



# Drake Primary School Positive Behaviour Policy 2021

## Ready, Respectful and Safe

### GENERAL AIMS

The school has a consistent and positive approach to discipline and ensures that it is the behaviour that is disapproved of and **NOT** the child. We aim to teach children to take responsibility for their choices, and hence the consequences, be they positive or negative. We want our children to ensure their behaviour remains **Ready, Respectful and Safe** at all times.

All adults have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, their example has an important influence on the children.

Our aim is:

- To create an environment that encourages and reinforces good behavior and reinforces British values.
- To ensure consistency of response to both positive and negative behaviour.
- To define acceptable standards of behaviour.
- To recognise positive behaviour in a consistent and valued way.
- To promote self-esteem, self-discipline and positive relationships.
- To promote children taking responsibility for their behaviour choices and the subsequent consequences.
- To ensure that the School's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

As adults we aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

### STAFF ROLES AND RESPONSIBILITIES

#### The role of all staff

- ✓ It is the responsibility of all our staff to ensure that the school values are upheld throughout the school.
- ✓ All staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children understand these and are able to work to the best of their ability.
- ✓ Staff will recognize those pupils complying with the school rules/modeling school values and routinely remind all pupils of the values and how they can demonstrate them.

- ✓ They will treat each child fairly with respect and understanding, enforcing the behaviour expectations consistently.
- ✓ The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school SENDCo or other Behaviour Support Services.
- ✓ It is the class teacher's responsibility to contact a parent if there are concerns about the behaviour or welfare of a child. Equally the class teacher will, where possible, share a child's success with parents via certificates and stickers as well as through face-to-face meetings.

### **The role of the Headteacher and Senior Leadership**

- ✓ It is the responsibility of the Executive headteacher/ Head of Schools to ensure the school's behaviour policy is consistently implemented throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive headteacher/ Head of Schools to ensure the health, safety and welfare of all children in the school.
- ✓ The Executive headteacher/ Head of Schools supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- ✓ Class teachers keep records of all serious incidents of mis-behaviour (CPOMS).
- ✓ The Executive headteacher has the responsibility for sanctioning fixed-term exclusions. For repeated or very serious acts of anti-social behaviour, the Executive headteacher may permanently exclude a child. These governing body will be informed of these actions actions. (Appendix 3)
- ✓ The Executive headteacher/ Head of Schools will also commend pupils for exemplar behaviour and attitude towards learning.
- ✓ The Executive headteacher reports to the Governing Body on behaviour termly, usually through the Head's report.

### **The role of parents**

Parents play a vital role in supporting their child and the school in developing positive behaviour. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We strive to build a supportive dialogue between the home and the school, and we inform parents and carers if we have concerns about their child's welfare or behaviour.

We expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the executive headteacher/ Head of Schools then school governors. The school and home can work together to monitor a child's behaviour via a home/school report card, if this is felt necessary.

### **The role of Governors**

The governing body is responsible for monitoring the 'Positive Behaviour Policy'. They support the standards of discipline and behaviour and review their effectiveness. The executive headteacher/ Head of Schools have the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the executive headteacher/ Head of Schools about particular disciplinary issues.

### **Implementation**

- ✓ There is a set system for recognition and sanctions within the school, with clear boundaries.
- ✓ Expected behaviour is constantly reinforced in class and during assemblies and appropriate rules are displayed around the school.

- ✓ Pupils are able to voice their opinions through class discussions and the School Council.
- ✓ Each class will display the whole school behaviour expectations.

### **Rewards for Good Behaviour**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

We praise and reward children for good behaviour in a variety of ways:

- ✓ Staff praise publicly good work/behaviour and effort.
- ✓ We congratulate children.
- ✓ Give children class awards and rewards, raffle tickets, dojos.
- ✓ Marking gives children positive written comments.
- ✓ Staff share children's successes with parents, as appropriate.
- ✓ Headteacher awards are given to children, either for good work, behaviour, to acknowledge outstanding effort or acts of kindness in school.
- ✓ Staff may give special responsibilities for good behaviour.
- ✓ ROARR certificates for displaying the learning dispositions.

The school acknowledges all the efforts and achievements of children, both in and out of school through certificates and awards in assemblies.

