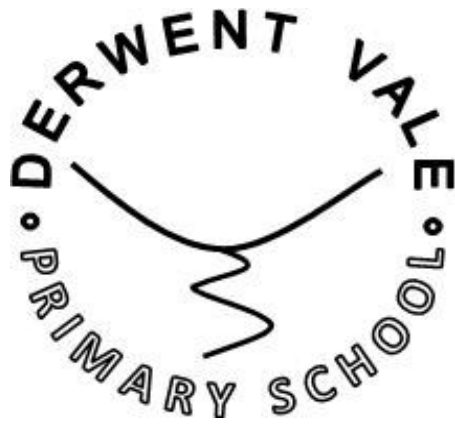




DERWENT VALE PRIMARY AND NURSERY SCHOOL

Policy: BEHAVIOUR AND DISCIPLINE

Adopted: October 2021

Review: October 2022

Chair of Governors: J. Gregg

A rectangular box containing a handwritten signature in black ink. The signature appears to read "J. A. Gregg".

Signed:

Derwent Vale Primary & Nursery School Behaviour and Discipline Policy has been devised with due consideration to and in line with guidance given in:-

DFE Behaviour and Discipline in schools – January 2016 (Advice for headteachers and school staff)

DFE Behaviour and Discipline in schools – September 2015 (Guidance for governing bodies)

Education Act 2002

Education Act 2011

Equality Act 2010

Aim

We at Derwent Vale Primary and Nursery School expect the highest standards of conduct from every member of the school community. Our aim is for children to be happy and caring in a school environment where everyone has the opportunity to achieve the very highest standards. It is a calm school, in which children behave well and show respect and consideration for others. We provide the right atmosphere for high levels of achievement.

We aim to do all of this in partnership with parents/carers and the wider community.

A positive approach to discipline

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach.

This involves a positive policy of encouraging good attitudes, rewarding and praising where possible, and through positive role modelling setting a good example. We aim to develop a willing self-discipline in the children.

A relevant curriculum, inspiring and motivating teaching methods and a full involvement of the pupils, can all help school discipline. Poor behaviour may come from personal problems. We recognise this and will take note of any changes in a child's pattern of work, behaviour and progress, so that external problems can be identified.

Code of conduct

It is important that clear expectations for behaviour exist, and that the children understand these. The general rules of the school are made clear to the children during lessons, assemblies and PSHCE. Class and school rules are decided in partnership with the children and reviewed on an annual basis. Rules are displayed in each classroom.

Everyone at Derwent Vale agrees to:

- Respect all adults and pupils within school and the community
- Use good manners at all times
- Treat each other with consideration and kindness
- Work together as a team
- Think before acting
- Try our best at all times

Good behaviour

Good behaviour is acknowledged, giving all children equal access to rewards within the discipline system. We have a range of ways to do this, these include:

- Celebration assemblies
 - Star of the week
 - Stamps, stickers, merits and team points
 - Informing parents
 - All children (except morning nursery) receive Golden Time
- Golden Time rewards all children, promoting consistent good behaviour.

Staff guidance

Pupils with special educational needs may need a programme of additional strategies to meet their needs. However where possible the above procedures will apply.

In more serious cases all staff have been trained in Team Teach strategies.

Sanctions and consequences

Although this school aims to focus on positives, there are occasions when pupils display unacceptable or inappropriate behaviours.

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:

- Verbal / non-verbal check.
- Individual and specific indication of disapproval
- Removal from activity to a designated place
- Loss of Golden Time in minute blocks
- Repetition/completion of work where appropriate
- An appropriate apology given (either verbal or non-verbal)
- Missing a break, under supervision in the library area
- Referral to head teacher
- Informing and discussing with parents
- Loss of privileges such as club, visit or extra-curricular activity
- Fixed term exclusion

Conduct outside school

In line with DFE guidelines staff will discipline pupils misbehaving outside school

- On school trips
- Travelling to or from school
- Where a threat is posed to another pupil or member of the public
- Where the reputation of the school is adversely affected

Behaviour Charts

In some cases it may be necessary to monitor children's behaviour more closely, for example if they have been seen by the head teacher several times. This is done through a behaviour chart system, in which short achievable targets are agreed between the child, parent and member of staff. The child's behaviour in every lesson is recorded. This enables all concerned to be aware of patterns within the child's behaviour. Usually a consistent and focussed approach over a short time allows children to look closely at their own behaviour and identify how they can improve.

All parents, teachers and children will be expected to sign a home school agreement upon their entry to school and annually thereafter.

Outside agencies will be brought in wherever appropriate and in full consultation with parents. It may be appropriate for some children to have a behaviour management plan in order to develop positive behaviours.

Positive Behaviour Plan

Where pupils have significant social and emotional needs they may require a Positive Behaviour Plan to ensure adults in school support them in a consistent and pre-emptive manner. Plans will be specific to the individual pupil's needs and shared with all staff. Parent's views will help inform the strategies employed within the plan.

CPOMS

Child Protection Online Monitoring System (CPOMS) is a nationally accredited system of recording and monitoring information for individual pupils. The recorded data is transferrable when a pupil transfers schools. Information recorded includes:

Pupil behaviour

Bullying

Medical information

Home issues – information provided by parents/carers

Special Educational Needs and Disability (SEND)

Child protection

Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?

- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Exclusion from school

Severe disruptive behaviour is reported to the head teacher immediately. Parents will be informed and the problem discussed. If this fails to resolve the matter and severe disruptive behaviour continues then a period of fixed term exclusion may follow.

Permanent exclusion will normally be the case where there has been a serious unprovoked attack on another pupil or member of staff, or where illegal substances and/or weapons have been brought into school.

The school's behaviour policy is published on the school website and a paper version is available upon request from the office.

Other related documents:

- Safeguarding policy
- Restraint policy
- Anti-bullying policy

Exclusion

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy, a copy of which is available on request from the school office.