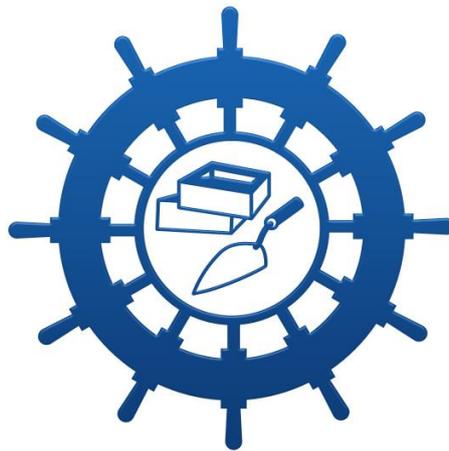


# VICTORIA DOCK PRIMARY SCHOOL

## BEHAVIOUR POLICY



*Working together for your children*

Date Written: Autumn 2019

To Be Reviewed: Autumn 2020

<b>Safeguarding Team</b>	
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Designated Safeguarding Lead	Claire Juggins
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Safeguarding Lead Support	Paula Stephens
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Behaviour Lead	Charlotte Heaton
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To be read in conjunction with:

- Child Protection Policy
- Anti-bullying Policy
- Positive Handling Policy

## **INTRODUCTION**

Every child has a right to feel safe, secure and respected in a positive learning environment. At Victoria Dock Primary School, our aim is to develop confident, self-assured learners where their excellent attitudes have a strong positive impact on their progress. Therefore we aim to ensure that children are highly engaged through lessons which are inspiring, well-paced with work appropriately matched to meet the needs of all children. In addition to this, there are high expectations of behaviour throughout the school day and a clear and consistent approach to ensure an excellent standard of behaviour from all.

Our Primary aim is the safety and well-being of EVERY INDIVIDUAL CHILD. We value the principles of fairness and equality of opportunity for every member of the school community. We are constantly working towards self-discipline and mutual respect.

## **OUR SCHOOL RULES**

Our behaviour policy is underpinned by three school rules. These rules apply across all year groups, breakfast club, playtime, lunchtime and at afterschool clubs. The rules are:

- Treat others kindly
- Follow instructions and make the right choices
- Look after our school

The language of these rules will be reinforced consistently by all staff and used to explain why a child's behaviour is inappropriate.

## **HOW OUR POLICY OPERATES**

Traffic lights are used in every classroom as a visual tool to indicate level of behaviour for each child. If a child's behaviour is inappropriate a warning and a reminder of what green behaviour should look like will be communicated to the child. E.g. I am moving your name down to amber because you are not making the right choices; to get back on to green you need to...

The adult will make sure that the child understands what they need to do to get back into green. If a child is moved into red, a consequence or a sanction could be put into place. Children are asked to reflect on their behaviour, learn from the experiences and suggest what they would do in the future. All entries into red must be recorded within each class's behaviour log but it must be reinforced to the child how they get back into green. It is the expectation, wherever possible, that all children begin and finish each session in green.

All staff have high expectations regarding behaviour and that every child will be in green. All staff are consistent and persistent in ensuring children understand what green behaviour should look like and use the same language. It is a requirement that the spoken culture is the same across the school.

For example, if a child had damaged school property it would be explained that they have broken one of the school rules because they were not looking after our school.

Examples of language used by staff:

- You need to.....
- Green sitting, listening, walking, talking, etc.
- In this school we ...
- Active listening
- To be in green you need to ...
- When I see you are ...

All staff must be adhering to the language exemplified above to ensure there is a consistent approach across the whole school.

## **THE ROLE OF ALL STAFF**

All teachers have a duty of care to the children in our classrooms and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. If necessary staff will liaise with the Headteacher, Deputy Head, Designated Safeguard Lead and Behaviour co-ordinator to discuss concerns regarding behaviour and involve parent/cares/external agencies if

necessary. All incidents involving injury must be reported on the official documentation and given to the admin office. See appendix 2

## **APPROACHES TO BEHAVIOUR MANAGEMENT**

We expect children to listen carefully to instructions in lessons. We will employ sanctions to ensure a safe and positive learning environment. Each sanction is applied appropriately to individual situations. For example, a child not walking as they should down a corridor will be asked to go back and show they are able to demonstrate the standard expected.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class they will be warned that their behaviour is not green behaviour.

