

EDUCATION

Behaviour Policy



Document title:	Behaviour Policy
Version number:	1.1
Policy Status	Approved
Date of Last Review	October 2017
Date to be revised	October 2018

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
November 2016	1.0	Policy written
October 2017	1.1	Policy reviewed
October 2017	1.1	Scale of Escalation flow chart added as appendix II

At Dartford Primary Academy we understand that good behaviour makes effective teaching and learning possible.

Our aim is for our children to develop awareness and respect of oneself as well as sensitivity to others; to acquire a set of moral values and to develop habits of self-discipline and acceptable behaviour so they can work and play together safely and happily.

Children should be valued and their good behaviour positively encouraged and rewarded.

The Behavioural Support Team

Dartford Primary Academy has a Behaviour Support Team which are directly responsible for behaviour, these are:

Michael Kenny – Assistant Principal
Anna Reid – Assistant Senco/FLO (Infant Site)
Audrey Rose – Pupil Support Mentor (Junior Site)
Marion Mealin – FLO (Junior Site)

Aims

The staff at Dartford Primary Academy are committed to creating a safe, happy, and secure learning environment for all pupils. Our aims are:

- To provide a stimulating and safe environment where the achievements of children are recognised and praised.
- To define clear, acceptable standards of behaviour and be consistent in our approach.
- To foster mutual respect between adults and adults, adults and children and children and children.

Specifically, we want to ensure that:

- Staff are confident in managing difficult issues both in the class and at play time.
- Staff understand the use of rewards and sanctions and that they are used consistently throughout the school.
- Pupils know the school rules and the reasons for them, and can make the right choices.
- Pupils understand how to behave through example and challenge.
- Pupils experience school life full of positive relationships and free from bullying.

Code of Conduct

We use 'Green to Go' as a basis for simple everyday rules and routines. Every child at Dartford Primary Academy has the right to high quality learning in a safe and supportive environment. Where the actions of a child prevent other children from these opportunities

firm and proportionate measures will be put in place (see Traffic Lights - Appendix 1). We recognise the close relationship between high expectations and behaviour.

Responsibilities

Leadership Team

Pupils of concern are discussed at regular meetings of the Behaviour Support Team and or Inclusion Team. If necessary, persistent behaviour issues are then brought to the attention of the Senior Leadership Team.

Teaching teams will:

- Display the Traffic lights in every classroom.
- Make reference to 'Green to Go' during the day.
- Make explicit links to whole class and individual reward systems.
- Staff are responsible for creating a positive learning environment and challenging those who struggle to follow the school rules.

In particular, staff are responsible for:

- Providing a well ordered environment in which all are fully aware of the academy's expectations of behaviour.
- Treating all children and adults as individuals and promoting mutual respect.
- Promoting good relationships and a sense of belonging to the academy community.
- Encouraging, praising and positively reinforcing good behaviour.
- Tackling all bullying or harassment in any form.
- Helping to develop effective behaviour management strategies and applying them consistently.

Office and Site Staff will:

- Display 'Green to Go' in the office.
- Model appropriate behaviour to pupils, parents, visitors and each other.

Mid-day Meal Supervisors will:

- Display 'Green to Go' in the dining hall, and corridor queuing area.
- Make reference to 'Green to Go' during lunchtimes. Use the vocabulary of 'traffic lights' and pointing out behaviour that is 'Green to Go'.
- Model appropriate behaviour to pupils and each other

Governing Body will:

- Model appropriate behaviour to pupils, parents, visitors and each other.
- Have an understanding of the Behaviour Policy and 'Green to Go'.

Pupils

- Pupils are asked to follow the 'Green to Go' rules of the academy. These are displayed at both sites and referred to by staff in supporting appropriate behaviour.

Parents/Carers

At Dartford Primary Academy we recognise the importance of working closely with parents and carers. Parents are informed by the Behaviour Support Team about critical incidents. Regular meetings with parents are an opportunity to agree on a shared approach and to put this in writing through a behaviour plan.

Rewards

Rewards play a key role in all areas of academy life in raising attainment and self-esteem and good standards of behaviour. The following rewards apply across Dartford Primary Academy.

