

Dunnington Behaviour Policy

'The Dunnington Family working together to achieve our best'

At Dunnington we recognise the value of each child as an individual. We believe education is about much more than academic standards. It is about how children develop their attitudes and values and become emotionally literate people, growing to become responsible members of their own communities.

At Dunnington we have good communications between staff and children. We believe in teamwork at all levels. We are honest about our weaknesses and appreciate support from each other. We are enthusiastic, caring, dedicated, flexible, and committed and we have respect for each other. We have high expectations of ourselves, and each other, in our work and in our behaviour. We believe that humour is a useful tool but we would never seek to humiliate each other.

We are proud of Dunnington and pass on this sense of pride.

We want Dunnington to be a happy, caring, family community where everyone is valued.

We achieve good relations by:

- Teaching Christian Values
- Basing our code of behaviour on our agreed school rules
- Sustaining a culture of celebration within our school
- Teaching a well structured PSHE curriculum which includes emotional literacy.

Christian Values

Christian Values are taught throughout the school. This is led by the Headteacher, link vicar and teachers leading Assemblies. These issues are followed up in the classrooms when appropriate.

The School Rules

We want Dunnington to be a place where being kind, gentle, honest, hardworking, careful and a good listener, is valued and encouraged. We want our children to understand themselves as people with these qualities. These moral values form part of our Christian ethos, but are also values shared by many religions of the world. These moral values underpin all the choices and decisions made by the school and its pupils. The school rules provide the expectations for everyone's behaviour and attitude. These rules are adapted into language that is accessible dependent on age and more comprehensive for older pupils.

Reception & Keystage 1 school rules

We are the Dunnington Family this means that we are kind, helpful and gentle towards other people.

We listen to others and we do what you are asked to do by an adult.

We work hard

We are Honest

We look after property

Keystage 2 school rules

We are the 'Dunnington family', this means we respect and look after each other

We always listen to the person whose turn it is to talk and do as we are asked straight away

We keep our hands, feet and put-downs to ourselves

We are honest and hardworking

We take care of our own and other peoples property

These rules are displayed in every classroom. However, having a set of rules is useless if we allow them to become nothing more than a set of good intentions on the wall. We need to get them from the wall and establish them as accepted behaviour with the children understanding why.

(Playground rules are displayed in the playground.)

We do this through:

- Establishing the School Rules in assembly every September. These are regularly referred to throughout the year.
- Discussion in PSHE lessons.
- Catching children doing things right and using the words of the School Rules to reinforce the same message.
- Identifying targeted rules that certain children can try to work towards.
- All adults setting the correct positive role model.
- Positive reinforcement in class, around school and in assemblies.

Culture of Celebration

We believe that positive reinforcement promotes appropriate behaviour and we use a range of rewards throughout the school.

These may include:

- Praise from class teacher.
- Praise from other adults; teaching assistants, office staff and Headteacher.
- Class reward charts or displays. Team/table points (possibly working towards a treat)
- Certificates presented in Celebration Assemblies.
- Dinner time good behaviour stickers.
- Postcards home to parents from Headteacher.
- Headteacher achievement stickers.

We try hard to praise those children who always behave appropriately and work hard! We appreciate how unfair it can seem to the well behaved child when those whose behaviour is more challenging appear to get rewards. Every teacher is responsible for finding opportunities to praise and reward such children.

PSHE

Each class covers PSHE topics regularly in class. These cover aspects of emotional literacy through our school PSHE programme and the SEAL syllabus.

What happens when relationships break down and challenging behaviour occurs?

In the first instance the teacher will endeavour to resolve the issues behind the situation using a variety of strategies to enable them to maintain a positive and diligent atmosphere in the classroom. It is helpful if teachers keep a note of challenging situations and to talk to another member of staff or the Headteacher about the strategies used.

Some interventions that have worked effectively are:

- Developing a positive culture in the classroom at the start of the school year
- Praise for appropriate role models in the classroom.
- Different tones of voice
- “The Look”
- Distraction
- Warning and loss of golden time
- Setting behaviour targets
- Time out- within the classroom or to another teacher, or the Headteacher.

- Counselling by another adult.
- Missing a playtime, or other treat.

We must be aware that certain times of the school day are more challenging than others. At such times staff must be extra vigilant e.g. walking around the school and checking entrances at lunchtimes etc. It is the dinner supervisor's responsibility at lunchtimes to ensure pupils follow the school rules and remain safe.

When interventions don't work

- The Headteacher must be informed of any incidents of bullying immediately. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- If a child continues to behave disruptively or upset others, and efforts to restore relationships appear to have been unsuccessful, then the school contacts the parents/guardians to enable us to work as a team to find a way forward. We encourage parents who are concerned about their children's behaviour to contact the school.
- Continued incidences of challenging behaviour may result in the child being put on the special needs register and a behaviour plan put in place. If a teacher feels this is necessary then advice must be sought from the SENCO.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

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 adhering to these guidelines.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child 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 child, she informs the parents immediately, 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 permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five 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 child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the

policy and, if necessary, makes recommendations for further improvements.

- The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- The Headteacher keeps a record of any child concerns or behaviour concerns in the school log.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. 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.