



DEANESFIELD PRIMARY SCHOOL

Behaviour Policy

To be read in conjunction with our Inclusion, Equality & Diversity Statement and Policy, Racial Equality, Anti Bullying and SEND policy.

1. Aim

We aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each child. The staff at Deanesfield Primary School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.

It is our expectation that the school, parents and child will work respectfully together to ensure every child is successful.

2. Rationale:

Our behaviour policy has been developed to:

Enable learners to learn; not oppress them;

Assist teachers to teach; not constrict them;

Achieve an atmosphere of structure, safety and calm where learning is possible;

Reflect the aims and positive ethos of the school.

3. Golden Charter

Children are Rights Holders and adults are Duty Bearers who work to protect the Rights of all children at Deanesfield. There are clear expectations as to what children need to do to uphold these rights. Our 'Golden Charter' is shared across the school and is:

- We are gentle: we don't hurt others
- We are kind and helpful: we don't hurt anybody's feelings
- We listen: we don't interrupt
- We are honest: we don't cover up the truth
- We work hard: we don't waste our own or other's time
- We look after property: we don't waste or damage things.

Our Golden Charter is consistently upheld in all aspects of school life including off site trips and residential.

[Appendix A]

4. Acceptable Behaviour

At Deanesfield Primary School the children are encouraged to follow the Golden Charter at all times.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. Examples of such behaviour will be praised in class, both verbally and by earning a tangible reward each day. Consistently upholding the Golden Charter earns a child 'good day tick'; if a child is absent through illness, then this reward is earned in lieu. If a child has chosen to be absent from school, then this reward cannot be earned. Good Day Ticks are recorded in each child's personal organiser. Each half term rewards will be offered to those children who have upheld the Golden Charter and earned sufficient Good Day Ticks.



Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.



We would encourage all parents/carers to support their children in following the Golden Charter and encourage them to follow them at all times to be; to celebrate when they earn a good day tick and when an award is achieved. The Golden Charter is printed in each child's personal organiser and can also be found in this policy and on the school's website.

5. Behaviour which infringes the rights of others

Children are taught what unacceptable behaviour is and are made aware of the consequences of breaking the golden charter. Minor infringements will be dealt with by reminding the child of the golden charter, or introducing such consequences as withdrawal of privileges. **[Appendix B]**

If a more serious problem occurs, a member of the leadership team will be informed and the parent/carer contacted. Persistent misbehaviour will be dealt with in the following ways:

- Further removal of privileges.
- A clear behaviour plan– working with parents to produce a programme to encourage improvements in behaviour.
- Pupil Support Plans – targets are set for the child and the school's interventions are stated.
- Seeking help from outside agencies.
- In extreme cases the Head may decide that a child must be restrained using reasonable force. Detention or a period of seclusion or exclusion may be necessary.

In exceptional circumstances reasonable force (to control or restrain pupils) may be necessary in the form of Positive Handling to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder which impedes the efficient education of others.

6. Bullying

Bullying in any form is entirely unacceptable. At Deanesfield our aim is to have a happy school where each individual is supported and encouraged to achieve their academic and personal potential. This aim can only be best achieved in an environment which is safe, nurturing and free from any type of bullying.

We believe that bullying is deliberately hurtful behaviour carried out over time and can be physical, verbal and cyber. Single incidents are not bullying. Deanesfield has an active and highly effective approach to identifying and tackling bullying. **[Please refer to the Anti-Bullying Policy]**

7. Racism

We believe that racism is any act or expression which causes harm or offence to a person of a different ethnic group. Any racist incident will be reported to the Phase Leader and will be monitored. Consequences for a racist incident should be applied as stated in this policy. **[Please refer to the Racial Equality Policy]**

8. Physical Contact

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006 and the revised guidelines in August 2010. Staff take into account the guidance as set out in the Use of Reasonable Force in Schools [DFE, July 2013]

Staff may intervene physically to restrain children. The actions that we take are in line with government guidelines on the restraint of children. **[Refer to Physical Contact Policy]**

9. Fixed-term and permanent exclusions

If, despite all interventions, a child is not responsive, the Head teacher has the power to exclude the pupil from the school. **[Refer to Exclusions Policy]**



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10. Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour where appropriate. The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

11. Review

The governing body reviews this policy every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.





DEANESFIELD SCHOOL'S UNCRC Golden Charter



LEISURE



FREEDOM

12: **EXPRESSION:** We have the right to share our thoughts and views and to have adults listen

15: **CHOICE:** We have the right to choose our friends

28: **LEARNING:** We have the right to a good quality education

30: **FREEDOM:** We have the right to practise our own culture, language and religion

31: **LEISURE:** We have the right to play and to relax



CHOICE



EXPRESSION



LEARNING

DUTY BEARERS: WHAT ADULTS DO TO PROTECT THESE RIGHTS

- We are excellent role models
- We provide opportunities for children to share their ideas and opinions
- We always listen to children and take their views seriously
- We offer a broad and balanced curriculum with engaging and challenging lessons taking children's interests and cultures into account
- We provide a safe, welcoming environment
- We provide opportunities for children to develop their skills and talents
- We provide opportunities for children to relax, socialise and play

RIGHTS HOLDERS: WHAT CHILDREN DO TO UPHOLD THESE RIGHTS

- We are gentle:**
we don't hurt others
- We are kind and helpful:**
we don't hurt people's feelings
- We listen:**
we don't interrupt
- We are honest:**
we don't cover up the truth
- We work hard:**
we don't waste our own or others' time
- We look after property:**
we don't waste or damage things

