

Behaviour policy

Inspire, Achieve, Shine

Curriculum Vision Statement:

Our curriculum vision is to develop a lifelong love of reading and learning. To enable our children to be healthy, happy and prepared for the future.

Our aim is to broaden the children's horizons and opportunities in the world we live in.

Our curriculum is underpinned by our core values:



Chair of Governors:	Mary Braham	Signed:
Chair of Committee:	Mary Braham	
Committee Responsible:	FGB	
Staff Responsible:	Josie Garnham	
Date Reviewed:	June 2023	
Next Review:	June 2024	
Upload to Website:	Yes	Date Uploaded:

Version	Review Date	Changes Made by	Sections affected	Changes
2	10.01.24	LW	Child on child abuse Assessment and Record Keeping	More detail added

Behaviour Policy

Mission statement:
Be Ready, Be Respectful, Be Safe.

Principles

At Great Doddington Primary School, we hold an unconditional positive regard for pupils and have high expectations for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued.

The school

fully supports the emotional health and mental wellbeing of all pupils and this will always be at the core of our policy. Our aim is that pupils develop into young people who are sensitive to the needs of others, able to keep themselves safe through the decisions they make and who show acceptance and consideration for other people and property.

Positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Pupils have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

It also recognises that within a climate of inclusion there will be pupils who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

All adults in school should be good role models to pupils and be enablers of positive behaviour. Through a consistency in expectations and implementation of the policy, pupils will assume responsibility for their own actions and be able to self-regulate their behaviours.

Our School Aims

Our school aims are based on our five core values of Respect, Achievement, Enjoyment, Care and Teamwork

- ✓ For all members of the school community – children, staff and parents - to respect and value others.
- ✓ To strive for excellence in learning through a stimulating and relevant curriculum that meets the needs of all children.
- ✓ To enjoy learning and being a part of our school.
- ✓ To develop attitudes of care and tolerance towards each other and our world.
- ✓ For all members of the community to form positive relationships to achieve these aims.

Our school values

These are fundamental school expectations and encompassed in all aspects of school life including out in the local community, through rewards, assemblies, the dining hall, the playground and the classroom.

Responsibility, Reflection Respect, Resilience

School Rules

This policy is underpinned by our three school rules of:

- Be Ready
- Be Respectful
- Be safe

Objectives – Encouraging outstanding behaviour for Learning in school

We will:

- provide a calm and caring ethos where learning is valued.
- provide a caring and supportive atmosphere in which adults are good role models
- have clear expectations and standards for good behaviour which will be consistently applied by every adult
- have a clearly explained structure for the use of rewards to reinforce acceptable behaviour
- have a clearly explained structure for the use of sanctions to deter unacceptable behaviour
- ensure that every individual takes responsibility for their own appropriate behaviour
- remind pupils that they have a choice as to how to behave and may need guidance to make good choices.
- help pupils learn to value each other's opinions and personal qualities.
- provide time for pupils to develop self-esteem and the necessary social skills to prepare them for life now and in the future.

Equal Opportunities and Inclusion

Our purpose is to deliver a well - planned and appropriate curriculum, including Personal, Social and Health Education, to meet all the needs of the community we serve. We have high expectations of all our pupils and provide them with quality behavioural learning experiences. These are irrespective of race, religion, gender, disability and class. The schools' ethos supports the development of cultural and personal identities and prepares pupils for full participation in society.

It is important that everyone in our school community values both themselves as well as others around them. We understand that some pupils may need additional support with their behaviour and readily work with them, their parents, carers and outside agencies to support these pupils. Where necessary the Inclusion Team will work with class teachers and other key staff to ensure that individual behaviour support plans are in place. In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Clearly stating what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents or carers at home.

Special Educational Needs

The School recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, however all pupils will be supported fairly.

Those pupils who commonly demonstrate inappropriate or unacceptable behaviour may be drawn to the attention of the SENDCo (Refer to SEN policy for details of procedures.) In this instance the class teacher will draw up a plan for the child, in consultation with the SENDCo, parents and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

Some pupils may need the outlined behaviour sanctions to be adapted in order to support their SEND need. Key questions may need to be asked when considering a behavioural sanction such as:

- was the child able or unable to understand the rule or instruction?
- Would the child have acted differently at the time or is it due to their SEND need?
- Is the child likely to behave aggressively due to their particular SEND need?