## **SANCTIONS AND CONSEQUENCES**

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied appropriate to the particular situation or circumstance of the behaviour. Any behaviour that is not of an acceptable standard must be challenged by all adults.

- We expect all children to listen carefully to instructions and to try their best at all times. If they do not do so this must be challenged by all adults.
- If a child misbehaves in class they will be advised that they are not showing a green standard of behaviour – classroom management strategies will be used to address the behaviour.
- If a child threatens, hurts, bullies or acts inappropriately towards another child staff will record the incident. These records will be passed to the behaviour support leader in the first instance and then to the SLT. Red incidents of behaviour will be recorded on CPOMS.

Where there is persistent poor behaviour parents will be contacted to discuss next steps. If poor behaviour continues decisions will be made by the class teacher and SLT regarding next steps. Where appropriate, an individualised behaviour support plan will be implemented. See appendix 1.

## **RECORDING OF INCIDENTS**

Red behaviour incidents are recorded on CPOMS. A brief outline of the incident is described and saved onto the relevant child's folder. Members of the SLT are notified via e mail of all behaviour incidents.

3 red entries through the CPOMS system triggers a meeting with parents where next steps will be discussed.

## **INDIVIDUALISED BEHAVIOUR SUPPORT PLAN**

If a child's behaviour raises concerns, we will contact the child's parents/carers and arrange an appointment in order to discuss the situation, with a view to improve the behaviour of the child. A behaviour support plan may be put into place and reviewed over a period of 6 weeks. If a child's behaviour does not improve the school may contact other agencies for support and guidance and the child may be identified to the SEND co-ordinator for SEN support. A planned programme and adaptations will be put into place to address the child's behavioural needs and these will be reviewed and monitored as stated in the SEN policy. The school works closely with external agencies to implement 1:1 programmes specifically designed for a child's needs. All behaviour is recorded and monitored regularly.

## **FIXED-TERM AND PERMANENT EXCLUSIONS**

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the LA appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling. In the absence of the Headteacher, the Deputy Headteacher has the powers to exclude a pupil for the reasons above; this will be in consultation with the Headteacher or Chair of Governors.

## **INAPPROPRIATE CONDUCT BEYOND THE SCHOOL GATES**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the

child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

## **PEER ON PEER ABUSE**

At Victoria Dock, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

## **DISCIPLINARY ACTION AGAINST PUPILS WHO ARE FOUND TO HAVE MADE A MALICIOUS ALLEGATION AGAINST A MEMBER OF STAFF**

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head teacher will consider the appropriate disciplinary action against the pupil who made it.

## **USE OF REASONABLE FORCE (see also Physical Intervention Policy)**

At Victoria Dock Primary School we view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

***Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen***

## **SCREENING, SEARCHING AND CONFISCATION**

The Education Act 2011 allows staff to lawfully search pupils, without consent or parental permission, if there is a suspicion that the pupil has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **REWARDS**

There is a whole school reward system in place across the school. Children can earn 'Dojo points' for good behaviour, good work, attendance and any other aspects decided upon by the SLT.

Dojo points are recorded online in the child's individual account.

KS2 also run a 'House Point' competition where they compete in various activities throughout the year. These houses are:

- Drake
- Nelson
- Columbus
- Cook

All Key Stages award 'Wow Moment' certificates to praise children who have especially shone/made great steps as well as each class naming a Pupil of the Week and Good Work of the week with each child receiving a sticker and certificate every Friday.