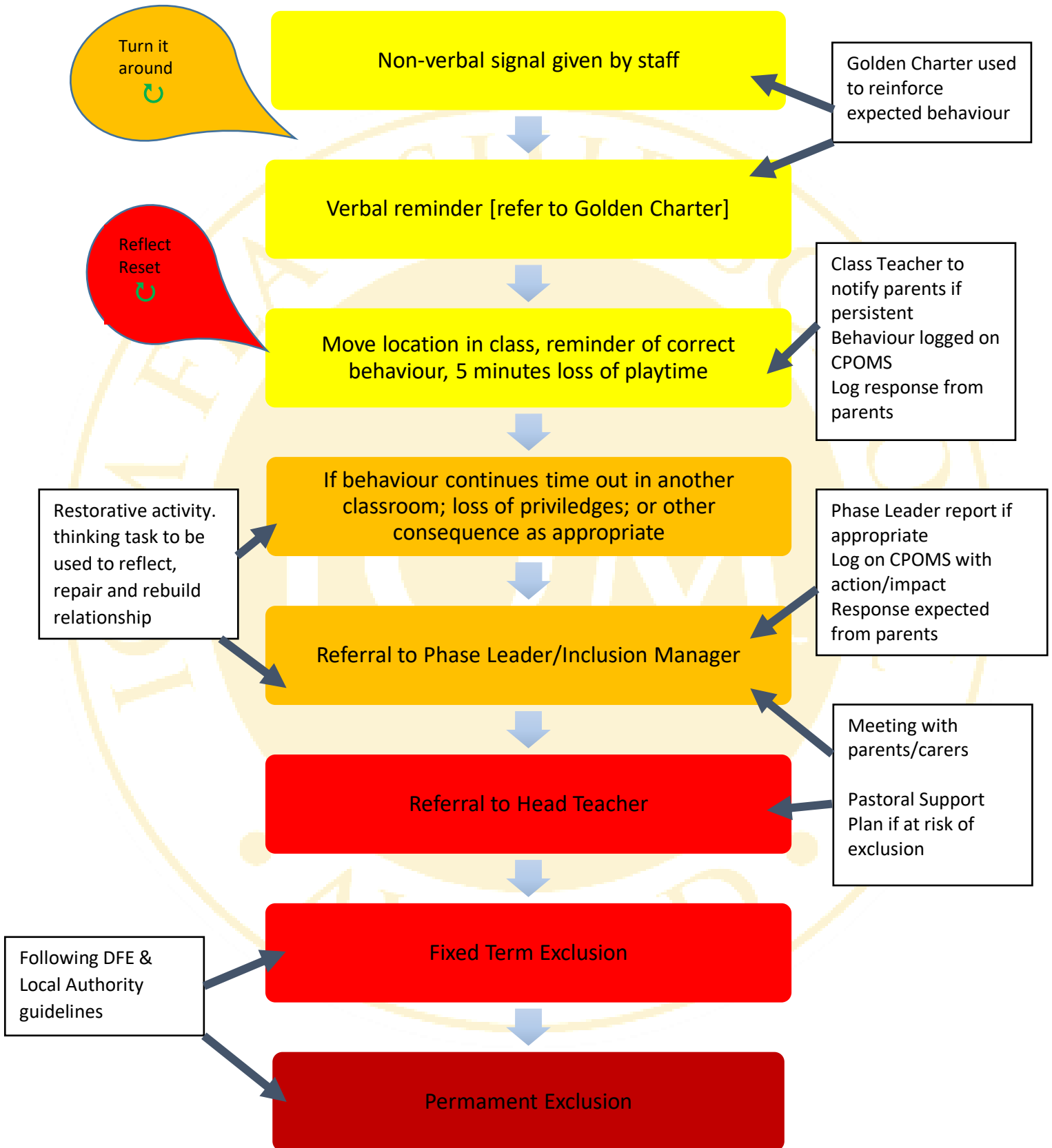
When we are enjoying our rights, we have a responsibility to make sure that we do so in a way that doesn't deny other people theirs.





Appendix B

Flow chart for behaviour which infringes on the rights of others



Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.



Appendix C

Flow chart for behaviour which infringes on the rights of others **at play and lunchtimes**. In the event of a serious breach of behaviour, the steps and sanctions below **will be escalated**.

Turn it around

Non-verbal signal given by staff

Golden Charter used to reinforce expected behaviour

Verbal Warning or Mediation

Reflect
Reset

Yellow Card issued but if the incident is serious a Red Card will be issued (10 minutes loss of playtime same or next day)

Class Teacher to notify parents (eg personal organiser or telephone contact)
Behaviour logged on CPOMS

If behaviour continues loss of privileges eg further loss play and lunchtimes

Restorative activity. thinking time to be used to reflect, repair and rebuild relationship

Phase Leader report if appropriate
Log on CPOMS with action/impact
Response expected from parents. **Zero tolerance in the event of Positive Handling.**

Referral to Phase Leader/Inclusion Manager

Referral to Head Teacher

Meeting with parents/carers.
Pastoral Support Plan if at risk of exclusion

Fixed Term Exclusion

Following DFE & Local Authority guidelines

Permanent Exclusion





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