

St Denys CE Infant School

Behaviour Policy



Behaviour Policy August 2022

<u>Policy Team</u>	Teaching Staff Governing Body
<u>Next review due</u>	September 2023
<u>Linked Policies</u>	Control and Restraint Policy Complaints Policy Bullying Policy PSHE Policy Child Protection Policy

SignedHeadteacher

Date:

1. Our Aims

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout our school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment in which everyone feels safe, secure and confident, allowing them the maximum opportunity to learn.





At St Denys, we teach children the importance of living and working as part of a team, class and community, where every child and adult matters and has the daily responsibility to contribute positively. We promote behaviours, which enable the children to develop Christian values, taking the life and values of Jesus Christ as our model. Children develop personal, spiritual and moral values from a Christian perspective.

"Be kind to anyone who needs your help. Not just your friends not just the people you know, but anyone" (Luke 10) is our primary guideline in helping our children to decide which behaviours and values are right and wrong.

St Denys CE Infant School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities. Our school motto *'Each one of us is different, each one of us is special'* is at the heart of all we do.

The St Denys School Values:

 Confidence
 Joy
 Faithfulness
 Love
 Patience
 Ambition

 Peace
 Excellence
 Kindness
 Generosity
 Self-Control
 Gentleness

St Denys CE Infant School is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
- DfE (2022) ‘Keeping children safe in education 2022’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2022) ‘Searching, screening and confiscation: advice for schools’

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

3. Roles and Responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- SENCO.
- Headteacher.
- Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

St Denys Written Statement of Behaviour Principles:

- St Denys is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy, and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage, and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient, and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

The complete document can be found in Appendix A

4. Staff induction, development & support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Effective classroom management

The St Denys School Code:

Well-managed classrooms and learning spaces are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the 'St Denys School Code', which requires pupils to:

- Be kind
- Be honest
- Be responsible
- Show respect
- Try our best

The St Denys School Code is clearly displayed throughout the school and in classrooms.

The Restorative Approach:

At St Denys CE Infant School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school 'code'. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right.

We believe that by using this 'Restorative Approach', we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the 'Restorative Approach' it allows ALL parties to have their say AND be listened to.

A Restorative Conversation:

When a pupil has harmed another child in some way find (has hurt or upset another child) or has not behaved appropriately (moved to the blue/red behaviour zone), we will ask them:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by what happened? In what way?
4. What other choice could you have made?
5. What needs to happen to put this right?
6. What could you do differently next time?

When a pupil has been harmed in some way (hurt or upset by another child) we will ask them:

1. What happened?
2. What were you thinking/feeling when you realised what had happened?
3. How does this make you feel?
4. What do you think needs to happen to put things right?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground. We sometimes support restorative conversations with a restorative storyboard.

The St Denys Behaviour System

The St Denys Code is central to our behaviour system. It is displayed in every classroom and communal space around school and referred to consistently by all staff members. If a child is seen to be demonstrating one of the St Denys schools 'values' they are rewarded with Class Dojo Points.

If children fail to make positive choices and do not comply with the St Denys Code a sanction system is used.

The St Denys sanction system is based on a 'traffic light' system where behaviours are associated with different colours: green, yellow, blue or red behaviours. **(See Appendix B)** Children receive verbal warnings and the physical movement of their name from the green to yellow to blue and to red and finally grey. Children's 'free time' (playtimes and 'free choice' activity times), is linked to the 'traffic light' system and children can lose minutes of their 'free time' if they move onto the blue/red/grey behaviour zones.

Rewards:

At St Denys, we believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued. High standards of behaviour are established through a range of rewards:

Individual recognition awards:

Class Dojo Points:

- This is our central reward system. Children have on-line 'monster' avatars and can win Dojo points for demonstrating one of the St Denys school values. Class Dojo points can be viewed by parents/carers at home via the app.
- The child/children who have achieved the most Class Dojo Points at the end of the school week are announced in the school's 'Celebration Service' on Friday. They will receive x2 House Points (x2 'shining example' pom-poms) to put in their 'house jar'.

St Denys 'Commendation' Certificates:

- Each week, one child from each class is nominated to receive a certificate acknowledging their outstanding learning or behaviour. Awards will be linked to one of the St Denys school values.

