



*Respect ~ Learn  
Believe ~ Achieve*

## DYMCHURCH PRIMARY SCHOOL

# BEHAVIOUR MANAGEMENT POLICY

Document Info	Dates / Source	Responsibility
<b>DATE of IMPLEMENTATION</b>	FEB 2015	SLT
<b>DATE of FORMAL ADOPTION by FGB</b>		FGB
<b>DATE of REVIEW</b>	SEPT 2015	
<b>DATE of NEXT REVIEW</b>	SEPT 2016	
<b>Source of Policy</b>	Dymchurch Behaviour Policy 2012	

### MODIFICATIONS TO ORIGINAL POLICY

Consequences have been changed to possible consequences and colour bands have been reduced to four areas.
Vision has been added
Procedure and policy has been clearly defined
Behaviour thermometer replaced with behaviour Chart- the way it is used had been changed and peg system has been removed
4W form changed to 'Thinking about my behaviour' form.
White behaviour log sheets have been removed and replaced with the Thinking about my behaviour forms as these should provide necessary information.

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BEHAVIOUR MANAGEMENT POLICY

**Dymchurch Primary School Vision:**

All pupils will achieve no less than national expectations and many will exceed these expectations and be ready to successfully continue their lives after Dymchurch Primary School.

Other Policies that maybe relevant to this Policy:

- Exclusion Policy
- Anti-Bullying Policy
- 

The school also makes reference to relevant DfE guidance on behaviour to support this policy.

This Policy promotes our school values and our vision.

In this policy the term 'Headteacher' refers to the Head of School or Executive Headteacher.

### Aims and expectations

This policy aims for children within our school to grow in a community based on excellent behaviour and conduct, equal opportunities and consistent expectations based on fairness. The safe environment of our school aims to help children to become positive, responsible and independent members of both our school, and of the wider community.

It is the responsibility of all adults and children to ensure that everyone is happy and safe; ensuring everyone is able to make the most out of the learning opportunities we strive to give all pupils in our school. We share the highest expectations of behaviour, conduct and politeness in all areas of school life, whether in the classroom, playground, on school trips, during afterschool clubs, or in the local community.

It is a primary objective of Dymchurch Primary school, that every person within the school feels valued and respected, and that these values are built on mutual trust and respect for all.

Governors support the implementation of the Behaviour Policy of Dymchurch through its Statement of Behaviour Principles.

**The school Behaviour Policy is therefore designed to -**

- Promote an environment where everyone feels happy, safe and where excellent learning, academic, social and moral, is paramount.
- Ensure all children and adults are treated fairly.
- Develop an environment which helps children to become positive, responsible and independent members of the school community, developing a high level of self-discipline.
- Develop a community where all members of the school can live and work together in a supportive and successful way.

Dymchurch Primary School's Behaviour Management Policy is built around the belief that 'good behaviour for learning' within the classroom has a positive impact on all children in all areas of school life, especially academic progress and attainment. The Senior Leaders and staff believe that through a consistent approach, delivered by all members of the staff, the negative implications from poor behaviour will be kept to an absolute minimum.

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## BEHAVIOUR MANAGEMENT POLICY

### School Rules

Dymchurch School Rules 2014– 2015

1. We help to keep everyone safe
2. We respect everyone in school
3. We try our best

The School Rules are displayed around the school.

Classes may display 'Class Expectations', which are specific to each class, again decided upon by the children, ensuring they have both understanding and ownership of these

### Role of parents/carers

Dymchurch Primary School endeavours to work collaboratively with parents/carers so that pupils receive consistent messages about the expectations of behaviour at home and at school. The school rules are explained in the Home school Agreement, which is signed by parents and the Headteacher on the pupil's admission to the school, and there is an expectation that parents/carers will support us in their implementation.

If parents have any concerns about their child's behaviour, they should speak to their child's class teacher in the first instance.

### Role of Staff

The staff at Dymchurch Primary School have high expectations of all children within the school, and will consistently recognise and reward the expected positive behaviours that our pupils display. Similarly, they will consistently recognise and address any behaviour that does not meet our high expectations.

### Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of behaviour, and the sanctions necessary to ensure Dymchurch Primary School is always providing a safe and fair environment, in which all pupils will achieve to their highest possible academic levels.

### Review

This policy will be reviewed, and updated if necessary, by the Governing Body annually. If new guidelines or legislation are introduced then the review will be earlier. The policy is under regular review by school staff to ensure the policy is fit for purpose.