### **Sanctions for Poor Behaviour**

The school employs a number of sanctions to enforce the school rules appropriately to each individual situation. These include:

- ✓ We will discuss with children their poor behaviour choices using the terms of being ready respectful or safe.
- ✓ We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- ✓ We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- ✓ If a child is disruptive in class, the teacher gives them a verbal reminder. If a child misbehaves repeatedly, we may remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. The child may have privileges withdrawn
- ✓ If their poor behaviour continues they should initially be spoken to by the key stage leader. The executive head teacher/ Head of Schools will be involved if their behaviour does not improve.
- ✓ We will be proactive in contacting parents to share our concerns about their child's behaviour.
- ✓ A joint approach to improving the child's behaviour will be agreed with the parents at a meeting.
- ✓ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If there is a serious incident or on-going inappropriate behaviour, e.g abusive behaviour or threatening violence, staff can jump sanctions, e.g straight to RED.

The steps are set out in the school's behaviour chart (Appendix 1).

### **Playground sanctions**

If a pupil is behaving inappropriately during break or lunch times, Teaching staff or Meal Time Assistants will,

- ✓ Give a verbal warning.
- ✓ Stand the pupil by the railings / classroom door for 5 minutes (monitoring).
- ✓ If inappropriate behaviour continues, the pupil will be sent to a member of the SLT or a member of SLT will retrieve from the playground.

### **Fixed-term (short-term) and permanent exclusions.**

It should be recognised that some behaviour warrants the pupil's exclusion, but this is only for exceptional and rare cases. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance from the LEA.

The Executive headteacher may exclude the child at their own discretion, for a fixed period of between one and five days, not exceeding forty-five days in any one academic year as specified in guidance the Head's Legal Guide 1999.

If the executive headteacher, excludes a child, s/he informs the parents or carers immediately, giving reasons in writing for the exclusion, the period of exclusion and date of readmission meeting. At the same time, the executive headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The executive headteacher also informs the governing body. The LA will also be notified about an exclusion only if it is a permanent exclusion or longer than 5 school days or would cause the pupil to miss a public examination/ national curriculum test.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Executive headteacher. The Governing Body has a discipline committee which is made up of three members. This committee considers only **permanent exclusion** appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' Appeals Panel decides that a pupil should be reinstated, the Executive headteacher must comply with this ruling.

### **Alternatives to Exclusion**

#### **Internal exclusion**

An internal exclusion will only be considered if all other sanctions have been unsuccessful and following a discussion between the executive headteacher/ Head of Schools and parents. It involves a pupil being asked to complete work, set by his/her class teacher(s) which is completed away from his/her usual classroom for a set number of lessons (eg a whole teaching day). They will also have break and lunch times away from their peers. They will be supervised by a designated staff member (usually the Head or Deputy Head).

#### **Seclusion**

If inappropriate behaviour continues, despite the support from the school and/or other agencies, it is likely that a fixed-term seclusion will be enforced. This is where a pupil will be educated in a partner school for a maximum of 5 consecutive days. Parents will be expected to escort their child to a school designated by the executive headteacher/ Head of Schools, where they will be met by a member of Drake's staff. They must be collected at 3pm from the designated school. Failure to comply will result in a fixed-term exclusion.

#### **Bullying**

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We use the acronym of **STOP, several times on purpose**, to identify bullying. The school does not tolerate bullying of any kind. If discovered we act immediately to stop any further occurrences of such behaviour. See bullying policy.

## **Racist Incidents**

Any form of racist abuse is not tolerated at this school. Any incidents of a racist nature will be reported to the head teacher who will investigate and record the nature of the incident and the resulting actions on CPOMs. This may lead to the instigation of child protection procedures. Quarterly racist incident reports are submitted to LEA.

## **Positive Handling**

Staff will only intervene physically to:

- Restrain children to prevent injury to another child
- If a child is in danger of hurting him/herself.
- May cause significant damage to the school.

The actions that we take are in line with government guidelines on the restraint of children and should be undertaken by a MAPA trained staff. (See the Positive Handling Policy).

## **Drug, alcohol and offensive weapons related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the medicine policy should be followed. The school will take very seriously misuse of any such incident which may result in fixed term exclusion.