'Shining Example' Pom-Poms:

- A single 'shining example' pom-pom is worth x 1 house point and x 3 Class Dojo points.
- 'Shining Example' pom-poms are awarded to children for something exceptional- the child has been a *shining example* to others or has really had a 'wow' moment. A pom-pom is worth 3 Class Dojo points.
- Children place their golden pom-poms into their 'House' pom-pom collection jar in their classroom.
- Each week, the 'house' classroom collection jars are emptied into the whole school 'house' jars in the hall. They are referred to during the Celebration Service.

- At the end of each half term, the 'house with the most pom-poms wins a prize.

Group recognition awards:

School 'House' Teams:

Our St Denys school family is split into four mixed age 'house' teams. Each house has house 'Leaders' (staff) and a House 'Captain' (Yr. 2 child).

Our house names are **Fire, Earth, Air and Water**.



- When children have been awarded a 'Shining Example' pom-pom, it is added to the whole school 'house' team collection.
- At the end of each half term, the winning team is announced. The winning house then participates in an enrichment afternoon, which is organised by the house leaders. The enrichment activities may include: Pond dipping, Coding, Baking, Camp fire songs, Lego, Team Building games, sports etc.
- Once a month, our houses meet for House Collective Worship.
- Houses compete together in competitions throughout the year, and we have regular opportunities for teams to work together on 'special days'.
- The house team with the most points at the end of the year is presented the St Denys House Point trophy.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Inclusion Plans

The Inclusion Plan is written by the class teacher, in consultation with the SENCO and the parents/carers of the child. The aim of an Inclusion Plan is to support a child to access learning and participation in their classroom. It includes the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Strengths of the child
- Known triggers that cause behaviour to escalate
- Special plans/adaptations to avoid triggers
- Child's response to triggers
- Description of how adults will respond
- Review dates
- The views of the child
- The role of the parents/carers

Should matters persist or deteriorate further the following actions will be taken as necessary:

- Teachers seek further advice from the Senior Leadership Team/SENDCo
- Senior Leaders/SENDCo seek external support via Cluster/Local Authority, e.g. SRB support, S2S support
- Senior Leaders/SENDCo seek further advice from Education Psychology Service and/or SEN Advisory Service
- Senior Leaders/SENDCo consider possible escalation up the SEN scale for behaviour/ SEN Code of Practice with appropriate actions as advised by the Local Authority
- Fixed term or permanent exclusion from the school in line with current legislation

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Behaviour outside of school premises

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures.

9. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

10. Exclusion

At St Denys, we are proactive and will do all we can to enable children to succeed. However, we recognise that there are times when an exclusion may be the only option available to keep a child safe, and to ensure the education and welfare of other children or staff.

Exclusion is only used as a last resort and in response to serious or persistent breaches of our Behaviour Policy. Behaviours that may put a child at risk of exclusion include:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent disruption to the learning of others

If a child is displaying high levels of aggression or is causing persistent disruption to the learning of others, an internal exclusion may be put in place. This is where a child is educated away from their main class but remains in school. Internal exclusions are not long-term solutions for children and are not always pre-planned. Parents/carers are informed at the end of the day and internal exclusions are tracked and monitored by the SENDCO and the Headteacher. When internal exclusions are used, the class teacher provides appropriate work for the child. During this time, some reflective and restorative work will also take place.

The school follows DfE and Leicestershire County Council guidelines when managing all fixed term and permanent exclusions. If an exclusion has been made following an incident, the school will work closely with parents/carers to develop plans and strategies to try and reduce the risk of future or permanent exclusion, seeking external advice when necessary.

The school will do all it can to ensure all children are able to participate fully in special events, school trips and visits. A full risk assessment will take place on a case by case basis. Parents and carers will be involved in this assessment and may be asked to attend the event or visit to provide additional support for their child. Children who are presenting behaviours which are judged to put themselves or others at too great a risk may be withdrawn from the event, trip or

visit. The child would be expected to attend school and an alternative curriculum would be put in place. Withdrawing a child from a special event, trip or visit is always based on an assessment of risk and is never used as a sanction.