# Procedures

## Rewards

### Class Dojo

The Class Dojo is an internet site that provides a visual and aural reward system for use in classrooms. Each class teacher has a reward for the 'winner' of the daily Dojo and the whole class can earn rewards if the Dojo shows a whole class level of behaviour has been attained. This will be used from Year 1 onwards.

### Super Stars

Each child has their own Star Chart which consists of four, five pointed stars. When all twenty points are earned, the pupil goes to the Headteacher with the completed certificate. The Headteacher displays the child's 'star' on the achievement board in the hall, and at the weekly Celebration Assembly the child will be presented with a Super Star certificate.

On the completion of the fifth certificate in one academic year, the child is awarded a Silver Star badge, and a matching certificate;

On the completion of the tenth certificate the child receives a gold star badge and matching certificate.

The completed Star Charts are combined to build up House Points; these are displayed in the school on a 'running total' display.

### Class Rewards

The whole class can gain recognition for a team achievement. The teacher sets the target and has a reward chart of some description displayed in the classroom. When the reward is gained the class may choose the treat themselves, e.g. class party, DVD, games afternoon.

## Strategies

The following strategy for dealing with incidents is taught to all children in the school and is supported by **all** staff

- Sometimes in school children do things I don't like
- When children do things I don't like I will hold up my hand and say something like
- "STOP IT, I DON'T LIKE IT"
- If there are still things I don't like, I will tell a grown up

## Sanctions

Procedures for managing pupils who do not keep to the school rules.

	Behaviour	In Class Consequences	Playtime Consequences
<b>Green Behaviour</b>	<p>Great Behaviour for Learning –</p> <ul style="list-style-type: none"> <li>• Speak politely.</li> <li>• Keep my hands and feet to yourself.</li> <li>• Doing as I have been asked by an adult.</li> <li>• Being kind to others and treating them as I would like to be treated.</li> <li>• Always putting my 'best' effort into my learning.</li> <li>• Moving carefully and quietly around school.</li> <li>• Using equipment appropriately</li> </ul>	Rewards given 😊	Rewards given 😊
<b>Yellow Behaviour</b>	<ul style="list-style-type: none"> <li>• Uniform worn incorrectly</li> <li>• Talking out of turn, calling out or making silly noises.</li> <li>• Snatching equipment.</li> <li>• Touching others when they don't want me to</li> <li>• Running in the classroom or corridor.</li> <li>• Moving from my allocated seat.</li> <li>• Distracting others</li> <li>• Arguing with peers or making unkind comments</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of Green Behaviour – given a warning.</li> <li>• 5 mins time out in class</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of Green Behaviour – given a warning.</li> <li>• Offer option of log cabin</li> <li>• 5 mins time out on playground</li> </ul>
<b>Orange Behaviour</b>	<ul style="list-style-type: none"> <li>• Continuation of disruptive behaviour after a warning or sanction.</li> <li>• If behaviour is seriously disrupting the learning of others.</li> <li>• Non-compliance – refusal to follow instructions by an adult.</li> <li>• Back chatting or inappropriate responses to an adult.</li> <li>• Hurting others</li> <li>• Misusing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of Green Behaviour – given a warning</li> <li>• 10 mins time out in another class</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of Green Behaviour – given a warning</li> <li>• 10 mins time out on playground</li> </ul>
<b>Red Behaviour</b>	<ul style="list-style-type: none"> <li>• Continuation of disruptive behaviour after a warning or sanction.</li> <li>• Fighting, injuring other pupils, or staff.</li> <li>• Behaving aggressively to staff.</li> <li>• Swearing, racist comments or abusive language</li> <li>• Deliberately damaging or breaking school property.</li> <li>• Stealing.</li> <li>• Bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of Green Behaviour – given a warning</li> <li>• 1 session time out in another class with 'thinking about my behaviour' sheet to complete</li> <li>• Letter home to parents</li> </ul> <p>3x red behaviour incidents in one term = meeting between parents and SLT</p>	<ul style="list-style-type: none"> <li>• Reminder of Green Behaviour – given a warning</li> <li>• Miss next playtime (outside office) with 'Thinking about my Behaviour' sheet to complete</li> <li>• Letter home to parents</li> </ul> <p>3x red behaviour incidents in one term = meeting between parents and SLT</p>

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### Recording Behaviour Incidents

It is the responsibility of the adult who deals with the incident to record it on the pink 'Thinking about my behaviour sheet' (appendix A).

The class teacher is responsible for completing the red behaviour letter home to parents (appendix B) and ensuring it is sent home by an appropriate method. A copy should be given to the school office for the child's file. The office will ensure that the reply slip is returned the next day.

