

# Dial Park Primary Behaviour Policy



This policy is the result of consultation with children, parents and governors, staff discussion, auditing of behaviour and training. Its purpose is:

- To provide children with a consistent framework of expectations in their whole career at our school;
- **To promote good relationships, so that people can work together with the common purpose of helping everyone learn. In addition where relationships break down, Restorative Approaches are used to repair the harm caused and to restore harmony within the school community.**
- To ensure children's behaviour is managed fairly and consistently throughout the school by all teaching and non-teaching staff and visitors using an agreed framework which is clearly understood by parents and children.
- To keep parents informed about and fully involved in any aspect of their child's behaviour;
- To support the school with its focus on learning and in meeting its core aims which are mentioned in the vision statement below.

## Vision Statement

We aim at Dial Park School to develop a school community where **all are valued as unique individuals and treated with fairness, care and consideration.** We work to create a climate of mutual respect and tolerance.

We provide **opportunities for the continuing development of all pupil's interests and aptitudes,** at the same time **encouraging the development of independent thought.**

We strongly believe in **educating the whole child** for life beyond Dial Park so they can make responsible use of the skills, knowledge and resilience they have gained. **We help our pupils know more about themselves and be more adaptable to change.**

We believe that the link between home and school is vital. We aim to provide an environment that is welcoming and appreciative of all parents involvement in school. In this way, the link between home and school maximizes the child's potential and parents can feel the joy of being involved in creating responsible members of the community.

To achieve our aim of interested, well motivated independent learners we ensure our curriculum offers experiences that are well planned, varied, exciting and of high quality.

Our vision is summed up in our new school motto suggested by one of our pupils: 'our school, our future'.

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## **Dial Park Restorative Practice Statement**

Restorative practices put into principle an approach to inappropriate choices and behaviour. The approach puts repairing harm done to relationships and people over and above the need for blaming and punishment. It is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused.

This approach lies at the core of our management of behaviour. At this core lie three principles of a Fair Process to restoring positive relationships:

1. Engagement - involving all participants in the process.
2. Explanation - shared understanding.
3. Expectation and clarity - clear vision for the future.

Where issues occur and children find themselves in situations where a breakdown in relationships has occurred, an opportunity for a restorative discussion is provided involving all parties. Our house captains have training sessions with the Behaviour Support Service restorative consultants throughout the year and they are able to act as impartial facilitators in many restorative discussions (See below for discussion points).

## **School Rules**

Our school has a number of school rules which help promote good relationships and positive behaviour between all members of our community throughout the school day. They have been written by staff and pupils together and are displayed all round school:

- Use good manners, positive language, kindness and respect
- Call people by their chosen name
- Hands, feet and objects to yourself
- Do as you are told the first time
- Look after our school building
- Be on time every time!

## **Rewards**

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The most effective discipline results from positive relationships between adults and children. Through reward, praise and encouragement we aim to enhance the development of self-discipline - 'the best form of reward is that feeling of success'.

This is a list of the most popular rewards at Dial Park Primary.

Verbal positive comments

Written positive comments

Stamps, stickers, smiley faces

Individual treat time (choosing time)

Doing important jobs

Certificates of Achievement

Mention in Celebration Assembly (by an adult or children)

Visit to the Head Teacher's treasure chest or class treasure chest

Head Teacher awards and stickers.

Dojo points collected on an individual, group chart or class chart

Showing work to another class/teacher/SLT/HT

Message home via Class Dojo

Attendance Bear

'Star of the Week' Awards nominated by House Captains who support during playtimes and lunchtimes

## **Dojo Points**

There are 4 House Teams in the school. Each is named after rivers in our locality and assigned a colour:

- Bollin.....Blue
- Etherow.....Red
- Goyt..... Green
- Mersey..... Yellow

Each child from Y1 to Year 6 is placed into one of these house teams for the duration of their school career. EYFS children are placed into a team from Easter as part of our transition process. Dojo points are awarded for any instances of following the school rules well or for good effort in learning. As well as earning Dojo points for their team, children earn individual certificates and badges. A weekly record is kept of each child's house points total using a house points chart. The house points are added to each week. When a child reaches a set total of points, a special certificate or badge is awarded. These are as follows:

100 house points = bronze certificate

200 house points = silver certificate

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400 house points = gold certificate  
600 house points = diamond badge  
800 house points = platinum badge

The House earning the most points in a week is awarded the House Team Cup in the Celebration Assembly. The House earning the most points at the end of the term is awarded a 15 minute extra play.