St Denys has a separate Exclusion Policy.

11. Bullying

At St Denys CE Infant School we consider any type of bullying to be unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being bullied finds it difficult to defend him/herself.

Our ***Anti-Bullying Policy*** should be referred to if professionals believe bullying is part of or wholly responsible for behaviour issues.

APPENDIX A:

ST DENYS CE INFANT SCHOOL GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES

'Each one of us is different. Each one of us is special'.

The Education and Inspections Act 2006 and DfE document Behaviour and discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the St Denys CE Infant School Behaviour Policy so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policy at St Denys CE Infant School, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff (January 2016).

St Denys Written Statement of Behaviour Principles:

- St Denys is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

APPENDIX B: The St Denys 'Traffic Light' System

At St Denys, we believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued.



STEP 1: GREEN ZONE

- I am ready to learn.
- I am showing kindness and respect.
- I am self-controlled.
- I am responsible.
- I am trying my best.

STEP 1- GREEN ZONE:

Children will start on the green 'monster' every day, with the aim of remaining on green for following the **St Denys School Code**. Green 'behaviours' are the general high standards of behaviour that are expected at all times throughout the school day.



STEP 2: YELLOW ZONE

- I am not quite ready to learn.
- I am not always showing kindness and respect.
- I am not always self-controlled.
- I am not always being responsible.
- I am not quite trying my best.

STEP 2- YELLOW ZONE:

This is behaviour which is disturbing teaching and learning or is generally inappropriate.

Staff will:

- 1) Give a **verbal warning** to the child and explain how to correct behaviour *"Please stop shouting out, you need to raise your hand!"* The child's name will be moved to the yellow behaviour zone.
- 2) Seek to praise behaviour which is appropriate.
- 3) If behaviour improves the child will have their name moved back to green behaviour zone.
- 4) If behaviour continues or worsens after a warning, the child will have their name moved to the blue behaviour zone.



STEP 3: BLUE ZONE

- I am not listening.
- I am not following instructions.
- I am not being kind and respectful.
- I am disrupting learning.

STEP 3- BLUE ZONE:

This is behaviour which is disturbing teaching and learning or is generally inappropriate **but is persistent and is not changing** after a warning has been issued.

Blue behaviour may consist of but is not exhaustive of; not listening; being unkind; not following instructions i.e. not completing tasks set; not tidying up when asked; not lining up when asked, disrupting learning i.e. fiddling on the carpet; shouting out; talking over the teacher; moving around the room when they should not be; being disrespectful i.e. answering back, questioning instructions.

Staff will:

- 1) Repeat their verbal warning and explanation of how the child should correct their behaviour *"This is your second warning, please stop shouting out, you need to raise your hand!"*
- 2) **Remove 1 dojo point.** Parents will not be notified formally at this stage. The removal of a Dojo Point will be visible via the Class Dojo app.
- 3) When ready, the child will have a **restorative conversation** with a staff member.
- 4) The child will **miss 5 minutes of 'free' time** with a member of the teaching staff.
- 5) If the child's behaviour improves they can move back to the green zone. If the child's behaviour continues or worsens, they will be moved to the red zone.



STEP 4: RED ZONE

- I am still not listening.
- I am still not following instructions.
- I am still not being kind and respectful.
- I am still disrupting learning.
- I am hurting others.
- I am being unsafe.
- I am being destructive.
- I am using inappropriate language.

STEP 4- RED ZONE:

Should the child not modify their behaviour and their behaviour is still not in line with the expectations of **'The St Denys School Code'** then the child's name will be moved onto the red monster. Reaching the red behaviour zone means that a child is choosing to ignore all the warnings, conversations and support that the teacher or other adults are giving. This is looked on as persistent, intentional misbehaviour.

In addition to persistent **not listening, being unkind, not following instructions** and **continually disrupting learning**; the child may also be **intentionally hurting other people, acting in an unsafe way, be displaying destructive behaviour or using inappropriate language.**

1. Moving to the red zone will result in a **10-minute loss of 'free time'** (this may include playtime/lunchtime) with a member of teaching staff, either that day or the following.
2. When ready, the child will have a restorative conversation with a staff member.
3. Parents/carers will be notified via the Class Dojo messaging app.

