



Dover Down Lower School

Behaviour Policy

Adopted
Reviewed

Autumn 00
September 2019

Behaviour Policy

Doverly Down Lower School aims to enlarge a child's knowledge, experience and imaginative understanding, and thus his/her awareness of moral value and capacity for enjoyment, and secondly, to enable him/her to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

Our school acknowledges the fact that "Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society rightly expects." (DES 1987) Behaviour is something which is learned and therefore we teach children through a values education and an awareness of actions and consequences, with specific individual support in relation to emotions and feelings for some children.

To achieve the above, the school needs to develop in our children

- An awareness of self and sensitivity to others
- Self-confidence, good wellbeing and positive attitudes
- An ability to work with others to an agreed end
- An acquisition of moral values and the confidence to reason through a situation in which there is a moral choice, making and holding a moral judgment.
- A positive attitude towards independence and willingness to grasp opportunities for taking responsibility for own actions.

Positive community values encourage good behaviour, especially through the schools' motto: **"Care for yourself. Care for each other. Care for our school. Always do your best"**.

This is reinforced in the mutual respect of:

THE SCHOOL RULES

1. SHOW RESPECT

2. BE SAFE

3. LEARN WELL

Range of Rewards

1. Praise of good work, good progress, good behaviour, kindness etc
2. Demonstrating values – Values Education
3. Reward for good work in Friday assemblies
4. Presentation of certificates achieved at school and home in Friday assemblies and shared assemblies
5. Team points
6. End of half term achievement certificates
7. Times tables certificates
8. Staff send children to the Headteacher to receive praise for good work where the Headteacher awards a sticker and gold team point.
9. Staff send children to other teachers for praise and stickers.

Sanctions in steps

1. Home School agreement between child, school and parents (Given to all children on entry to school)
2. Children are referred to the school rules.
3. Values vocabulary is used in conversation with the child.
4. If a child breaches the school rule *eg talking when someone else is speaking* the teacher/ head teacher reminds the child not to talk. If the *talking* persists, the child is moved. If the child still persists, s/he may need some time out – within the classroom.
5. If a child doesn't complete work within an acceptable time and continues to do so regularly, they may be given it as homework.
6. If a child breaches a rule which is more serious:
 - Send him/her to another class for up to 20 mins to complete work set by their own teacher OR have time to reflect.
 - Serious behaviour may result in time spent reflecting at playtime – by walking with the adult on duty for up to 5 minutes.
 - If it is at lunchtime, s/he will walk round with an adult for a short period of time e.g 5 minutes to think about how to improve his/her behaviour.
 - If it is extreme the child should be brought into school to the Headteacher or Deputy Headteacher.
7. Staff log incidents of inappropriate behaviour in classroom observation book or behaviour file (Kept in the office) in a factual way.
8. Lunchtime staff inform class teachers of any incidents that may affect a child in their learning, after lunch time play and record serious misbehaviour in the Office Behaviour Log.
9. The teacher has an informal talk with parents
10. Formal consultation between Headteacher and parents
11. Internal exclusion
12. Fixed term exclusion (this may include lunchtime exclusion)
13. Permanent exclusion

The following factors have been taken into consideration during the formulation of this policy

The policy has been formulated co-operatively by the teaching staff in consultation with governors.

Rewards are accessible to all children.

Sanctions allow for a distinction between serious and minor offences. Sanctions of whole groups and ritual humiliation of individuals is avoided. However, the school reserves the right to use reasonable force as defined in the guidance on the DfE website.

- Bullying and racial harassment, which includes cyber bullying using mobile phone, social media such as Facebook or email are totally unacceptable and are dealt with quickly and effectively. Every child and adult has a right to feel free from fear and threats; and as an inclusive school this includes children with Special Educational Needs and Disabilities and their families.
- Good models of adult behaviour are constantly reinforced in school.
- Provision is made for the children to occupy themselves in worthwhile ways at break and lunch time, through playground equipment and furniture, wet break games boxes and extra-curricular activities.

The implications for everyone in school are:

- As a Values school, use language associated with ‘living the values’.
- Always try to understand other people’s points of view- the Restorative approach is used throughout the school.
- In class make it as easy as possible for everyone to learn and for teachers to teach.
- Speak politely; don’t raise your voice – this includes adults in school.
- Keep the school tidy and clean so that it is a welcoming place of which we may be proud.
- If you have done something wrong be honest and face up to any resultant sanctions.
- Out of school remember a school’s reputation depends on the way we behave.
- Any whole class or whole school issues will be dealt with through circle times and assemblies.
- Children who are identified as having social and/or emotional needs may be given the opportunity to be part of the weekly nurture groups with parental approval. Certain children with SEND will have exceptions made to how the behaviour is dealt with and the school will work in accordance with a child’s individual needs. Children’s behaviour is always a result of anxieties; emotions and circumstance- these will always be taken into account.

Development, Approval and review

The school’s policy will be reviewed every two years or when:

- There has been a significant change in staffing or pupil intake.
- There has been a significant change in Government Guidelines in behaviour.