



**Downsway
Primary
School**

BEHAVIOUR POLICY

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Policy owner	HT
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‘Fairness does not mean everyone getting the same. Fairness means everyone getting what they need.’

At Downsway School, we provide a caring atmosphere in which all children can develop their full potential. We offer an education based on respect for individuals and their differences and promote a sense of responsibility for ourselves and our surroundings. Within this framework, we strive to encourage children to achieve their best academically, physically and socially.

Our behaviour policy is intended to support this statement, creating an appropriate atmosphere for learning, personal growth and interaction. It requires a consistent approach involving all members of the school community – staff, children, parents, Governors and the Local Authority, working in partnership.

Aims

Our aim for behaviour is that all children are given the opportunity to develop as individuals by:

- Encouraging them to care for each other and their environment
- Taking responsibility for their possessions and showing respect for other's belongings
- Helping them to develop a responsible, well-motivated, independent and co-operative attitude towards learning
- Helping them to develop a positive self-image in terms of confidence, self-esteem and academic achievement
- Understanding the need for self-discipline and self-control
- Learning to regard themselves as part of the community
- Learning to value themselves and others in society

Responsibility

The Headteacher's role is to determine the standard of behaviour acceptable to the school community. He/she has the overall responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- promote self-discipline and proper regard for authority among pupils.
- encourage good behaviour and respect for others in order to prevent all forms of bullying.
- regulate the conduct of pupils through observation, reporting and monitoring systems.
- review exclusions each term.

The Senior Leadership team will:

- establish intervention for persistent poor behaviour.
- mentor individual pupils, log concerns and follow up interventions.
- liaise with colleagues to secure good behaviour.

Class teachers will:

- keep records of success and concern and any follow up with home to establish any patterns by recording them on CPOMS.
- consult with the Headteacher around persistent and serious incidents.
- record house points each week.
- create therapeutic behaviour plans (when needed) in conjunction with the Senior Leadership Team (SLT) and implement accordingly.
- communicate to parents/carers about low level behaviour incidents if they are occurring repeatedly and record on CPOMS, alerting SLT.
- communicate all disruptive, difficult or unsafe behaviour to parents/carers and record the incident and communication with parents/carers on CPOMS, alerting SLT.
- will deal with any incident of bullying as soon as it becomes apparent, and share findings to the Headteacher.

Governors will:

- monitor exclusions by protected characteristics and question SLT around any trends in exclusions.
- participate in governors' disciplinary meetings (non-staff governors only).
- review the behaviour and discipline policy on an annual basis or earlier if there is a relevant change in legislation or DfE guidance.

Expectations

It is the role of our school community to encourage and develop self-discipline through a system of positive experiences, principles, expectations and educational and protective consequences as well as through teaching children about how to successfully manage relationships.

We have high expectations of all our pupils in relation to their education and their behaviour. Staff will support this through positive learning experiences based on our broad and enriching curriculum, promoting self-esteem through recognition of achievement and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours.

Our inclusive ethos underpins everything we do and we encourage our pupils to be caring, supportive and demonstrate our school values at all times. We believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to. When children feel valued, supported and listened to they are able to demonstrate pro-social behaviours which benefit all stakeholders in the school community. Pro-social behaviours are any actions which benefit the individual and others around them. For example:

- pupils develop positive relationships and interaction with peers and adults (tone of voice; body language).
- pupils acknowledge their own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong').
- pupils identify, understand and accept mistakes as learning opportunities.
- pupils identify, reflect and repair anti-social behaviour choices.
- pupils respect the rights of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

At Downsway Primary School we will not accept the following:

- Threatening or bullying others, including cyber-bullying (see separate Anti Bullying Policy)
- Racist or discriminatory behaviour (see separate Equality Policy)
- Damaging or destroying property
- Possession of weapons
- Possession of drugs or dealing with drugs, including cigarettes or solvent abuse
- Violent behaviour towards other children or staff
- Other forms of peer on peer abuse, including sexual violence and sexual harassment (see Child Protection & Safeguarding Policy)
- Stealing
- Disrespect and disobedience
- Swearing and inappropriate gestures
- Leaving the class or school premises without permission

Persistently disobeying the above rules, together with any behaviour, which may adversely affect the safety of children or staff, may result in suspension/exclusion. Serious incidents of this nature are recorded, with racist incidents reported immediately to West Berkshire via CREST and Governors notified at their next meeting.