Quality of Teaching and Learning

The quality of our pupils' behaviour is dependent on all staff consistently promoting and sustaining the same behavioural expectations. Through the giving of consistent messages regarding what is appropriate and acceptable behaviour, pupils, parents and the community will be encouraged to respond positively. Through discussions and role-play situations pupils can be encouraged and guided to make good choices independently. By helping pupils to take responsibility for making appropriate decisions regarding their behaviour, we are preparing them for their future schooling and life experiences.

National Curriculum

As a school we seek to develop the whole child academically, physically, emotionally and socially. Every child needs to achieve success in order to develop a positive self-image. We deliver the National Curriculum in all aspects whilst extending pupils awareness of acceptable behaviour and their understanding of the beliefs, values, feelings and attitudes of others. This is achieved by developing social skills such as respect and empathy.

Planning

The success of the Behaviour policy relies upon a consistent approach by all staff, whether teaching or associate, in response to pupils' behaviour. The pupils need to know that there are clearly stated boundaries, rewards and sanctions. The school places a significant emphasis on the use of praise to promote acceptable behaviour.

Through the use of a variety of strategies e.g. stickers, special awards etc. pupils are encouraged to work and behave in an acceptable way. Pupils also benefit from having peer group recognition when special award certificates are presented in assemblies.

The school allocates curriculum time to promote PSHE within the classroom. Specific time is also allocated to class discussions and role-play activities. These activities help to promote pupils social skills and give the opportunity for the development of oral expression.

Health and Safety Statement

The Governors of Great Doddington Primary School recognise their legal responsibilities to ensure the health, safety and welfare of all employees, pupils and any other person associated with the school. We recognise that there may be times when staff will have to use their professional judgment to intervene in situations where pupils are endangering themselves or others.

Community Links

A secure home - school link is vital in the successful enforcement of our high expectations of behaviour. This is based on regular communication and co-operation between staff, parents and governors. To encourage the behaviour that is expected in school to be extended into the wider community we maintain close links with local police officers. We also make positive use of the expertise from outside agencies that are available to us - for example, Jogo, Behaviour Specialist and the Educational Psychologist.

Assessment and Record Keeping

Where appropriate, careful and detailed records will be kept about incidents of inappropriate or unacceptable behaviour (Setting, Trigger, Action, Response Chart- STAR and/or on MyConcern) and the methods and resources employed to deal with them. All entries in the records will be dated. These records will be required at a later stage by the behaviour lead who will analyse and produce termly reports detailing protective characteristics, patterns and assess if any further action is to be taken (See SEND Policy for details). Individual positive behaviour plans are used as a strategy for those pupils who require them.

Professional/ Staff Development

The SENDCo will be able to offer advice and support to staff regarding behavioural concerns. The Inclusion Team and PSHE co-ordinator will be involved in prioritising INSET needs to ensure the implementation of the Behaviour policy with regard to staff development and budget implications. Protective Behaviours and our PSHE scheme is used throughout the school to support the pupils in developing social skills and self-awareness as well as an awareness of others. Issues of classroom management and behaviour are regularly reviewed through staff meetings and INSET. It is recognised and understood by all staff that lunchtime behaviour has a direct impact on class discipline and behaviour in the afternoons. To achieve and maintain a calm and organised lunchtime routine it is essential that there is an orderly transition between teachers and LTSs.

Home-School Agreement

At the beginning of each academic year, parents and pupils are expected to sign the Home-School agreement. This ensures that we can work in partnership to maintain the highest standards of behaviour and work. The child undertakes to keep to the school's values and exhibit these through their behaviour whilst the parent(s) agree to support the school's behaviour policy.

Expectations of Behaviour

At Great Doddington, we understand that it is the responsibility of every adult to encourage pupils to work together and to expect the very best behaviour in every aspect of school life. This includes safeguarding all stakeholders. KCSIE (September 2022) talks about Sexual Harassment including sexual comments, remarks, jokes, any form of picture or photograph, online sexual harassment and exploitation. **Please see Great Doddington Safeguarding Policy September 2022, which outlines in more detail the expectations of our pupils and staff in school.**

Child-on-Child Abuse

In line with the Safeguarding Policy September 2023, **Great Doddington Primary School is committed to safeguard and promote the welfare of all children. We recognise that** pupils may direct inappropriate or unacceptable behaviour towards each other. This is **defined as ‘child-on-child abuse’**. **Great Doddington is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. The behaviour and safeguarding policy will be adhered to in this instance to act in the best interests of the child at all times.**