Any child who deliberately brings an offensive weapon/ knife into school will be punished by either a fixed-term or permanent exclusion and the police will be informed. The weapon will be confiscated and handed into the police. (See LEA guidance)

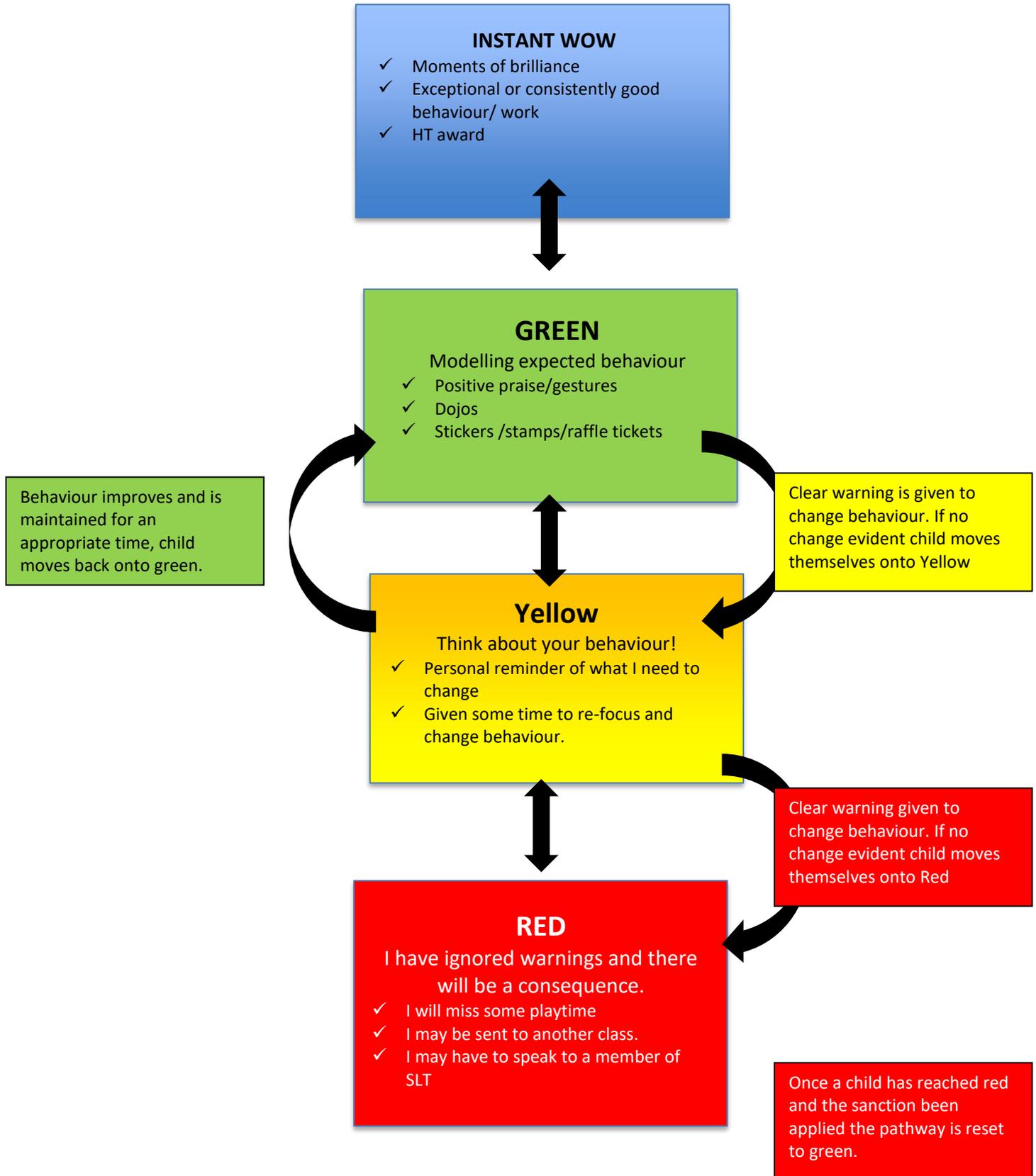
If the any of the above offences is repeated, the child could be permanently excluded.

## **September 2021**

Next review due on or before: **September 2022**

## Appendix 1 Behaviour Pathway

Each class will have the four colour band system to indicate where a child is on the behaviour pathway. The design can be individual to the class but it must clearly identify where the child is on the behaviour pathway. Small photographs or names will be used to identify pupils.

