



Deanwood Primary School

Behaviour Policy

Policy Scope: Deanwood Primary School

Responsibility: Local Governing Body

Review Frequency: 2 years

Review Date: September 2024

The Governing Body of Deanwood Primary School adopted this policy in September 2022

Signed by D Giles, Chair of Governors

A handwritten signature in black ink, appearing to read "D Giles", with a horizontal line underneath.

Behaviour Policy

At Deanwood we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment. Our behaviour policy is based on the principle of assertive discipline, i.e. that individuals are in control of their actions and can choose to act and respond in certain ways. We believe that all adults and children in school have:

- The right to be safe;
- The right to learn;
- The right to be treated with fairness and respect.

What are our aims?

At Deanwood we aim to:

- Strive to maintain a positive and supportive school environment with children given recognition for high standards of behaviour.
- Ensure that all children are treated consistently. This means that there will not be variations in expectations between staff, and that the same standards of behaviour apply outside the classroom as within.
- Involve parents at the early stage if a child does not meet our expectations with regard to behaviour in order that we can take a joint approach to resolving any issues.
- Allow children the opportunity to make a 'fresh start' if undesirable behaviour has to be dealt with, and not to judge children on previous behaviour.
- Listen to all points of view before making any judgement concerning undesirable behaviour.

What rules do we have in school?

The three rules we have in school are based on the three basic rights we believe in. These are displayed around the school with appropriate examples, and are regularly discussed and reinforced with the children.

- Everyone in school has the right to be safe.

We insist that children do not act in a physical way towards each other. We teach children that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response, and will be dealt with on the same level as the initiator.

- Everyone in school has the right to learn.

We will not allow children to disturb or interrupt other children's learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated.

- Everyone in school has the right to be treated with fairness and respect.

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We expect children to show respect to adults and vice versa. We also expect children to show respect to each other, as we do adults to other adults. We ask that adults and children listen to other people's point of view with respect. Children will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.

How do we reinforce good behaviour?

Positive verbal feedback is the most common way of giving children feedback on good effort or behaviour by children. Merit certificates, House Points and other rewards are also used to recognise good behaviour.

How do we deal with undesirable behaviour?

However hard we may try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. Initially children will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done privately to the child, and not in front of an audience. For the vast majority of children in school, this quiet reminder is enough to solve the issue. Few children's behaviour is perfect 100% of the time, and these incidents can be addressed quickly and without any form of consequence.

Sanctions such as missing part of a break, loss of privileges etc will be used as a consequence to unacceptable behaviour.

In circumstances where behaviour has been very poor or where the safety and security of others would be at risk, the school reserves the right to stop the child attending an off-site activity such as swimming, sports and educational visits. In the event of poor behaviour, the school also reserves the right to stop the child from participating in part of or an entire activity which is seen as a reward or celebration, such as a party, pantomime or school production.

How do we respond if undesirable behaviour persists?

If a child decides to continue with inappropriate behaviour on a regular basis, some of the following steps may be taken:

(i) Parental contact / individual reward system

Regular parental contact will be used as a way of keeping parents informed if inappropriate behaviour persists / if improvements in behaviour are seen. This will initially be set up by the class teacher and could include: writing in the Contact Book, phone calls home or face-to-face / Teams meetings. An individual reward system could be used if deemed appropriate

(ii) Regular reporting to Key Stage Leader

If behaviour does not improve, the Key Stage Leader will work with the class teacher, parents and child to set up a regular reporting system

(iii) My Plan

If behaviour does not improve, an individual strategy for the child will be set up in conjunction with the Head of School, Assistant Headteacher, SENCo, parents, child and outside agencies (if appropriate)

(iii) Exclusions

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Fixed term exclusions may be used following persistent unacceptable behaviour or a one-off incident of serious misbehaviour. Such misbehaviour would be judged on individual circumstances, with the child being immediately removed from the classroom or playground. This behaviour may be, but not limited to:

- Physical assault against a pupil and/or adult
- Verbal abuse/threatening behaviour against pupils and/or adult
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related issues
- Damage to property
- Theft
- Persistent disruptive behaviour
- Persistent disruption of teaching and learning.

Fixed term exclusions may also be used for the lunch time period if the undesirable behaviour occurs at this time of day. Following a fixed-term exclusion, parents and the child will be invited to attend a reintegration meeting.

Permanent exclusions may be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

How are children made aware of this policy?

Children in school are made aware of this policy in a way that they are able to understand. We ensure that all children are aware of the reward systems and sanctions that are in use. Discussions as part of assembly, PSHE lessons and school council meetings are used to discuss behavioural issues. The school has a separate Anti-Bullying Policy.

How are parents made aware of this policy?

Deanwood is an open school, and we encourage parents to come in and discuss any aspect of their child's behaviour which may be a concern. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties. If a child is the on the receiving end of inappropriate behaviour of any serious nature, we will contact the parent to explain the incident and how this has been dealt with.

If any parent feels that we are not dealing with an issue in a fair way they will be encouraged to follow our complaints procedure.