We recognise that a crucial part of our safeguarding responsibility is to minimise the opportunity for child on child abuse to occur. In order to do this, and to establish a safe environment for all children in which staff and pupils understand that we have a zero tolerance approach to any kind of child on child abuse and staff are trained thoroughly so that they are confident to challenge inappropriate behaviours between peers. We never downplay certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”, as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Children will learn about child on child abuse through the PSHE and Online safety curriculum. We ensure that our systems for reporting all safeguarding concerns are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously. We ensure that children are aware of our safeguarding and child protection procedures, including how to raise concerns about child on child abuse. Children can discuss a concern with a trusted adult, or write the concern down and place in the worry box.

Incidents of child on child abuse will be reported on Myconcern. Any incidents of child on child abuse will be reported to Governors. Incidents of child on child abuse will be reviewed and if necessary a risk assessments will be generated. This will be evaluated termly.

Staff are expected to:

- Create a calm and safe environment for pupils
- Show respect and promote positive behaviour
- Listen to pupils
- Speak calmly and authoritatively
- Treat pupils fairly
- Help pupils manage their emotions and behaviour
- Support and encourage the school uniform code
- Challenge unacceptable behaviour, by focusing on the behaviours seen from the perpetrator
- Keep parents and carers informed about behaviour issues and / or good behaviour

Model positive behaviour, high standards of presentation, respect and learning behaviours
Implement the behaviour policy consistently and adhere to procedures when dealing with behaviour issues

Provide a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents promptly on EduKey.

Consider their own behaviour on the school culture and how they can uphold school rules and expectations

The senior leadership team will support staff in responding to behaviour incidents.

Pupils are expected to:

Follow school rules and expectations at all times

Listen to adults – staff, parents, visitors etc. and show respect

Show respect for the learning environment by keeping rooms and corridors tidy, clearing away at the end of lessons and tidying when asked to do so

Promote the good reputation of the school in the community

Speak to an adult if they are upset or worried about anything

All pupils should behave in such a manner that allows teachers to teach and pupils to learn.

Parents are expected to:

Support their child in adhering to school expectations

Support the school's behaviour policy by talking to their pupils about behaviour in school

encourage respect for their child's school, staff and peers

Show respect for Anti-Bullying and Anti-Discrimination policies

Keep the school informed about any issues or changes in circumstances that may affect their child's learning or behaviour

Behave in an acceptable manner on the school premises and in the immediate vicinity of the school.

Discuss any behavioural concerns with the class teacher promptly.

Take part in any pastoral work following a misbehaviour incident such as attending meetings to review the behaviour.

The following are specific expectations that we have in order to promote positive behaviour

Movement around school

- Pupils should move quietly and sensibly around school.
- Pupils should talk using quiet voices.

Assembly

- Pupils should enter and leave assembly quietly.
- Pupils listen with respect to the person leading assembly.

- Classes remain seated until asked to stand by an adult.

Playtimes and Lunchtimes

- First whistle/bell: Pupils stop, move off equipment.
- Second whistle/bell: Pupils stand still silently.
- A year group at a time called to return into school.
- **All** staff to be placed strategically to ensure pupils are entering the building quietly and safely.

Toileting

- Pupils are encouraged to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, pupils are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure pupils are safe and learning is least interrupted.

Lunch and Break time supervision

- If pupils are given permission to stay in during lunchtime or break times, they must be directly supervised by staff at all times.

Pupils' Conduct Out of School- 'DFE Behaviour and Discipline in Schools 2016'

At Great Doddington any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or directly reported to the school by the witness will be dealt with in line with the school's Behaviour Policy.

The school will discipline a pupil and apply sanctions set out in line with the different levels of behaviour within the school's behaviour policy. Incidents inside and outside of school will be dealt with in the same manner.

If the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions about apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Mobile Phones

- Staff's mobile phones are to be turned off or put on silent and locked away during lesson times and break duties. They should remain in bags and lockers during working hours. (See staff handbook, general Information and Procedures iii)
- Year 5 and 6 pupils are only permitted to bring their mobile phones to school for an agreed, necessary circumstance. They must be turned off and handed to office who will lock them away until the end of the school day. Parental permission must have been given.
- Parents and pupils need to be aware of age restrictions on the use of social media including What's App, Snap Chat and Instagram.
- Issues arising from misuse of these apps for example What's App, Snap Chat, Instagram will be referred to parents and advice given for them to contact the police.