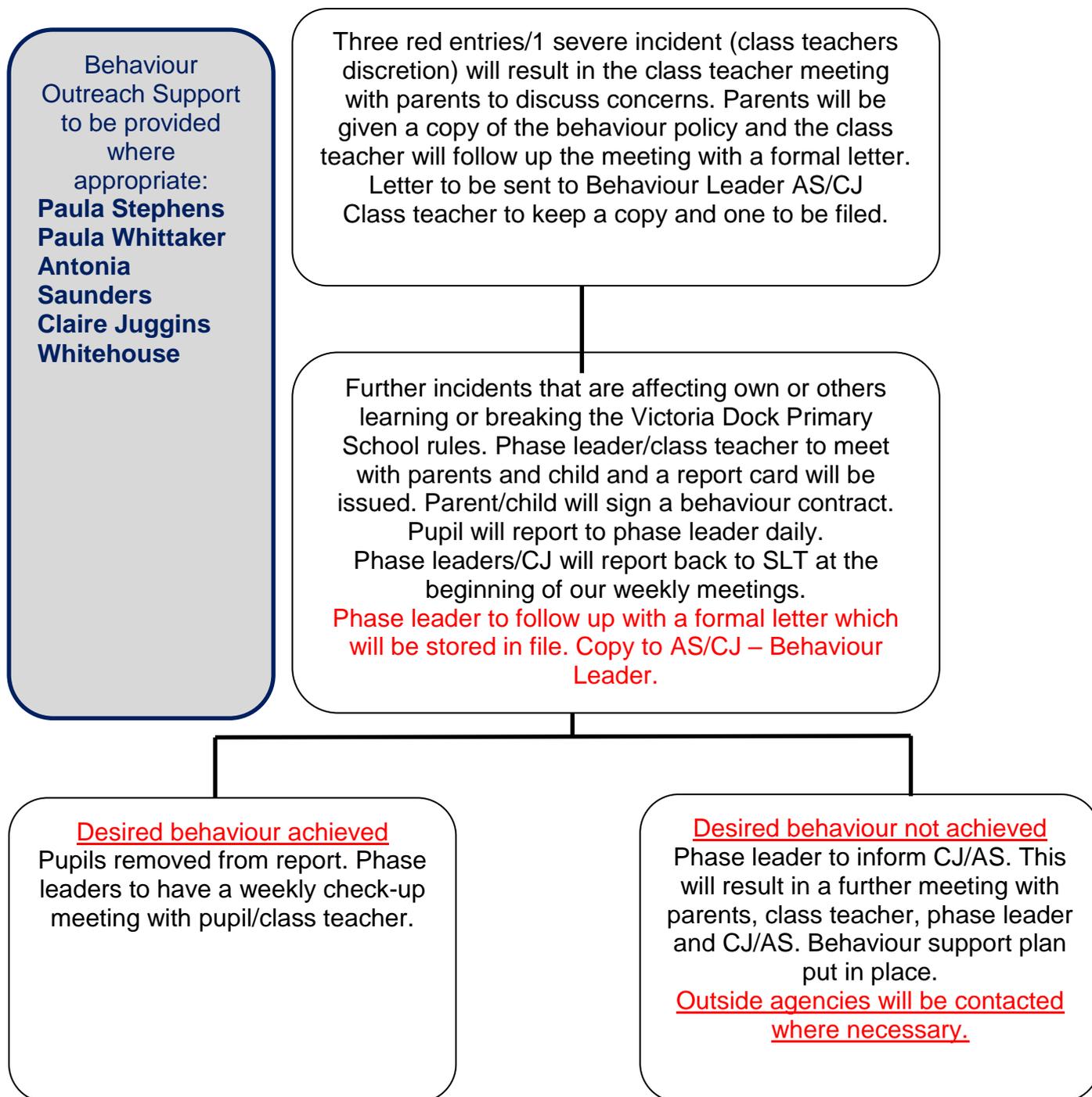
A class is identified each week and awarded with class of the week. For example a class may be awarded class of the week for improved behaviour at lunch time, all children following the school rules all week, setting the green standard consistently.

By praising, encouraging and celebrating the good behaviour and positive attitudes of the children, attitudes towards learning are developed and improved.

100% Attendance certificates presented at the end of each term and at the end of the year.

## APPENDIX 1

# Behaviour Pathway



**\*Incidents of serious behaviour should be reported to Phase Leaders and CJ/AS if the behaviour warrants an immediate consequence. Seclusion and exclusion will be decided by the SLT.**