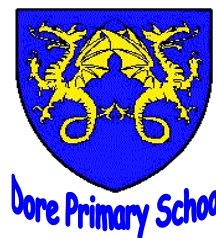


## Behaviour Policy











We are committed to school policies that help us towards continuous improvement, set high levels of expectation of children and staff and place a strong and positive emphasis on high quality in all aspects of school life and activity.

**A positive response is expected from every individual – adults and children – to the challenge of raising standards in work and behaviour.**

**Dore Primary School holds the UNICEF Rights Respecting School Award at the highest level (2). The Universal Rights of the Child are the backbone of all that we offer and of our very high expectations of behaviour in our school community.**

Our behaviour policy has a key role in our school's progress and development.

At Dore we believe:

-  that children should be happy at school and be able to enjoy a non-threatening, high quality learning environment in which to work and play where a rights respecting agenda is at the heart of the community
-  that every child's skills and achievements should be acknowledged and celebrated and that every member of the community has equal opportunity to achieve
-  that children should have access to a wide range of opportunities and be able to participate in activities without reference to race, gender or ability
-  that children and staff should commit themselves fully to school and the learning opportunities and activities it offers
-  that courtesy, kindness and good manners are essential in all members of the school community
-  that work should take place in a pleasant, stimulating environment in which the right of the individual to work and learn is acknowledged and respected by the behaviour and attitude of others
-  that conflict should be resolved without resort to violence in either language or action
-  Parents and school staff all make a contribution. Success comes when there is mutual respect, trust, openness and honesty between the partners who must acknowledge the importance of each others' roles. Teachers need to recognise each parent's special interest in his/her own child, and parents need to recognise that the individual child's interests have to be set in the context of the class, the year group and the whole school

At Dore we operate a Values Education policy and also use school mottos to help promote our beliefs and uphold our high expectations of conduct. Our Rights Respecting agenda lies at the heart of our school.

Our Values and mottos are prominently displayed around the whole school, in communal areas and in each classroom. The Universal Rights of the child are an integral part of our display work. All staff and children may refer to them when dealing with sensitive issues, both with social interaction and within curriculum matters. The Values and mottos give the whole school community a shared vocabulary.

**The Values are:** *appreciation, compassion, co-operation, courage, creativity, determination, freedom, honesty, humbleness, kindness, loyalty, obedience, resilience, resourcefulness, respect, responsibility, thoughtfulness, trust, understanding,*

**Our school mottos are:**

*"There is no such thing as an innocent bystander"*

*"At Dore we seek to enable others and to people of all abilities in our school and in our lives"*

*"Live the Values and be a caring and responsible citizen"*

*"I CAN make a difference. Together we can make a difference"*

*"We seek to EMPOWER others."*

## **In upholding our behaviour policy**

**The adults in school will:**

- ☺ be fair and consistent in their treatment of children, working within agreed guidelines, without reference to a child's race, gender, ability or social background.
- ☺ set a good example to children and other adults by behaving and working in ways that are considered desirable.
- ☺ demonstrate high quality and care in their preparation of activities, the display of children's work, the provision of an interesting and stimulating working environment in the classroom and the school as a whole.
- ☺ show respect equally for all children and adults, irrespective of their different abilities, skills and beliefs.
- ☺ be tolerant, good-humoured and caring with adults and children.

**Children have the right to feel safe, happy and secure at school and to be valued by the adults who care for them. To this end we place a high value on developing good social behaviour.**

### **The children in school are expected to:**

- ☺ demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age.
- ☺ learn about the Universal Rights of the Child and to join in respecting these
- ☺ learn to resolve conflicts by peaceful means without resort to physical or verbal abuse or foul language.
- ☺ show good manners and respect for all people in school and consideration for others when moving around.
- ☺ show care and respect for other people's work and property.
- ☺ work productively without wasting time and acknowledge through their behaviour the right of each individual to do the same.
- ☺ In short, both children and adults need to be:

**CAREFUL, POLITE, SENSITIVE and CONSIDERATE**

**These behaviours are required in every aspect of school activity.**

### **Approaches:**

We believe in achieving good social behaviour through positive encouragement. This can be achieved in school by:

- ☺ being kind, firm, fair and consistent in our expectations of, and responses to, children.
- ☺ holding regular class discussions about aspects of behaviour using Values, mottos and Rights of the Child language.
- ☺ creating class and year group identities, so that children feel part of a recognised group within the school, take pride in their contribution to that group and feel a sense of loyalty and commitment to that group.
- ☺ development of children's moral and spiritual education in assemblies.
- ☺ devising, with the children in September as part of our GUS curriculum a set of 'behaviour guidelines' or charter for each class drawing up its own set of expectations using the Universal Rights of the Child; the charter is to be displayed in classrooms.
- ☺ the use of sanctions against those who misbehave, whilst recognising that these are most effective if used sparingly, and should not have any 'hidden' rewards e.g. removal of a child from the teaching situation should not result in the opportunity to chat to a passing friend.