Praise and Rewards

At Great Doddington, all staff reward positive behaviour and value the efforts and achievements pupils make. The following strategies are used to praise and reward pupils.

- **Smiles, praise and encouraging words**
- **A focus on positive behaviour** – spotting those pupils who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for showing you are ready to learn” etc.
- **Proximity praise** – praising other pupils who are behaving in the desired way.
- **A positive message sent home** - a sticker on the child's jumper or a postcard sent with the child

VIP Assembly (Friday)

Celebration Assembly is a time to celebrate the achievements of pupils in and out of school. Pupils can bring in certificates and awards from home and receive them in front of the school.

Class teachers nominate 1 VIP in their class. Parents are informed and invited to the assembly. The VIPS are able to wear mufti on the following Friday or Hot chocolate with the Head of school or the Executive Head.

Value star

Every week, a child is chosen from each class by their teacher to receive the Value Star Week award. It is announced by the Values Ambassadors.

Class Dojos

Class Dojos are awarded for areas where pupils go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being a reflective or resilient learner

- Showing respect or responsibility
- Good effort with homework
- Positive behaviour around school

Pupils collect these points on an individual basis to achieve agreed class rewards and collectively to work towards a house reward which is organised each term (3 times a year) for the house with the most points.

Head Teacher's Afternoon Tea

Each half term one child per class is selected by class teachers to be invited to attend an afternoon tea party. Invitations are sent out by post.

Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. Pupils need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason. We divide unacceptable behaviour into three broad bands:

Level 1: Low level disruption (Within this level, pupils are returned to 'The Zone' (KS2) or Top of the Rocket (KS1) at the beginning of each new teaching session.)

Level 2: Consistent or significant disruption

A child would receive a Level 1 or 2 when the misbehaviour is seen in the form of disrupting lessons, poor attitude, non-completion of classwork, disruption in the shared areas and toilets and poor behaviour at break and lunchtimes.

Level 3: Extreme Behaviour- this would be seen in the form of:

- repeated breaches of the school rules
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including social media)
- any sexual violence
- vandalism
- theft
- fighting
- racist, sexist, homophobic or discriminatory behaviour

Class Behaviour Grid

Each class teacher completes a weekly behaviour grid which tracks any pupils receiving a 2 or 3 in class or on the playground at break time. These grids are monitored weekly by the

Inclusion Lead to track those pupils who are getting regular 2s as well as the 3s, so that intervention and support can be put in place at the earliest opportunity. Any child, who has not received a 2 or a 3 by the end of the week will be highlighted on the grid, a raffle ticket written out and placed in a pot stored centrally by the teacher. At the end of every half term, all the raffle tickets will be put together and the winning ticket will receive a prize for example a book token.

Reflection Room

The Reflection Room is a quiet place where individuals can reflect on their behaviour at lunchtimes. Members of the SLT on a rota basis staff it. If the allocated member of SLT or The Inclusion Team is not available, it is their responsibility to ensure cover for the Reflection room.

It provides an opportunity for pupils who have received two 3s in a 24 hour period or an automatic 3 (for behaviour such as swearing, deliberately physically hurting someone or intentional damage to property), to discuss and take responsibility for their behaviour.

The class teacher will record the incidents leading to a 3 on *Myconcern* and inform the parent that the pupil has spent time in the Reflection Room.

If the behaviours continue the next stage in the Behaviour Policy will be initiated.

Behaviour		What happens?	Our teacher will say
The Zone/ The Rocket		<ul style="list-style-type: none"> Pupils receive positive praise and access all rewards available in school 	
Level 1 Low level	Stage 1	<ul style="list-style-type: none"> Individual reminders to display the desired behaviour. Name moved on the rainbow / class chart. 	'That's 1'
	Stage 2	<ul style="list-style-type: none"> Second individual reminder. Name moved on the rainbow / class chart. Record kept on class behaviour grid which is handed in and monitored weekly by a member of Inclusion Team 	'That's 2'
	Stage 3	<ul style="list-style-type: none"> Child has 5 minutes time out within the learning environment or in partner class. Name moved on the rainbow / class chart. Minutes missed from break if required to catch up on work. Record kept on class behaviour grid. 	'That's 3'