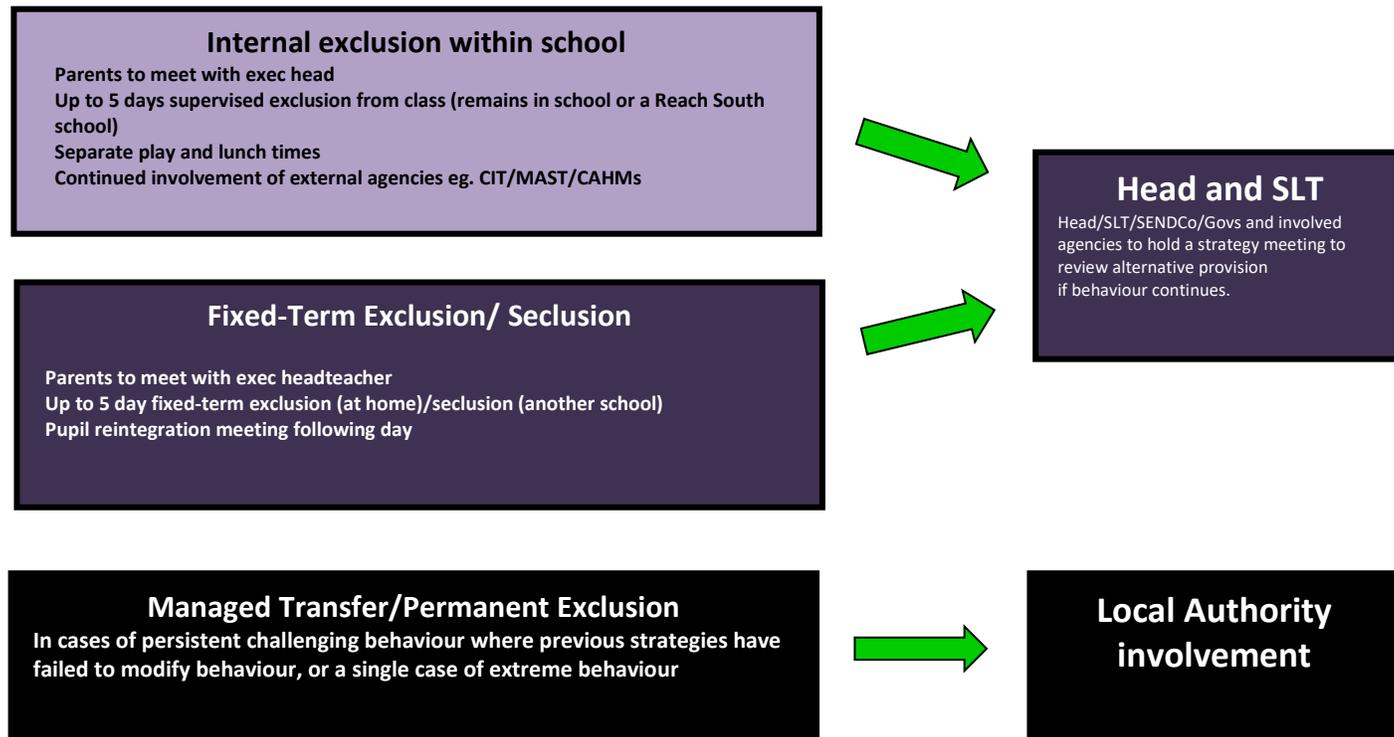


## Drake Additional Steps to Support Good Behaviour (Appendix 3)



## Serious or Persistent Behaviour Breaches.

Depending on situation sanctions may include,





# Being **READY**, **RESPECTFUL** and **SAFE** at Drake and Morice Town Primary Academies

## Be **READY** to learn:

We arrive at school on time.



We show whole body listening.



We have the equipment we need.



We are engaged in our own learning.



## Be **RESPECTFUL**:

We listen when others speak.

We use kind hands, kind feet, kind words.

We respect the property of our friends and the school.



We are respectful of other pupils' right to learn.



We are polite and respectful to members of the school and wider community.



## Be **SAFE**:



We move around the school in a safe manner.

We follow instructions to keep ourselves and others safe in school and on trips.



We use equipment safely.



We play safely at break and lunch times.