House Captains are selected each year from Year 5 and 6. Regular meetings are held between the House Captains and a member of SLT to review progress, to introduce a focus or allow training to take place. Minutes are recorded in the 'Captains Log'. The House Captains work to a rota and support children around the school during break times. They often play games aimed at developing personal and social skills (including the modelling of 'restorative approaches' to resolving problems). An area showing photographs of the House Captains, and rotas are displayed on a notice board.

## **Sanctions**

Occasionally children find it hard to follow the rules and make poor choices. Where this is the case our school has a stepped procedure in place.

**Step 1** - Non verbal warning - Make child aware you know they have made a poor choice through body language. (This can be private or public depending on the child.)

**Step 2** - Verbal warning - Child is asked by the adult to change their behaviour and reminded of choice and consequence.

**Step 3** - Time out within the classroom for 5 minutes.

**Step 4** - Time out in a partner class with work set for 15 minutes. Playtime is missed and a restorative thinking sheet completed. Where it is felt necessary, parents are informed in order for them to have a conversation with their child.

**Step 5** - In some circumstances, children are sent to the Headteacher where a withdrawal of privileges may occur, and work set for child to complete out of class for a set period of time. The parent or carer is contacted and a meeting is arranged. This incident is recorded in the Behaviour book.

A classroom sanction table and lunchtime sanction table outlines these steps along with the follow up action required. The tables also give a description of unacceptable behaviour which has been placed within three levels: low, medium and high. **Please note, persistent low level or extremely poor behaviour will be moved to a higher step immediately.**

## **Restorative Thinking Sheets**

Restorative thinking sheets encourage children to reflect on their choices. They follow a process of questioning:

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- What happened?
- What were you thinking and feeling at the time?
- Who has been affected? What harm has been done?
- What do you need in order to move on and feel better?
- What needs to happen now to put things right?

At the end of the week, the RT sheet is passed to the Head Teacher who records the numbers for each class and child together with a brief description of the behaviour. RT sheets are then given to the Office team to record on the child's records. If a child completes three RT sheets in a week, they are immediately referred to the Headteacher who will then decide on the next course of action. Children complete their RT sheets at the next available break time on the decking area supervised by an adult on duty. In the case of 'wet play', the children will complete their sheet in class supervised by their Key Stage Manager. (Please note when children have forgotten their P.E. kit, homework or reading book this does not trigger a RT sheet and direct contact with the parent/carer in a restorative manner may be more appropriate.)

In the case of persistent unacceptable behaviour, and where the consequences above, and the strategies outlined throughout the policy, have been exhausted, a child may receive a temporary fixed term exclusion (normally a period of up to five days), and if necessary permanent exclusion may be considered in consultation with the Governing Body. However, as we are a Behaviour Improvement Partner school, we prefer to send children who are at risk of exclusion to another school within Stockport. This strategy is known as a BIP. In the case of a BIP or fixed term exclusion, the child and their parent/carer will receive a re-integration interview with the Headteacher on their first day back.

## **Special Education Needs (SEN)**

Inappropriate behaviour may be the result of a specific Special Educational Need. Staff should consult the SENCO and the SEN policy, but must ensure that the level of work or task set is appropriate for that child. It may be necessary to place the child on the Special Education Needs register at School Action and, if behaviour persists, move to School Action Plus. At School Action Plus, the teacher needs to complete an Individual Behaviour Plan (IBP). In some cases, other agencies (such as Educational Psychologist, School Nurse, CAMHs, Primary Behaviour Support Service, Education Welfare Officer and Parent Support Advisor) may become involved. Behaviour can also be an indicator of wider child protection issues. Any concerns must be passed on to the designated Child Protection Officer - Mr Clark. (See Child Protection Policy for more guidance.)