- 'Green to Go' – Key Stage 1 pupils collect a stamp for every day that they remain 'Green to Go'. There is a series of prizes for each completed card which include a range of stationery items.
- Key Stage 1 pupils receive weekly golden time on a Friday afternoon. The golden time can be reduced if pupils move down the traffic lights. If a child is moved onto red at any point throughout the week, they will lose 15 minutes, if they move to orange they lose 5 minutes and if a child is moved to yellow the time removed from Golden time is at the teacher's discretion.

- All Key Stage 2 pupils will begin each term with one and a half hours Golden Time to be delivered at the end of that term in one activity session co-ordinated across year groups. Time will be lost each time a child leaves 'Green to Go'.
- This will be monitored and recorded by the class teacher.
- All Pupils are assigned to a house to encourage collective responsibility for the academy – Lords, Wembley, Brands Hatch and Wimbledon. House-points are awarded for learning and behaviour throughout the academy. On a weekly basis the house with the most points is celebrated, as is the class who wins the most housepoints. The winning house is recognised on a display board and the House Cup is decorated with the appropriate coloured ribbons for the week.
- At Key Stage 2, Star of the week awards are presented at our weekly Celebration assembly. Pupils are awarded certificates with detailed reasons for the award. Children who are awarded a certificate as part of this assembly receive an entry to the termly prize draw. During this assembly the 'Mathlete class of the week' are also awarded along with the Literacy Legend of the week.

At Key Stage 1 Celebration assemblies take place on a Friday Afternoon, during this time, students are recognised as being; writer of the week, reader of the week, handwriter of the week and Mathlete of the week. The Mathlete class of the week is also recognised.

- Celebration postcards are sent home in the post when the teacher deems it to be appropriate, signed by the class teacher. These are awarded for an excellent attitude, high standard of learning and exemplary behaviour.
- One child from each class is chosen by their peers to be members of the Academy Council. Children also vote to elect children to the position of House Captain and Vice-Captain.
- Year 6 children who are good role models are elected by teachers to take on the high profile responsibility of head boy / girl.
- Classes are given punctuality and attendance awards which are recognised termly during a celebration assembly.
- 100% pupil attendance is recognised at the end of each term.

Pupils with Challenging Behaviour

At Dartford Primary Academy we recognise that some pupils may need additional support to manage their behaviour effectively. We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For some pupils a good balance between praise and discipline is necessary. Where a pupil is moved to red on

'Green to Go' they will be tracked by the Behaviour Support Team using the red slip system on both sites

Challenging behaviour is tackled through a stepped/graduated approach.

- Time out – Pupils timed out to a partner class, with work to complete.
- Playtime exclusion.
- Working outside of the classroom for half day – internal exclusion; with the work that peers are completing in class.
- Working outside of the classroom for a full day – internal exclusion; with the work that peers are completing in class.
- External exclusions – with work sent home so as to not be detrimental to attainment.
- Managed moves - A managed move is a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.

Positive Handling

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student. The Academy uses the definition of reasonable force as being *'no more than is necessary in the circumstances'*. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student. All members of staff at the Academy have the power to use reasonable force. This includes those who the Principal has put in temporary charge of students; most frequently this would include unpaid volunteers or parents.

The Academy may use reasonable force to:

- Prevent pupils committing an offence;
- Injuring themselves or others;
- Damaging property;

Anti-bullying (See also Anti-Bullying policy)

Bullying is: *'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.'* (DfE 'Preventing and Tackling Bullying' November 2014)

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion.

Teaching related to the demonstrating of social skills will be through our SEAL (Social and Emotional Aspects of Learning) programme and materials from the PSHE Association. We reinforce positive behaviour through rewards outlined above.

Pupils are encouraged through a range of systems to talk about bullying:

- Circle time.
- Reporting bullying to staff, including when witnessing bullying.
- “Worry Box” or other individual class systems to pass messages.

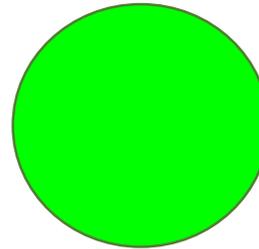
The Behaviour Support and Senior Leadership Teams will act to ensure that:

- Bullying is an open and high profile subject throughout the school;
- Staff are well trained and feel confident in their roles when responding to bullying;
- Staff have a say in how bullying and anti-social behaviour is addressed;
- There is support where an incident needs to be investigated further and meetings with parents held;
- All interested parties have access to our Behaviour Policy and Anti Bullying Policy.