Some extreme negative behaviours e.g. assaulting a peer or an adult, damaging property etc. may warrant a child moving straight onto the red behaviour zone without moving through the previous zones. This will also result in a Dojo point being removed.

In these cases, the child will be sent to the DHT or member of the SLT. Appropriate consequences will then be discussed with the child. Parents/carers will be notified.

STEP 5- GREY ZONE- Speak with a Senior Leader in School:

1. If a child is moved on to red again within the next 5 school days, they will lose 10 minutes of their 'free time' and be sent to the Deputy Headteacher/SLT.
2. The DHT/SLT member will have a restorative conversation with the child.
3. Parents/carers will be notified.
4. The child's teacher reports the incident on CPOMs.



STEP 6- GREY ZONE- REPORT CARD:

If a child has been moved onto the red behaviour zone 3 times within one week (5 school days) it will result the child missing part of their lunchtime and they will be sent to the Headteacher or Deputy Headteacher. The Headteacher/ Deputy will place the child on report and contact the parents/carers. The child's teacher reports this on CPOMs.

The report card will be checked daily by the Deputy Head teacher/member of the SLT. The report card will be sent home at the end of each day for parents/carers to sign.

All incidents of poor behaviour are recorded on our monitoring system CPOMs by the adult involved in the incident.

Example of a weekly report card:

Name:								
Week beginning:								
Target 1								
Target 2								

The St Denys School Code

1. Be kind
2. Be honest
3. Be responsible
4. Show respect
5. Try our best

'Each one of us is different, each one of us is special'

Be a behaviour 'Superstar'. Follow the St Denys School Code.

Super Star?		Monday	Tuesday	Wednesday	Thursday	Friday	Teacher comment	Parent/Carer Initial
☆	Registration							
☆	Phonics							
☆	Session 1							
☆	Breaktime							
☆	Session 2							
☆	Lunchtime							
☆	Session 3							
☆	Session 4							

LUNCHTIMES:

Yellow Behaviours:

- MDS staff will ask children to have 5 minutes 'time out' on the playground to 'think about it'.

Blue Behaviours:

- MDS staff will be given a set of small 'blue behaviour' cards.
- If a child has behaved inappropriately (in line with 'blue behaviours') they will write the name of the child on the back of the card. The MDS staff will hand the card into the class teacher at the end of lunch time so that the teacher can remove a Dojo point and make a note to deduct 5 minutes from the child's next play time.

Red Behaviours:

MDS will call a member of SLT to remove the child from the playground/hall etc.















GUIDANCE ON THE USE OF CLASS DOJO AT ST DENYS

General Use:

- Class Dojo points will run from a Monday morning until 12.00pm Friday afternoon.
- At 12.00pm on a Friday afternoon, the total class points will be recorded for each class as well as the individual class winner. Certificates will be awarded in Celebration Service on Friday afternoon.
- At the start of each Monday morning class teachers will log onto Class Dojo and 'reset' all points to zero.

When do we issue points?

- Every class will have positive point buttons set up the same on their Class Dojo page. These will reflect our St Denys School values. Each St Denys 'value' is worth **1 Class Dojo point**.

 Confidence	 Peace
 Joy	 Excellence
 Faithfulness	 Kindness
 Love	 Generosity
 Patience	 Self-Control
 Ambition	 Gentleness
- Every class will have a **'Shining Example'** positive point button. If a child receives a 'shining example' pom-pom, they will receive **3 Class Dojo points**. A shining example would be deemed to be something that is above and beyond our high expectations (green zone behaviours).
- The **'Shining Example'** pom-pom will be collected in the child's 'house team' jar in the classroom.

Points **should not be awarded for** sitting on the carpet when asked, waiting quietly, sitting nicely, putting up a hand when wanting to speak, lining up quietly etc. as the children must learn that the school has high expectations of their behaviour from the onset and this is how we ordinarily expect them behave.

When do we remove points?

Every class will have negative point buttons set up the same on their Class Dojo page. Children will have a Dojo removed for reaching the blue behaviour zone, or if they move directly to the red behaviour zone.