



Dishforth CE Primary CE Primary School

Behaviour Policy – reviewed 2022

Introduction

The Behaviour Policy at Dishforth CE Primary School is informed by the Christian Values which underpin every aspect of our community's life and work, including the curriculum. Central to our behaviour policy are the words of Jesus "Do to others what you would have them do to you".

Our vision is to help children develop a sense of respect, tolerance and self-confidence. We encourage and support children to achieve their full potential and to develop a life-long passion for learning.

As a church school at the heart of our local community, Christian values underpin our work with the values of respect, trust, compassion and perseverance fundamental to our relationships and our commitment to ensure equality for all pupils.

Policy Statement

This policy has included input from all staff, pupils and governors.

It is based on guidance on how build an attachment aware approach to whole school behaviour from North Yorkshire Education Psychology Service as well as incorporating principles from Pivotal Education.

Policy scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

At Dishforth Church of England School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide whilst keeping expectations high.

Our policy aims are:

- foster a positive and compassionate environment in which all children can flourish and reach their full potential,
- develop relationships based on respect, and trust between all members of the school community, including parents and members of the Governing Body,
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have persevered to be "Values Champions",
- ensure that there is a clarity about the procedures and sanctions agreed by all stakeholders,

- Give children the confidence that issues relating to behaviour will be referred back to our 3 RRS Rules and the school's Christian values of respect, trust, compassion and perseverance.

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, recognition and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. Staff and parents are expected to be good role models for our children.

Our Approach to Behaviour Management and Relationships

At Dishforth CE Primary we aim to improve teaching and learning by creating a positive climate and culture, benefiting all staff and students. We aim to treat others as we wish to be treated and ensure that the school's expectations and strategies are widely known throughout all aspects of school life and that all members of staff promote the policy.

Key premises of our approach:

- **Being "fair" is not about everyone getting the same (equality) but about everyone getting what they need (equity).**
- **Behaviour is a form of communication.**
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.**
- **Putting relationships first.**
- **Maintaining clear boundaries and expectations around behaviour.**
- **Not all behaviours are a matter of choice.**

In school we want all our children to feel safe and happy. We expect good behaviour and good manners. The majority of our children do follow the school rules and are praised for doing so. When the rules are not followed the children have to accept the consequences.

Our positive behaviour approach encourages students to develop positive relationships and self-discipline. Knowing our children and understanding each one as an individual means that we can build positive and trusting relationships based on mutual respect. Developing positive relationships whilst maintaining high expectations of students enables us to create calm and productive culture ensuring effective learning takes place.

We reward the children who come every day, do the right thing, are well-mannered, polite and hardworking. We believe these are the children whose fantastic behaviour can easily get overlooked.

We expect all adults in school to be involved in helping children to be self-disciplined. Adults will teach children routines that constantly raise the standards of behaviour in class day after day.

Underpinning our behaviour curriculum are our three minimum expectations we ask of every student;

- **Be Ready for learning,**
- **Be Respectful to all staff and students and**
- **Be Safe at all times.**

Encouraging and modelling these expectations for our students will ensure we are creating the right culture in our school to enabling all students to succeed.

For children who struggle to follow the rules, the adults will use planned scripted intervention and they will commit to staying calm, modelling great behaviour even when children's behaviour is poor.

We want to teach excellent behaviour and not rely on repetitive punishments that inevitably begin to destroy the positive relationships that school staff and children.

Examples of the good behaviour we expect to see in school...

- | | |
|---|--|
| • Using good manners | • Following instructions |
| • Having kind/caring attitudes | • Listening |
| • Respect for everyone | • Trying your best at all times |
| • Tolerance of each other's beliefs/culture | • Forgiving each other when we make mistakes |

At Dishforth CE Primary we celebrate good behaviour by...

Positive Recognition

The children will be given verbal praise and positive recognition of their behaviour by the adults working with them in the classroom. The children may go to see the Headteacher with their work or another member of staff in school.