Appendix I: Dartford Primary Academy 'Green to Go' traffic lights.

If I do this:

- Keep my hands and feet to myself
- Take turns and share
- Do as I am asked straight away
- Move safely around the school
- Look after school equipment
- Always try my best

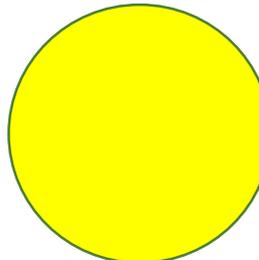


The rewards include:

- If I stay here I will earn golden time.
- I could be student of the week or student of the term
- I could win a prize for collecting stamps (KS1)
- I could receive a postcard home
- I could receive a phonecall home.

If I do this:

- Calling out or making noises
- Snatching equipment and so not sharing
- Poking or touching others
- Arguing with peers or reported unkind comments
- Distracting others
- Running in the classroom or corridor

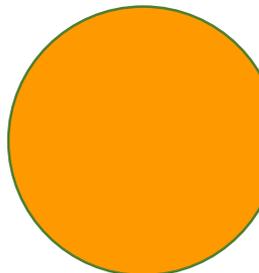


The consequences are:

- I will be reminded of my rights and responsibilities
- Seating or grouping change
- Thinking time alone in classroom / time out in class
- Some loss of play supervised by an adult
- Finally, a warning that I will have to leave the classroom if I do not let others have their right to learn

If I do this:

- Continuation of disruptive behaviour after in class consequences put in place or if behaviour is seriously disrupting the learning of others.
- Refusing to do what an adult has asked me to do
- Back chatting or inappropriate responses to an adult
- Throwing, misusing or breaking equipment
- Being physically rough with friends and hurting them

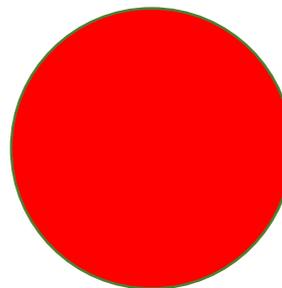


The consequences are:

- Sent to another class for 10 minutes 'time-out', continue class based work or write a letter of apology if appropriate
- Loss of play supervised by an adult
- Behaviour support team informed
- Asked to pay/contribute towards cost of broken equipment

If I do this:

- Continuation of disruptive behaviour or my behaviour gets worse after out of class consequences in place
- Fighting, injuring another pupil, physical contact to staff
- Speaking aggressively to staff e.g. shouting and swearing
- Complete refusal to do work or to follow instructions to go to 'Time Out'.
- Swearing, racist comments or abusive language heard by an adult
- Deliberately damaging school property or stealing
- Behaviour likely to endanger themselves or others
- Being in the possession of dangerous or illegal items.



The consequences are:

- Pupil sent to Behaviour Support Team.
- Isolation from class for a fixed period
- Loss of play and daily rewards
- Parents/carers informed with a red note sent home. A telephone call to parents/carers may be made.
- Repeated incidents will result in a behaviour plan
- Behaviour will be logged and tracked by the Behaviour Support team.
- The Principal may consider a fixed term exclusion.

Appendix II – Scale of Escalation

When children do experience periods of poor behaviour the following scale should be followed for support to change that behaviour. At each stage it should be clear to the child that the colleagues becoming involved reflect the seriousness of the behaviour shown.

In the first instance the pupil should be ‘timed out’ to a **partner class**.

IF the behaviour does not improve, then:

The support of the **Head of Year** group will be sought.

IF the behaviour does not improve, then:

The support of the **Behaviour Support Team** will be sought.

IF the behaviour does not improve, then:

The support of the **Assistant Headteacher** at either the Infant Site or Junior Site will be sought.

IF the behaviour does not improve, then:

The support of the **Vice Principal** will be sought.

IF the behaviour does not improve, then:

The support of the **Associate Principal** will be sought.

IF the behaviour does not improve, then:

As a final resort, the support of the **Executive Principal** will be sought.

Members of staff should follow the above course of action in the first instance. There will, however, be occasions where the support of senior colleagues is required earlier due to the nature of the behaviour exhibited.