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 and communicate with respect: 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 residentials. **[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 reward such as a star, sticker, stamp or good news acknowledgment. Children consistently upholding the Golden Charter will earn 10 minutes 'Golden Time' daily.

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:

- Removal of privileges.
- Working away from peers
- Working in isolation
- 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. A period of seclusion or exclusion may be necessary to reset

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]**

10.Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. It is reported 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. The 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.

Appendix A

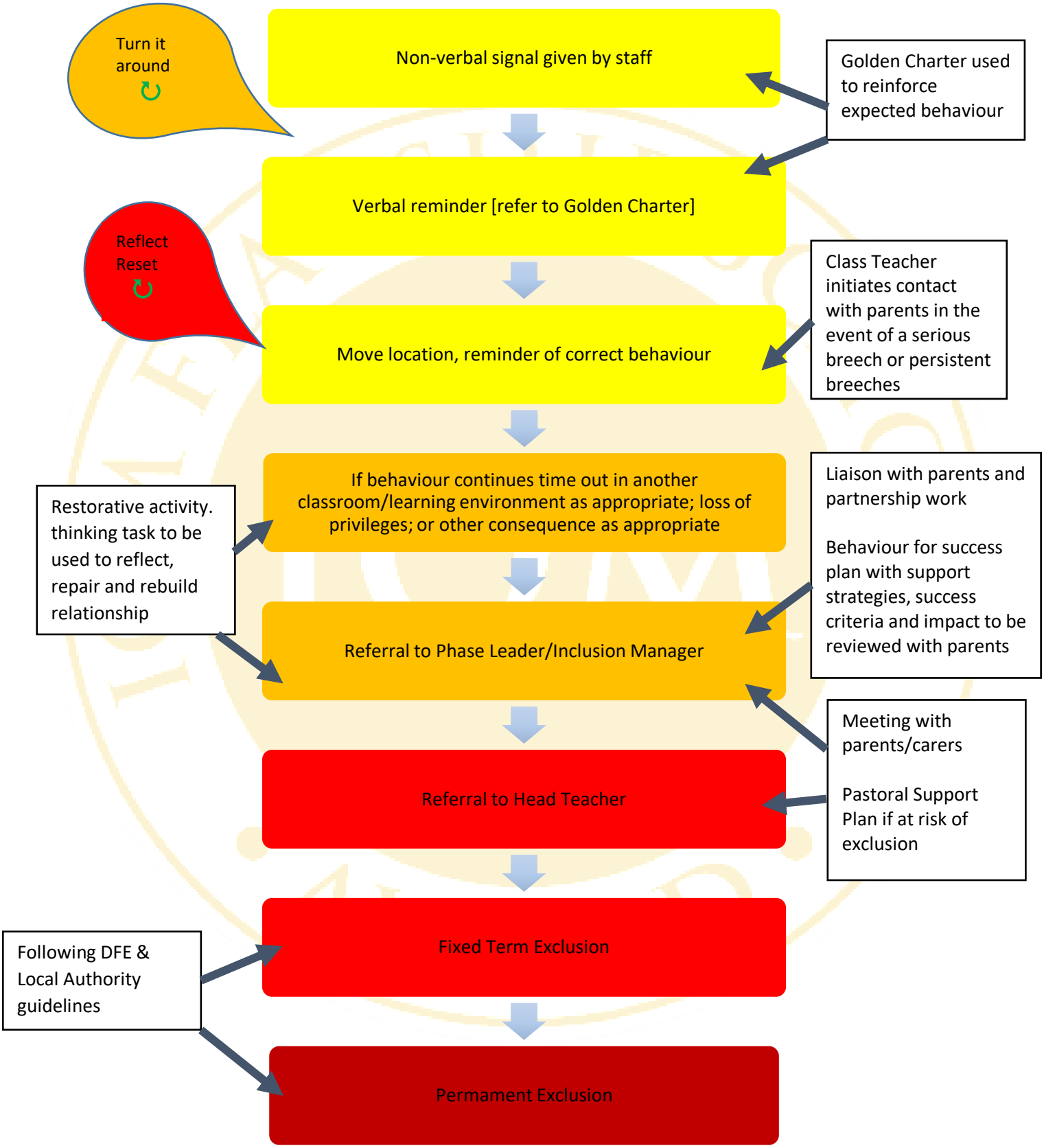
Deanesfield Primary School Golden Charter



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 B

Flow chart for behaviour which infringes on the rights of others



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.**