- ☺ Anti-social behaviour needs to be discouraged. However, it is recognised that no two cases of misbehaviour are ever identical and each case will be dealt with on an individual basis.

**The following hierarchy of sanctions or 'discouragers' will be used as a guide:**

- ☺ positive supervision in class, i.e. standing nearer a child who may have been wasting time as a deterrent to potential anti-social behaviour.

- ☺ planned ignoring and non-verbal signals (e.g. frowning, shaking head, making eye - contact) so that a child realises he/she is not behaving in an acceptable way rapidly followed by praise for appropriate behaviour.

- ☺ the use of effective reprimands delivered clearly and assertively. The children being reprimanded need to have a clear idea of:

  - what is expected of them - and -
  - what aspects of their behaviour they need to change.

- ☺ Effective reprimands:

  - are delivered briefly and succinctly.

  - are specific and clear, referring to the behaviour, rather than to the child.

  - are sometimes delivered with humour.

  - refer to the consequences of the behaviour but do not contain idle threats.

  - separation i.e. separating a child whose behaviour is unacceptable for brief periods of time.

  - the loss of privilege, e.g. playtime, individual class privileges.

  - head teacher or deputy involvement, to support the class teacher's sanctions and, possibly to extend them.

  - parental involvement, to make disincentives as effective as possible.

  - physical guidance and restraint (refer to Restraint Policy). This would only be used on the rare occasions when a child's safety or the safety of others is in question, i.e. a child would be held firmly from behind to prevent him/her kicking, biting, scratching or in any other way hurting anyone. This should only be necessary until the anger has subsided, probably only a few moments, and would not be accompanied by remonstrations or discussion. Parents would be informed of the circumstances of such a situation.

  - exclusion from school. In the primary sector, exclusion from school is extremely rare. In occasional cases of, for example, extreme outbursts of

violence, the head teacher and governors may feel that they have to exclude a child. However, such decisions are always determined on an individual basis.

in school exclusion for a morning or a day is again rare but is a good opportunity to drive home a clear message that behaviour is unacceptable

☺ These strategies are to be applied consistently throughout the school. They are always used in the context of a positive overall school ethos with the emphasis on positive feedback for good behaviour. The Dore home-school agreement underpins the school ethos and emphasises the importance of parents, children and the adults working together to achieve a harmonious environment.

### Malicious Allegations Made Against Staff

If a serious malicious allegation is made about a member of staff the Headteacher is required to inform the LADO (Local Authority Designated Officer). Other allegations against staff or inappropriate conduct towards staff will be taken seriously by the HT and the GB and investigation will follow.

If it is found that a malicious allegation has been made about a member of staff or there has been inappropriate conduct towards staff, the Headteacher will inform the pupil's parents in writing and a copy of the letter and the report of the incident will be filed in the Safeguarding records of the school in a Staff file. A copy of the letter will be sent to the Chair of the Governing Body. Sanctions for the pupil will be in line with the school policy for Unacceptable Incidents or Behaviour.

If the malicious allegation is against the Headteacher the Chair of Governors will inform the pupil's parents in writing. This will also be the case if any malicious allegation is made by a parent about a member of staff. Records will be filed as above.

#### **Excerpt from DFE 'Dealing with Allegations of Abuse against Teachers and Other Staff' Action in respect of Unfounded or Malicious Allegations**

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

## Equality Act 2010

The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **SEE ALSO THE FOLLOWING POLICIES:**

Equal Opportunities

Restraint Policy

Ant-Bullying Policy

Safeguarding Policies from the Sheffield Safeguarding Website.

