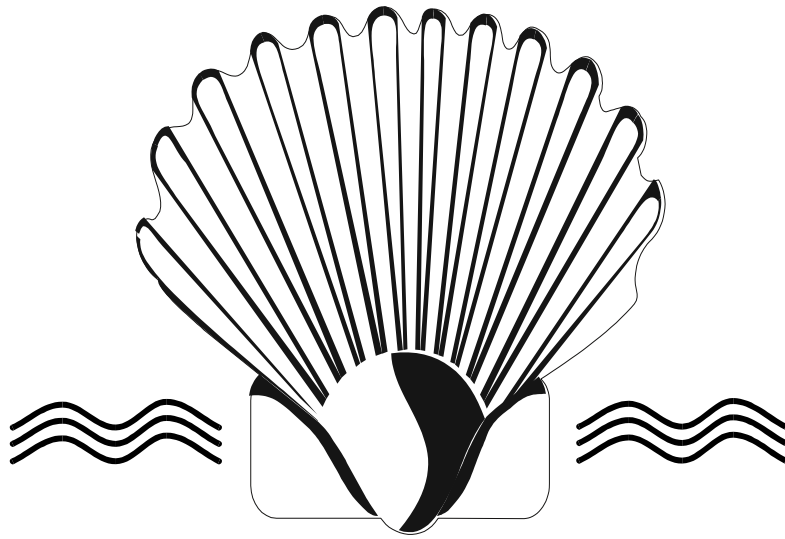


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# DEEPING ST JAMES COMMUNITY PRIMARY SCHOOL



## Behaviour Policy

Deeping St James Community Primary School  
Behaviour Policy

The aim of this school policy is:

- ◆ To develop in children a sense of self discipline and an acceptance of responsibility for their own actions.
- ◆ To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities, and are stimulated to fulfil their potential.

**Deeping St James Community Primary School  
Code of Conduct**

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

**GOLDEN RULES**

Do be kind and helpful – Don't hurt people's feelings

Do be gentle – Don't hurt anyone

Do listen – Don't interrupt

Do work hard – Don't waste your or other people's time

Do be honest – Don't cover up the truth

Do look after property – Don't waste or damage things

**Guidance for All Staff**

1. Positive re-enforcement of good behaviour is more effective than negative punishments.

2. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly and sensibly. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in PSHCE lessons and in school assemblies. Staff use rewards such as: stickers, certificates, and phone calls/parentmails home to acknowledge and reinforce positive behaviour as well as academic achievement. Praise should outweigh censure but should be handled in a way that the child feels comfortable.
3. A well managed, well planned environment decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them. Classes which are well organised, with lessons that are well prepared and take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure should focus on the behaviour not the child.
5. We need to teach behaviour as we teach other aspects of the curriculum. Children need to be shown that they have the opportunity to make choices and some choices lead to good behaviour and positively affect others. Whereas when different choices affect others detrimentally, they need to know the reasons why this is the case.
6. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to be caring and show respect for people and property. Children should be listened to and spoken to calmly.
7. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation and consultation.
8. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.
9. The Headteacher reserves the right to inform parents of particularly poor behaviour, which may in future lead to exclusion. Staff should consult the Team Leader, SLT or Headteacher when behaviour causes concern.

### **Guidance for the playground**

1. Positive re-enforcement of good behaviour is more effective than negative punishments.

2. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
3. Children should be asked to apologise and make amends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
4. School rules should be applied consistently and children reminded of them regularly.
5. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor can remove a privilege. If behaviour persists, they will be referred to the Senior Meal Supervisor or a teacher.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

### **Rewarding Good Behaviour (including playtimes)**

Quiet word, smile acknowledgement

Written comment on pupil's work

Stickers

Learning Behaviour Points

Jobs of responsibility

Praise in front of class group

Visit to another member of staff/headteacher

Written comment, card or phone call from teacher to parent informing them of good work, positive attitudes or behaviour

Certificates

Individual class reward systems such as Golden Time, etc.

Acknowledgements and awards in assembly

### **What to do in cases of misbehaviour (Hierarchical)**

Immediate verbal or non-verbal check of misbehaviour

Warning

Removal of a privilege

Time out in other class

Referral to Assistant HT initially (or Mrs Matthews) and finally to the Headteacher

Parental involvement. Parental consultation required to agree a strategy of support for child, including a monitoring diary for behaviour.

Referral to outside agencies

Temporary or permanent exclusion from school remains an option as a last resort

***It is essential children are approached justly and fairly***

### **Unacceptable behaviour on the playground**

Appendix 1 shows the activities on the playground that are unacceptable, and the sanctions that can be put in place if such behaviour occurs.

## **Pastoral Care**

This is the responsibility of all staff, especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Headteacher in matters of pastoral care and also have access to Team Leaders, SLT, SENCO, PSHCE Co-ordinator, Educational Welfare Officer and other Local Health Authority professional support services where needed.

### **Team Teach**

A team of the school staff have been trained in the techniques of Team Teach, which is a de-escalation programme. It also covers the correct and proper use of physical support, restraint and removal methods needed to remove and protect a child if they get into a situation that they could cause harm to themselves, others or school property. The use of the physical is seen as the last resort and if this is needed a form (Appendix 2) needs to be filled in to highlight the incident and what physical intervention was necessary. A group of staff have termly reminders of certain common techniques, and these are the ones that can be called upon specifically in a time of need. All staff have 3 yearly top up training.

## **Damage to property**

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate they will be asked to make good the damage caused or there will be a request for a voluntary contribution towards the cost of repair or replacement.

### **Bullying- Guidance to staff (see also Anti Bullying policy)**

Bullying is the continuous, wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression/abuse. Children must realise that bullying is unacceptable and that such behaviour of any kind will be dealt with appropriately by the staff of the school. Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

A two week SEAL focus on bullying takes place every year in all year groups.

### **If you come across bullying what can you do?**

- ◆ Remain calm. You are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- ◆ Ensure the victim is safe
- ◆ Take the incident seriously
- ◆ Take action as quickly as possible
- ◆ Think hard about whether your action needs to be private or public; who are the pupils's involved?

- ◆ Reassure the victim, don't make them feel inadequate or foolish
- ◆ Offer concrete help, advice and support to the victim(s)
- ◆ Make it plain to the bully that you disapprove.
- ◆ If appropriate, support the victim in telling the bully how she/he has been made to feel.
- ◆ Encourage the bully to see the victim's point of view.
- ◆ Help the bully to identify an appropriate act of reparation.
- ◆ Punish the bully if you have to, but be careful HOW you do this. Reacting aggressively gives the message that it is right to bully, if you have the power.
- ◆ Explain clearly the punishment and why it is being given.

#### **Involving Others:**

- ◆ Inform senior staff
- ◆ Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.
- ◆ Refer to the Head or SLT member who will, if necessary, inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.

Ensure that incidents of bullying do not live on through reminders from you.  
All incidents of bullying should be recorded.

For further information please refer to the school Anti-Bullying Statement.

**Policy Agreed:.....**

**Review Date:.....**