



Danemill
Primary School

Only the best is good enough.

BEHAVIOUR POLICY

Vision: Nurturing children to achieve their full potential in a happy, safe environment.

Key Learning Values:

*Curiosity, Communication, Reflection, Resilience,
Motivation, Creativity, Collaboration, Bravery.*

At Danemill Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve a calm, purposeful learning environment.

Rewards and Incentives.

All children are assigned to a 'House.' The houses are named after Viking Gods, Loki, Thor, Freya and Odin. Children will be rewarded for good behaviour through house points, with termly recognition for the house with the most points.

Weekly awards assemblies recognise children's positive contributions through characteristic cups that link to our key learning values. Two children from each class will be given a certificate by the class teacher in recognition of their best efforts. Senior Leader awards are given out to children to celebrate special achievements.

Verbal praise and stickers are also used by class teachers as an incentive for good behaviour.

School System

We use a colour coded system with Green, Amber and Red. All children start on a Green Traffic Light and have the opportunity to be placed onto the Superstar. It is the responsibility of pupils to make good choices at all times towards all adults and pupils in school.

School Rules are as follows:

- 1) To follow instructions the first time.
- 2) To keep hands, feet and other objects to yourself.
- 3) When moving around the school, walk quietly and sensibly.
- 4) Be kind and polite to others at all times.
- 5) Listen carefully and respect other people's point of view.
- 6) Always try your very best.

Key Learning Values.

Children will demonstrate the key learning values at Danemill Primary School through:

- Bravery
- Collaboration
- Communication
- Creativity
- Curiosity
- Reflection
- Resilience
- Motivation

Examples of unacceptable behaviour

Chatting inappropriately

- Calling out
- Bringing inappropriate equipment into school
- Lack of respect/attention to others and school property
- Wandering around unnecessarily during the lesson
- Interfering with others and/or work
- Telling tales about others
- Delaying being on task
- Coming into class inappropriately
- Reported swearing
- Taking things without permission
- Throwing/flicking items
- Shouting/singing inappropriately

- Deliberately annoying others
- Not finishing work
- Disrespect to adults
- Answering back
- Leaving the classroom without permission

By choosing not to follow the school rules the following sanctions will apply:

For those children displaying less appropriate behaviour, such as, not following instructions, showing lack of respect etc., the following sanctions will be applied:

Step 1. The Class Teacher will use good role models to modify unwanted behaviour.

Step 2. The first incident will result in a verbal warning or pictorial reminder.

Step 3. If behaviour continues, the child moves their name to the **amber** traffic light. Children are able to modify their behaviour and move back to green. This can only happen once in any one day.

Step 4. If the child continues to make negative choices, then the child moves to the **red** traffic light. When it gets to this stage, the incident will be logged on our school behaviour system and parents will be informed. As a consequence, for reaching the red traffic light, the child will lose time from their break/lunch time. This will not reset the traffic light but will allow the child some formal time for them to reflect on their behaviour.

If a child receives more than three red traffic lights within a week then their parents will receive a letter home to come in for an immediate meeting. This may also have an impact on trips and privileges within school including representing the school/additional job responsibilities. Our children are proud to represent Danemill and these privileges will only go to those who can be role models to all.

Step 5. If a child continues to show undesired behaviour they will be sent to a Key Stage Coordinator. This will again be logged on our school system and monitored by Senior Leaders.

Step 6. If the unacceptable behaviour continues, the child will then be sent to a member of the senior leadership team to discuss their actions further. At this stage parents will be informed through a letter. We will text parents and ask them to pick the letter up within 48 hours. Alternatively, the letter will be sent home with the child. There will be a reply slip on the letter which will need to be returned. This Information will be reported on CPOMS.

Step 7. If there are three incidents within a half term that have been referred to a Senior Leader, then this will result in parents being invited into school alongside a Senior Leader.

The system will be used right through the school.

Children will usually follow this procedure but **more serious incidents** of inappropriate behaviour may result in a child moving their name straight to red, for example:

- Verbal abuse including racism & sexism
- Biting
- Fighting
- Persistent physical behaviours
- Hurting another pupil/staff member
- Swearing at an adult
- Physical abuse to adults
- Sexual gestures or behaviour
- Using equipment as a weapon
- Any extremely dangerous or threatening

Some pupils who have specific behaviour difficulties may need a more personalised approach to help them to make the right choices with their behaviour; this will be agreed between the class teacher and SENDCo.

Consistently low level disruption in class that results in a child moving their name to amber on five occasions in one half term will result in intervention from senior leaders.

Moving their name to red on three occasions in any one half term may mean that the child needs to be accompanied on any school trips/activities by a parent or designated carer. Parents/carers may be required to sign a risk assessment acknowledging their support and taking responsibility for their own child whilst off site. We reserve the right to exclude a pupil from an activity/trip.

For serious incidents a child may receive an immediate exclusion and may bypass the behaviour steps. The length of the exclusion will be set based on the nature of the incident. Parents will receive an immediate telephone call and will be asked to collect their child from school. Work will be set for the child to complete whilst at home. The child and parent/carer will be required to attend a 'back to School' meeting before their reintegration into school. Danemill will follow the DfE guidance for exclusions.

Lunchtime Procedures – The mid-day supervisors follow our happy lunchtimes behaviour procedures as we want to make sure that children have a happy and enjoyable lunchtime.

Good lunchtime behaviours rewarded as follows:

House points will be awarded to individuals who demonstrate positive lunchtime behaviour, these will then be placed in the team jars in the hall.

Certificates will be awarded to children whose behaviour has stood out for being good.

In addition, each mid-day Supervisor will nominate one pupil per week for a certificate in celebration assembly. Each certificate will clearly state a reason for the award.

Mid-day supervisors can also give a golden ticket to demonstrate consistent positive behaviours. The ticket will allow the child to access the 'extra special' table and bring a friend.

'Stepped' sanctions at lunchtimes

Step 1. A calm, quiet word will be used to reach an amicable resolution.

Step 2. If the behaviour continues a two-minute timeout is given at a designated zone.

Step 3. If the pupil continues to be uncooperative and/or cheeky this will result in a 5-minute time-out at the designated zone.

Step 4. For severe incidents, such as, bullying, violence and incidents where pupils refuse to accept the authority of the mid-day supervisors, the child will be sent into school to see a senior leader. (Wellbeing Club)

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent pupils from harming themselves and others. For more information on this please see the Physical Restraint Policy.

Parent Partnership

Danemill will work collaboratively with parents so that all children receive a consistent message about expected behaviour. We aspire to build a supportive dialogue between home and school and expect parents to fully support this policy to ensure a safe and secure learning environment.

This policy needs to be used in conjunction with the following policies:

Anti-Bullying Policy
Mental Health Policy
Exclusion Policy

Revised June 2018
To be reviewed June 2019