Equality Statement

## **Annexe 1**

### **REWARDS for behaviour and learning:**

- ✓ LEARNING and BEHAVIOUR - Encouraging remarks and praise given in class and in marked work
- ✓ LEARNING - Merit stamps in class - consistently given to all children and given to mark small steps in LEARNING. Bronze, Silver, Gold, Super Gold, Platinum. With such a scale it is not unreasonable to expect that the majority of children will gain Gold in an academic year. The aim is that MOST children will achieve Bronze in Autumn, Silver in Spring and Gold in Summer - naturally some children will show accelerated progress and reach milestones earlier, hence the higher awards
- ✓ LEARNING and BEHAVIOUR - Class/group rewards such as marbles in jar, table points
- ✓ LEARNING - Endeavour Award - trophy given weekly and returned to school for one child who has shown excellent all round endeavour that week
- ✓ LEARNING - Recognition in Yeargroup Assemblies
- ✓ Message home in Home School Chat Folder
- ✓ LEARNING and BEHAVIOUR - Visit to Head teacher or Deputy for sticker or Headteacher Award for exceptional work, action or improvement
- ✓ BEHAVIOUR - but more than just behaving well. The Citizenship sticker is awarded for good social interactive behaviour
- ✓ Citizenship Trophy - awarded termly to children who have consistently upheld the Values and school mottos - given term to one child from each year group and not awarded more than once

### **SANCTIONS and DEVELOPMENT WORK:**

- ✓ See list in behaviour policy
- ✓ Message home in Home School Chat Folder
- ✓ Liaison with parents and setting up of individual behavioural targets / contract (parents need to be informed)



- ✓ Work with Headteacher and Deputy HT to institute an ongoing individual programme
- ✓ Involvement of Behaviour Support worker

### SCHOOL SYSTEMS AND SERVICES TO UTILISE:

- ☺ Refer to HT and DH if support is required at first available opportunity after an incident occurs. In an extreme situation a member of support staff could inform the HT or DH or a red emergency card be sent to the office.
- ☺ Completion of an Unacceptable Incident Form - copy to HT for filing. Records of incidents that have caused significant upset or concern.
- ☺ Young leaders QuarrelBuster Care Team- daily playground support (a peer mediation service)
- ☺ A Place to chat - every day 12.30-1.00 pm in the Inclusion/Bubble Room (a listening and support service run by our Teaching Assistants)
- ☺ Children of Concern records (confidential notes kept by Headteacher to record concerns about vulnerable children - information passed on to those who 'need to know')
- ☺ Safeguarding system (HT is the CPLT - Deputy HT is the Deputy CPLT, Pippa Tidy and Andrea Atkinson are Assistant CPLT)
- ☺ **Unacceptable behaviour incidents/Parental Complaint or Concern** - Records of these are filed on proformas in the HT office. It is very important to keep these records to track those children who are having a difficult time or who are making life difficult for others. Please fill in and pass to HT when need arises.
- ☺ **NB** - all incidents of a 'racist' or 'homophobic' nature or 'complaints' from parents **MUST** to be reported to the Head teacher.
- ☺ **All violent/extreme anger incidents** must be reported to the HT or DH
- ☺ **Any incident where a child is bitten or has facial or head injury** must be reported to HT or DH.

## Annexe 2

### Excerpts from DfE: Behaviour and Discipline in Schools - 2012

1. This guide is from the Department for Education. It provides advice to head teachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

#### Key points

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

**What the law says:**

4. The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour, self discipline and respect;

prevent bullying;

ensure that pupils complete assigned work;

and which

regulate the conduct of pupils

5. When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must also take account of any guidance or notification provided by the governing body, including in relation to screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff.

6. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

7. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

8. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

9. The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents must be asked to sign following their child's admission to a school. Further advice on home school agreements is available – see Associated Resources section below for a link.

**Developing the behaviour policy**

10. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the head teacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour

1) A consistent approach to behaviour management;

2) Strong school leadership;

3) Classroom managements;

4) Rewards and sanctions;

5) Behaviour strategies and the teaching of good behaviour;

6) Staff development and support;



- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities.

11. The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

12. The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Discipline in schools – teachers' powers**

#### **Key Points**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

### **Pupils' conduct outside the school gates – teachers' powers**

#### **What the law allows:**

19. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

20. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is

witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

21. Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

### **Power to use reasonable force**

33. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

34. Head teachers and authorised school staff may also use reasonable force when conducting a search without consent.

35. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.