The class teacher should record the number of red behaviour incidents, and alert a member of the leadership team if a child reaches three in a term. The senior leader is then responsible for arranging a meeting with the child's parents.

#### **EXTREME CASES of physical or verbal aggression towards staff or pupils, or uncontrollable behaviour:**

- send an **SOS card** to the office for assistance
- try to ensure the safety of the majority of children, removing from the room if necessary

All extreme cases will be discussed between the class teacher and a member of the Leadership Team so that individual needs can be met and consistency applied.

Internal seclusion / exclusion may be used in extreme cases

#### Pupils going AWOL

If a child leaves the teaching area the **SOS card** should be sent immediately to the office. Teachers must endeavour to stay with the majority of the class.

If a child leaves the school site, the Headteacher and the office should be informed immediately. Staff should only follow the child if doing so does not place themselves or the child in further danger. Parents and the police will be called.

#### Pupils 'On Report'

In cases of persistent unacceptable behaviour the Leadership Team may decide to put a pupil 'on report'. (Appendix C) This will require a member of staff to rate the pupil's behaviour on a scale of 1-3 for each session during the day, with the pupil reporting to a member of the Leadership Team to discuss their progress at the end of each day. Pupils will initially be put on report for two weeks, with their status reviewed at the end of each week at the Leadership Team's discretion. Lack of improvement in behaviour or further serious incidents may result in a fixed term exclusion.

#### Exclusions

Fixed term exclusions and permanent exclusions are the final consequences.

If children are at risk of exclusion a Pastoral Support Plan (PSP) is set up to address pupil's extreme behavioural needs to try to prevent further incidents.

Should an exclusion still be required, DfE guidelines are followed and the Local Authority Inclusion Officer will be informed at the earlier opportunity. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. Permanent exclusion would normally follow a pastoral or behaviour support plans failure

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to resolve outstanding issues; however, the school would permanently exclude a pupil without a PSP/ BSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering exclusion.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

### Outside agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCo and the Headteacher, or as the result of a pupil review meeting. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

### Monitoring

The Leadership Team is responsible for monitoring behaviour.

### Bullying / Discrimination

Dymchurch Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy and Discrimination Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and monitored for their effective implementation.

### Physical restraint and Positive Handling

The law does recognise that physical intervention maybe justified in certain circumstances, e.g. restraint to prevent harm to the individual child or others, to prevent destruction of property, and to restore order to disruption to learning. The use of restraint is an exceptional event and should be avoided where possible. When physical restraint has been used, a record of the incident should be kept in the Headteacher's office.

## Appendix A: Thinking about my behaviour

Name: ..... Date.....

Teacher / Subject .....

Details of incident:

.....  
.....  
.....  
.....  
.....  
.....

Consequence agreed between child and teacher.

.....

What colour was my behaviour?

.....

Why was my behaviour that colour?

.....

What can I do to move my behaviour back to green?

.....  
.....  
.....

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# Appendix B: Red Behaviour Letter

## Dymchurch Primary School

Headteacher

Tel: (01303) 872377 / 874951  
Fax: (01303) 873909  
Email: headteacher@dymchurch.kent.sch.uk



New Hall Close  
Dymchurch  
Kent  
TN29 0LE

www.dymchurch.kent.sch.uk

Dear Mr/Mrs/Ms .....

Date:.....

### NOTIFICATION OF RED BEHAVIOUR

Today ..... has broken the school rules and has displayed behaviour which is classed as 'red' in our behaviour policy.

Please read the details of the incident below, and return the response slip in the envelope enclosed on the next school day. If you have any concerns then please do not hesitate to contact us.

Details of incident

.....  
.....  
.....  
.....  
.....

Consequences

.....  
.....

Staff member - ..... Signature .....

### RESPONSE TO NOTIFICATION OF RED BEHAVIOUR

Child's Name: .....

I have read the letter explaining the incident of inappropriate behaviour, and the consequences of this behaviour.

Name: ..... Relationship to pupil: .....

Signature:..... Date: .....



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## Appendix C: Behaviour Report Record

	WEEK COMMENCING:							
	9:00-10:15	Assembly	Break	11:00-12:00	Lunch	1:00-2:00	2:00-3:10	After School Club
MON								
TUES								
WED								
THU								
FRI								

Please score each session as follows:

- 1** = All behaviour reached expected standard
- 2** = Majority of behaviour reached expected standard
- 3** = Majority of behaviour was unacceptable

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