Good Manners

Children are praised for remembering good manners and courteous behaviour.

Celebration Assembly/ Ribbon of the Week

Each Friday the teacher chooses children who have achieved great things during the week to be awarded ribbon of the Week. At least one pupil from each class will be recognised in Friday Celebration Assembly.

At Dishforth CE Primary we would consider the following to be unacceptable behaviours...

- | | |
|--|------------------------------------|
| • Lack of respect for adults/each other. | • Refusing to follow instructions. |
| • Aggressive behaviour. | • Racist comments. |
| • Damage to property. | • Homophobic comments. |
| • Swearing. | • Bullying. |
| • Stealing. | |

Unfortunately sometimes we have to deal with these problems. The children know if they choose to break the rules they have to accept the following consequences:

Playtime

If an incident happens on the playground, a warning may be given or the child may be asked to walk with the teacher on duty/they may be sent into school to calm down, consequently, the child will miss some or all of their playtime.

In the lunch hall

Children may miss some or all of their lunchtime play.

In the classroom

If an incident happens during a lesson the child may work on a table on their own /or sent to a partner class or to the Headteacher with work for a period of time,

Children may be asked to write or reflect about their actions /write a letter of apology /write out the school rules they may have broken.

Playtime maybe lost.

These actions are usually all it takes to deal with the problems that may arise.

Sadly on occasions more serious incidents do happen or if poor behaviour is repeatedly exhibited the following actions may be taken:

If a child has continued to behave in an unacceptable manner, the child may work away from the rest of the class with the Headteacher or other member of staff. They may have separate playtimes and lunchtimes. (Parents will be informed by the class teacher or senior member of staff).

Restorative Practice

Our aim at Dishforth CE Primary School and Pre-School is to deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff. The child/children will be asked to consider their behaviour, its impact and how they can make the situation better. We aim to discuss wrong **choices with the person(s) affected.**

Anti-Bullying

At Dishforth CE Primary School and Pre-School we are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We prevent bullying in a range of ways. We talk about what bullying means and focus on our core values; friendship, kindness and respect. We take bullying seriously and ensure that both children and their families are supported.

Exclusion/Suspension

In serious cases, one of the following sanctions may be necessary:

- Isolation or Internal suspension. The child may need to complete their school work outside the classroom with extra supervision. This may occur as a sanction when a child has behaved in an unsafe manner.
- Fixed term suspension. At times, it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time, staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion. This would only occur when all interventions for support have been exhausted and staff believe that Dishforth Airfield CE Primary School is unable to further meet the pupil's needs.

Linked Policies: Exclusions Policy.

Further Information - Behaviour Logs

A robust system called CPOMS, is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

Peer on Peer Abuse

Peer on peer abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiating or hazing type violence and rituals and sharing nudes and semi-nudes.

All allegations of abuse are serious. The DSL is informed and a record made on CPOMs. The DSL will respond by investigating what has happened, which includes: speaking to staff pupils and parents and then deciding on any necessary course of action.

Actions may include any of the following: -

- meeting with parents
- organising support for perpetrator and victim in school
- organising with the teacher to address issues through RSE lessons
- organising assemblies

- refreshers for pupils on E-Safety
- refreshers for parents on E-Safety and age limits
- making an Early Help referral
- reporting to Children's Social Care
- reporting to the police

Further information can be found in:-

- Keeping Children Safe in Education (KCSiE) DfE updated September 2022
- Peer on peer abuse: The DfE's 'Sexual violence and sexual harassment between children in schools and colleges' advice has been updated, in line with the revised KCSiE September 2021
- Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020

Related Policies:

This behaviour policy links with other policies we hold in school:

- PHSE Policy
- Anti-Bullying Policy
- Safeguarding Policy
- PSHCE
- It also links to guidance provided by SEMH professionals from the EMS provision
- SEN Code of Practice 2014

Agreed by staff: November 2022

Agreed by governors: November 2022

Next review: November 2023