attendance and Punctuality Recognition
- Tidiest Classroom
- Teller of the Week

Managing Behaviour in Class

As a school we have a fair and consistent approach to managing behaviour through a clear whole school reward and sanctions system.

There will be a visual display in all classrooms which will be relevant to the three phases.

KS2 – ☺ ___ ☹

KS1 sun, cloud, storm cloud

EYFS – Sun, rain drop and cloud.

At the beginning of everyday all children will be on the most positive image.

1. If the teacher feels the child has made an incorrect decision, they will initially be given a verbal warning.
2. If this behaviour continues their name will be moved to the middle section in order to allow the child time to reflect on their behaviour and make better choices. They should be reminded that another

unacceptable action may lead to them having to miss a playtime or in EYFS being placed on 'time out.' Children will be on time out for a minute for every year of their age.

3. If the behaviour continues then the child's name will be moved to the ☹, storm cloud or cloud, and the child will be told that they will now have to miss their next playtime/have time out. This is the class teacher's responsibility to sort out and manage.
4. In KS1 and 2 children will be given the opportunity to move off the ☹ or storm cloud before playtime if they improve their behaviour.
5. If a child has to miss a playtime, then this must be recorded in the class behaviour book with the date and reasons. This will act as a record/evidence for any further actions that may need to be taken or to identify themes that could be studied.
6. After a loss of 3 playtimes, the child should be sent to the Phase Leader
7. After a loss of 4 playtimes, the child should be sent to the DHT
8. After a loss of 5 playtimes, the child should be sent to The Headteacher (HT) and parents will be informed to at this point. If a child misses 5 playtimes they will also miss their 'Golden Time' at the end of that half term.

Serious incidents will go straight to The Headteacher and she will take the appropriate action.

Golden time

Children will be rewarded with Golden time on the last Thursday of the half term with a whole afternoon of planned activities which children will sign up for. If children have lost 5 playtimes and therefore have been sent to The Headteacher, they will lose their Golden Time.

Golden time will be organised in phases. Activities will be decided and shared with the children as soon as possible each half term. The children will then choose what they want to do and will therefore know what they are working towards.

Those children who do not receive Golden Time will continue to be supported by the class teacher and our Learning Mentor in order to achieve Golden Time the following half term.

Class/Team Dojo

- Dojo's will now be used as Team points!
- DoJo teams will be set up for each class.
- We believe the Class Dojos should be used solely in a positive manner.
- The school will have 3 common targets.
 - 1) Working Hard – Reward effort/progress
 - 2) Good Manners – Reward good manners
 - 3) Teacher Spot – Reward anything that you feel deserves praise
- Target 4 and 5 are to be left for the Class teacher to decide for their class themselves.
- These targets should be displayed in class.
- Team Dojos will be added up each week (Thursday afternoon) and the winning team will get 40 points, 30, 20, 10. The winning team at the end of each half term will get to wear their own clothes.
- Class DoJos are to be reset every week.

Individual Class Rewards

Each class will have their own reward system. Class teachers will make sure anyone teaching in their class is aware of the reward system.

Playtime Rules

We will:

- Keep our hands and feet to ourselves
- Be kind to everyone and let people join in.
- Tell the truth and be ready to say sorry.
- Look after and share the play equipment
- Be respectful and listen to adults and other children.

Managing behaviour at lunchtime

Any of the following behaviour on the playground is unacceptable:

- Showing disrespect (to adults and other children)
- Fighting
- Using unacceptable language
- Inappropriate comments
- Not following instructions
- Not looking after property
- Not stopping when the whistle blows

If children are seen displaying any of these behaviours, they are first warned by the staff member and if they repeat this then they must remain with that member of staff for 5 minutes. (Infant children you may want to hold their hand).

If the child persists with the aforementioned behaviour(s) then they will be brought into school to see The Headteacher or a member of the School Leadership Team and the Welfare Assistant involved will complete a yellow form.

3 slips and parents will be called in to meet with The Headteacher and the next step will be discussed, this could be missing Golden time or an alternative consequence.

Children who have received yellow slips will be carefully monitored by Lisa Hough (our Learning Mentor), who will organise activities and work with these children at lunch.

The number of slips received will be carefully monitored and staff will be aware that we want to limit the number of these.

If incidents occur during lunchtime, welfare staff will not need to spend time at the beginning of the afternoon sessions informing class teachers of incidents. A warning to a child should be enough and this will be considered dealt with. Children with yellow forms will be returned to class by The Headteacher at 1pm ready to start the afternoon in a positive way.

Movement Around School

In order to ensure the school is a safe environment for everyone we will:

- Walk quietly in the corridors.
- Open the door for other people and be careful.
- Be polite to adults and other children.
- Look with our eyes and not our fingers.
- Leave our 'playground voice' outside.
- Walk in a line one behind the other and do not overtake.

A Whole School Approach

The term 'all staff' applies to all adults, teaching and non-teaching, who work with, or come into contact with, the children in the school. All staff will have high expectations of the children at all times.

- Every teacher has a responsibility for ensuring good behaviour of the children in classes they teach and the maintenance of standards throughout the school.
- All staff are expected to follow the behaviour policy and to follow agreed procedures for management of poor behaviour when necessary.
- All staff are encouraged to apply rules, rewards and sanctions as consistently as possible and to treat all children fairly and with respect.
- Teachers will endeavour to develop children's ability to the highest standard and by doing so raise self-esteem.
- Teachers, with the support and guidance of other staff, will provide a challenging interesting and relevant curriculum and create a safe and pleasant environment, physically and emotionally.
- All staff must be good role models for pupils, setting high standards for behaviour, work and respect. Children will learn from adults how to sort out conflict, by discussion, using calm and quiet voices, and not shouting.
- Teachers will endeavour to form good working relationships with parents to ensure everyone works together in the child's best interests.
- All staff will work together to offer a framework for the personal, social and emotional development of all children.

Special Educational Needs and Behavioural Difficulties

In managing behaviour difficulties, the school will have regard to the Code of Practice for children with special educational needs (SEN) and will strive to ensure that children's special learning needs are identified and met.

Support will be sought from external agencies (Educational Psychologist, Educational Social Worker, and Specialist teacher) for children identified as having special needs resulting in emotional and behavioural difficulties.

Support will involve devising an individual programme building self-esteem, behaviour recovery, behaviour monitoring, taking responsibility and being included as part of the community.

Children will be encouraged to be involved in setting their own individual targets and be part of the review process.

Whole School Behaviour File

Each class have a behaviour record book and a further record book is in The Headteacher's office which includes a detailed record of children's unacceptable behaviour, which will be used for discussion with children, parents and other outside agencies.

Monitoring and Review

This policy has been discussed and agreed with all stakeholders of Daisyfield Primary School, and whilst it provides a basis for behaviour management of most children in the school the Headteacher, Deputy Headteacher and all class teachers reserve the right to use their discretion and professional judgment in extreme circumstances.

The Headteacher will monitor the implementation of this policy. Staff will discuss its success on a regular basis.

This policy will be updated in line with new initiatives together with any streamlining of school procedures. This policy will be reviewed on an annual basis.