How will children know what to do?

When staff make space for pro-social behaviour in education and social learning, they are able to illustrate the way in which what pupils are learning will have a direct impact on the world that they live in. We teach pro-social behaviours through modelling, specifically in PSHE lessons, through daily discussion and assemblies. Modelling and teaching pupils pro-social behaviours is at the heart of everything we do in school.

How do we respond to pro-social behaviour?

Through praising children when they are being pro-social, we are not only reinforcing the pro-social behaviour, but we are also highlighting to others the behaviour that we want to see. For example, "Well done for walking to lunch." "Thank you for sharing with X." "Thank you for listening to me even when I could see you were feeling angry."

Every morning, the pupils are greeted at the door to show that every day is a new start and staff welcome them into the classrooms, and every Friday we have a proud celebration assembly where staff are invited to share proud moments which have taken place during the week with their class. Children may still be awarded house points for effort or for demonstrating positivity on the playground or in a lesson. In this way they are contributing to a team effort, for which they can feel proud.

Low level behaviour (this is not an exhaustive list)

- Interrupting learning e.g. calling out; not listening; not following instructions.
- Being disrespectful towards peers or staff; refusal to complete work.
- Not getting on with/completing learning to the expected standard of the child.
- Provoking peers to get a reaction.

Disruptive, Difficult or Unsafe behaviour

If this happens, staff must inform a member of the leadership team either at the time to assist with unsafe behaviour or after, if the behaviour is not unsafe. One staff member may need to remove the other children from the classroom/playground if the children are at risk of harm. These may include, but are not inclusive of:

- Using deliberate violence.
- Deliberately damaging property.
- Repeatedly swearing.
- Repeatedly making antisocial choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response).
- Repeatedly walking out of the classroom.

Sexual Harassment

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual violence
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

The school takes a zero tolerance approach to sexual harassment and sexual violence. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Protective Consequences

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not inclusive of:

- An increased staff ratio.
- Limited access to outside spaces.
- Specific staff support given at break and lunchtimes.
- Differentiated teaching space for learning.
- Work requiring completion to be sent home, and supported by parents/carers.
- Adaptation of access to school trip, residential or extra-curricular activity.
- Time with ELSA.
- Calm room/space.

Educational Consequences

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition. These may include, but are not inclusive of:

- Social stories.
- Behaviour related research to understand how and why actions have impacted others.
- Debrief meetings with child and parent/carer.
- Completing or redoing tasks to the expected standard for the child.
- Modelling pro-social behaviours to younger peers.

Therapeutic plans can be devised for children who need extra support with developing prosocial behaviour. These plans are devised by all key staff involved with the child and are regularly updated

Differentiated Response

All children are different, and at Downsway we strongly believe in equity of response rather than equality. We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. To predict and prevent escalation of difficult or unsafe behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a risk assessment or a reduced timetable. External agencies might include:

- West Berkshire Therapeutic Behaviour Support Team.
- Education Psychology Service.
- A member of the Child and Adolescent Mental Health Team (CAMHS).
- West Berkshire Autism Advisory Team.
- iCollege.

Exclusions

Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary, despite the fervent efforts of the school. The Headteacher may decide to exclude a child internally, externally for a fixed period of time or permanently. Before taking such a significant decision, the Headteacher will take into account all the relevant circumstances, the evidence available and will consider the need to balance the interests of the pupil against those of the whole school community. See the Exclusion Policy for further information.

Links to other policies

Anti Bullying Policy

Exclusion Policy

Equality Policy

Monitoring and Evaluation

This policy will be reviewed by the Governing Board on an annual basis.