## **Physical Intervention to Restrain Pupils – Care and control**

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Section 550A of the Education Act 1996 recognised that, in certain specific circumstances, necessary **reasonable** force can be used by teachers and others authorized by the Headteacher to control or restrain pupils. The guidelines state,

**"A member of the staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely -**

**(a) Committing any offence.**

**(b) Causing personal injury to, or damage to the property of, any person (including the pupil himself), or**

**(c) Engaging in any behavior prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behavior occurs during a teaching session or otherwise.**

**All staff are trained in team teaching (in line with local authority recommendations). In the rare event of a child becoming a risk to himself/herself or anyone else, team teaching is used as a de-escalation process.**

## **Bullying**

A definition of bullying can be broken down into three parts. Bullying is:

- deliberately hurtful or threatening behaviour;
- repeated often over a period of time;
- difficult for those being bullied to defend themselves.

Bullying usually falls under these four main types:

- Physical - hitting, kicking, taking belongings;
- Verbal - name-calling (including the use of homophobic language), insulting, racist remarks, email/text bullying;
- Sexual - unwanted physical contact or sexually abusive comments;
- Indirect - spreading nasty stories about some one, excluding some one from social groups.

Bullying is not single incidents of verbal or physical abuse, which are unplanned. Bullying can take place through the use of Information Technology and "cyber bullying" is included in bullying incidents that may occur.

At Dial Park Primary School we will not tolerate any form of bullying, racial or sexual harassment. Any child that is known to be involved in bullying will automatically be referred to the Headteacher and their parents will be contacted immediately. If there is not an instant improvement in the child's behaviour, the child may receive a BIP, temporary fixed term exclusion and, if necessary, permanent exclusion may be considered in consultation with the governing body.

Children who have experienced bullying will be offered the opportunity to discuss their feelings with a member of staff. We will always try to ensure confidentiality, and keep parents informed. Within the curriculum the school will raise the awareness of the nature

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of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case. Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the child), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying. See Appendix 4 for more guidance on investigating an incident and signs of bullying.

## **Reacting to a specific incident**

Whenever a bullying incident is discovered school will go through a number of steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

**Step 1.** Make it clear to the school community that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.

**Step 2.** Talk through the incident with the bully and person bullied. Help the bully and victim to express their feelings. Talk about which rule(s) has/have been broken and discuss strategies for making amends.

**Step 3.** Follow the school's sanctions and if necessary follow Child Protection procedures if concerns arise.

**Step 4.** record the incident in the Behaviour book along with action taken.

**Step 5.** Inform parents/carers (of both the bully and person bullied) of what has happened and how it has been dealt with.

## **Monitoring of the Behaviour policy**

Class teachers closely monitor the behaviour patterns of the class as a whole. Any **behaviour patterns** should be reported to the relevant Key Stage Manager who will discuss the next course of action.

The Headteacher monitors the effectiveness of this policy on a regular basis. The school keeps a variety of records of incidents of unacceptable behaviour such as think sheets, entries in the Behaviour Book, Class charts, fixed term/permanent exclusion records. Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year including the deployment of staff. Trends and strategies are analysed termly by the Headteacher and next steps identified for inclusion in the Annual Report to Governors.

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 effectiveness of the policy is reviewed yearly and feedback is sought from all members of the

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community. 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.

*"Coming together is a beginning, Keeping together is progress, Working together is success." (Henry Ford)*

**This policy was reviewed by the Deputy Head and Headteacher in consultation with all staff and the Behaviour Action Group and adopted by**

**Governing Body on:** .....

**Signed:** .....

**Name:** .....