



# DUNSTONE PRIMARY SCHOOL

## Learning Behaviour Policy

### September 2017

#### **Rationale**

Positive relationships and behaviour makes our school a safe, pleasant place to be and allows effective learning to take place. Communicating a clear and consistent approach with high expectations ensures that poor behaviour does not interrupt the flow of learning. This maintains an ambitious culture of achievement for all our children and staff where everyone takes responsibility for their own choices. This is a whole school approach which relies on all staff using it in a fair and consistent way, supported by parents. Positive relationships are crucial in our school to build trust and respect so that we have the best learning for our children.

#### **Aims**

At Dunstone Primary School, we aim to ensure:

- the emotional health and well being of children and staff is promoted.
- a positive ethos within the school is promoted to facilitate high quality teaching and learning.
- all individuals are respected and are encouraged to respect each other so that everybody feels valued and supported.
- all staff are consistent in the delivery of the policy.
- all members of the school community have an understanding of what constitutes expected behaviour and this is clearly displayed throughout the school.
- that children understand 'right and wrong', show initiative and take responsibility for their choices.
- children are expected to wear our correct uniform to promote a culture of high expectations and readiness for learning.
- parents share responsibility for maintaining high standards of behaviour and learning through the regular attendance and punctuality of their child.

#### **Implementation**

To ensure that this happens:

- there is a set system for rewards and sanctions within our school, with clear boundaries.
- expected behaviour is described in the 'Show me 5' posters which are shared with all children. This is constantly reinforced in class, during assemblies and displayed around our school.
- children are able to voice their opinions through class discussions and via the School Council.
- all staff in the school share the responsibility for the implementation of this policy.
- all children agree to the behaviour expectations within our school through a handprint.

#### **School Behaviour Expectations**



## **Rewards**

Emphasis is on rewards to reinforce good behaviour, positive relationships, achievement and efforts in learning. Rewards have a motivational role, helping children and parents to see that we celebrate and value a commitment to achievement and ambition.

Rewards used at Dunstone Primary are:

- positive praise verbally;
- Learner of the Day stickers;
- Dojo points for learning behaviours;
- House points for sporting successes;
- stickers;
- Star of the Week certificates for learning achievement;
- Class of the Week certificates for most Dojo points;
- Attendance certificates;
- Enrichment afternoons for 'Show Me 5' consistence;
- Celebration assemblies;
- Dunstone Delight texts to inform parents of successes.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions which highlight that there are clear consequences for unacceptable behaviour. This helps to develop children's responsibility for their behaviour choices and develop their understanding of 'right and wrong'. Each class promotes use of a traffic light system. Our behaviour flow chart (Appendix 1) makes the steps in sanctions clear to all. During lunch times, mealtime staff will reward children with positive play stickers and refer any behaviour concerns to the senior leaders within our school.

Parents will be informed through discussions and more formally through letters, clearly showing where the child is in relation to the behavior flow chart. This ensures that both school and home are clear about any possible future consequences if inappropriate behaviour continues. It also ensures that both school and home agree actions to support the child in amending their behaviour and making positive choices.

## **Support**

All children in our school are expected to show an understanding of the expectations of behaviour so that all can achieve success and be happy. Just as we support curricular SEND (Special Education Needs or Disability) we also support Behavioural SEND through making reasonable adjustments and use de-escalation strategies.

We do this through:

- pastoral support programs for individual pupils;
- 'Wobble' support plans;
- Children Causing Concern meetings;
- Learning Mentor support;
- referral to outside agencies (Educational Psychology/Multi Agency Support Team/ Communication and Interaction Team).

### **The role of the class teacher/teaching adult**

It is the responsibility of the class teacher and teaching assistant to ensure that the school rules are adhered to in their class and other areas of the school, at all points throughout the day. All staff in our school have high expectations of the children in terms of behaviour and strive to ensure that all children learn to the best of their ability.

All staff:

- treat each child fairly and enforce 'Show Me 5' consistently.
- ensure all 'Traffic Light' sanctions are clearly explained to the child.
- liaise with external agencies, as necessary, to support and guide the progress of each child.
- discuss the needs of a child with the SENCo or head teacher.

The class teacher:

- reports to parents about the progress of each child in their class.
- contacts a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school policy consistently throughout our school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within our school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher/Deputy Headteacher keeps records of all serious incidents of misbehaviour and has the responsibility for giving fixed-term and exclusions. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher reports to the Governing Body on behaviour termly.

### **The role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave and learn at school. We expect parents to support their child's learning and to co-operate with the school, as set out in our home school agreement. We try to build a supportive dialogue between the home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the School has to use reasonable sanctions, we ask parents to support the sanctions. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

### **The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in the implementing this policy.

### **Fixed-term (short-term) and permanent exclusions.**

Only the Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil 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 pupil, parents are immediately informed, giving reasons for the exclusion. At the same time, the Headteacher

makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring**

The senior leaders monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The Behaviour Lead records incidents of poor behaviour choices and provides termly updates and reviews for all staff. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Body reviews this policy annually. 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.

Approved by:                      *Governors*    *September 2017*

Recorded on:                      *Governors Meeting Minutes*    *September 2017*

**Appendix 1**

