



# Dolphinholme C. of E. Primary School

## Behaviour Policy

### MISSION STATEMENT

‘With God at the heart of everything we do,  
We educate by encouraging a sense of wonder, praise and mutual respect.  
We offer every child opportunities for success,  
Making them confidently equipped for life’s journey.’

Dolphinholme C. of E. School seeks to create an environment which encourages mutual respect and positive behaviour choices.

Our school aims to:

- ✓ create a happy, safe learning environment
- ✓ develop an understanding of self-discipline and personal responsibility
- ✓ promote self-esteem, self-discipline and positive relationships
- ✓ promote the basic principle of respect; for self, for others, for possessions
- ✓ ensure that the school’s expectations and strategies are widely known and understood
- ✓ encourage the involvement of both home and school in the implementation of this policy

### Standards of Behaviour

Dolphinholme Church of England Primary School has a central role in pupil’s social and moral development. Just as we measure academic progress and development over time towards academic goals, so we measure standards of behaviour in terms of meeting behavioural goals. At Dolphinholme we work towards standards of behaviour based on Christian Values and the basic principle of respect.

- ✓ Respect for self
- ✓ Respect for others
- ✓ Respect for possessions

Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions promotes positive behaviour choices. All members of staff in school aim to apply the system we have fairly, inclusively and consistently. We aim for all children to come to know and understand the behaviour expected of them together with the consequences for choosing not to follow them.

Members of staff are also aware that when establishing a pupil’s reason for misbehaviour, focussing solely on the behaviour and not the reason behind it may treat the symptom and not the cause. Therefore, staff always aim to treat incidents individually whilst maintaining the inherent structure of the rewards and sanctions systems.

All adults in school are responsible for modelling high standards of behaviour in their dealings with children, parents and other members of staff.

All staff aim to:

- ✓ Create a positive working atmosphere with realistic expectations
- ✓ Emphasise the importance of being valued as an individual within a group or class
- ✓ Promote respect, honesty and courtesy
- ✓ Provide a caring and effective learning environment
- ✓ Encourage relationships based on kindness, respect and understanding of the needs of others
- ✓ Ensure fair treatment for all by promoting inclusivity, equality of opportunity and valuing diversity
- ✓ Show appreciation of the efforts and contribution made by all

### **Trauma Informed School**

As a trauma informed school, we recognise the effect that ACEs (Adverse Childhood Experiences) have on children's brain development and their behaviour. This is considered in the restorative approach that we take and the individual provision and support for pupils. The emphasis is to recognise the impact of trauma, to build resilience and to help pupils to self-regulate so that they can make positive behaviour choices.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. Teaching approaches at Dolphinhholme take account of the different learning styles of children and aim to encourage enthusiasm and maximum participation for all. Praise and rewards are used to acknowledge and encourage positive behaviour as well as effort and achievement.

### **Off-site Activities/School Visits**

All off-site activities and school visits are risk assessed and managed by the teacher who has organised the activity. This behaviour policy underpins our school expectations. We have high expectations of pupils, in and out of school. This policy may need to be modified according to the circumstances of the visit/activity.

### **Rules and Procedures**

Rules and procedures are designed to make clear to children, parents and staff the standards of behaviour that are acceptable at Dolphinhholme C. of E. Primary School. Parents can view the Behaviour Policy on the School Website.

Rules or codes of conduct are discussed with children at the beginning of each school year through Circle Time and assemblies. At the beginning of each year, classes discuss and agree a Code of Conduct which is written using age appropriate, positive statements. This Code of Conduct is displayed clearly in the classroom and is used as reference point when dealing with any behavioural issues. It should be used in a constructive way to promote respect.

### **Rewards**

Our reward system acts as a reinforcement of positive behaviour. An abundance of praise is used both for individuals, groups and classes as a whole. We aim to encourage good behaviour and work on the principal of positive behaviour management. In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is acting as a model for the others. The member of staff says, "Well done for ..." to the child, group or class and states why they have received the praise. This reinforces the desirable behaviour to the other children. The praise is often accompanied by a reward for the child, group or class.

## **House Points**

House points are awarded to both individuals and team or table groups, to reinforce effort and achievement as well as positive behaviour. Children belong to different house teams and weekly house point totals are counted and displayed in the hall. Each half term there is a small treat for the winning house and at the end of the year the points for each half term are totalled. There is a more significant treat for the overall winning house at the end of each year.

## **Consequences**

Consequences are characterised by certain features. When giving a consequence, staff ensure it is clear why the sanction is being given and they state the behaviour that should have been displayed. Consequences are negotiated across key stages and are applied consistently and fairly.

## **Playtimes and Lunchtimes**

It is agreed that, in the first instance, children will receive a warning about inappropriate behaviour which gives them an opportunity to put right any poor choices. After this sanctions may include: standing by a member of staff who is on duty, sitting on a bench/chair for 5 – 10 minutes. Persistent misbehaviour is reported to and dealt with by teaching staff. This behaviour is then reported to the head teacher who may take further action if necessary.

## **Classes**

A system of ASK and REMIND gives children a clear opportunity to reflect upon their actions and begin to behave in an appropriate manner. The Class Code of Conduct should be referred to.

Should the inappropriate behaviour continue, children begin on a framework of sanctions:

1. **Warning**
2. **Time out 1** – children are given an opportunity to reflect on their inappropriate behaviour by sitting in a "time out" zone. They remain there for 5 – 10 minutes depending on age. Children can move straight to the "time out" zone in lessons such as P.E. if their actions endanger their own safety or the safety of others.
3. **Time out 2** – Children may be sent to another class for 10 minutes.
4. **Missed playtime** – children have an opportunity to reflect upon their actions.
5. **Parents informed** - a phone call is made to parents explaining the behaviour that has caused concern. This gives parents an opportunity to talk to their child about appropriate and inappropriate behaviour. This also provides a solid foundation for the development of school / home partnership, working together to help each child reach their full potential.

Where the behaviour of a child is giving cause for concern, parents will be informed at an early stage and be given an opportunity to discuss the situation. Should concerns continue, parental support is sought in devising the first action points on an IBP (Individual Behaviour Plan).

### **Seriously Inappropriate Behaviour**

This is where children who have displayed certain behaviours do not go through the above process but are referred straight to the Headteacher. These behaviours may cause severe physical / verbal / psychological harm to others. These include:

- Bullying
- Extortion
- Child on Child abuse
- Any violent action, including verbal / racist threats / using abusive language directed at another pupil
- Any violent action, including verbal / racist threats and abusive language, directed at a member of staff
- Stealing
- Using any object as a weapon

In instances of child on child abuse, each case will be judged individually and the following will be considered:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

Seriously inappropriate behaviour may result in any of the following:

- Missed playtimes/lunchtimes
- Parents informed of the inappropriate behaviour and required to discuss their child's behaviour with the Headteacher.
- Internal exclusion – this involves being removed from class for either a session, ½ a day or a full day. During this time, the child completes a range of work in another part of the school.

- External exclusion. There are two kinds of exclusion - fixed period (suspended) and permanent (expelled). A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable fulltime education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

## **Communication and Parental Partnership**

High priority is given to clear and positive communication with parents. We communicate policy and expectation to parents in a variety of means including the School Prospectus, Parents' Evenings, and the school website.

Additional information regarding specific areas of behaviour management can be found in the following school policies:

Child protection and Safeguarding Policy

Anti-Bullying Policy

Equalities Policy

SEN Policy

This policy will be reviewed annually.

~~March 2017~~

~~Revised January 2018~~

~~March 2020~~

~~September 2021~~

September 2022