Level 2 Consistent/ significant disruption		<ul style="list-style-type: none"> • If two 3s are received in 24 hour period or an automatic 3 is given, child attends the 'Reflection Room' at lunchtime on the subsequent day. • If two 3s are received within a week. • Phone call home or face to face meeting held with parents at the end of the day. 	
Level 3 Extreme	Green report	<ul style="list-style-type: none"> • If a third 3 is received, parents and child are invited to a meeting where a green report card is set up for the period of one week. • A STAR response chart will be completed alongside the green report card. This will be completed by all adults working with the child to record the triggers and actions of the behaviour taking place. • If behaviour improves, return to The Zone. 	
	Orange report	<ul style="list-style-type: none"> • If insufficient improvement is seen, an orange report card is set up which is seen by SLT daily. • A behaviour support plan is also discussed and put in place to enable improvements to be made. This is completed daily by the class teacher and by SLT weekly. • If behaviour improves, return to green card for a further week. 	
	Red report	<ul style="list-style-type: none"> • If insufficient improvement is seen, a red report card is set up which is seen by the Head teacher daily. • A behaviour risk assessment is completed and support from outside agencies is sought. • If behaviour improves, return to orange card for a further week. 	
Level 4		<ul style="list-style-type: none"> • Follow exclusion policy. 	

Level 2 Behaviours

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Team will support the class teacher and year group team to deliver suggestions and strategies.

Level 3: Extreme Behaviour

Level 3 Serious Misbehaviours

Occasionally, behaviour may escalate straight to Level 3. At this stage, the Head Teacher will be involved in managing this. An internal inclusion may also be used in some cases.

Examples of Level 3 behaviours are as follows:

- Any form of bullying- (see Anti-Bullying Policy)

- Persistent disruptive behaviour
- Damage to property
- Physical assault against an adult or pupil
- Verbal, racist, sexist, homophobic or discriminatory abuse against an adult or pupil
- repeated breaches of the school rules
- sexual harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including social media)
- any sexual violence
- theft
- fighting

Automatic Level 3 Behaviours

Again, these unacceptable choices will result in a staged response:

Stage 1 - Unsafe or careless behaviour leading to accidental injury to others or damage to property – Assistant Head Teacher/SENDCO manages the incident; Head Teacher is informed.

Stage 2 - Unsafe or careless behaviour (including being in the building unsupervised), inappropriate use of equipment likely to intentionally cause injury to others, intentional damage to school property – Assistant Head Teacher manages the incident; the Head Teacher is informed.

Stage 3 - Intimidating or threatening behaviour, bullying, physical aggression to others, verbal aggression, play fighting, refusing, non-compliance, rudeness to staff, bad language, racist or derogatory comments – Head Teacher manages the incident.

Level 4 Behaviours

In extreme cases, pupils will be excluded. The Head Teacher has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy.

Fixed Term and Permanent Exclusions

Where serious or repeated incidents have occurred then parents will be contacted to discuss their child's behaviour and ways to move forward. Where deemed necessary and appropriate, the Head Teacher may exclude the pupil from school for a fixed period. This may be for such things as severe disruption to the learning of others, offensive or sexualised language and behaviour, violence or damage to property or against adults and pupils.

We recognise that particular environmental factors are often an influence in negative behaviours being exhibited by pupils that could warrant a fixed-term exclusion. In such instances, every effort to support a child who may be vulnerable to the risk of fixed-term or permanent exclusion is made through implementing a Pastoral Support Plan. This will detail the specific arrangements put in place to support that child.

The support of external agencies such as Education Entitlement Service, Pupils and Families Support, Social Health and Care and Bereavement Counsellors may also be pursued where appropriate.

In extreme circumstances or where the child's behaviour presented a significant risk to the safety, well-being or learning of themselves, other pupils or staff, a permanent exclusion would be a last resort. Exclusions are managed through the Exclusion Policy.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. Only staff who have been Team Teach trained they may use reasonable force on a child. Incidents of reasonable force must be used as a last resort, applied using the minimum amount of force and for the minimum amount of time, be used in a way that maintains the safety and dignity of all concerned, never be used a form of punishment and be recorded in the Bound and Numbered Book and reported to parents.

Parental Involvement

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school. Parents can always discuss a problem with their pupil's teacher and the appropriate member of SLT. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for an adequate discussion. In an emergency, parents will be contacted immediately. Early parental involvement is essential if there is a problem of any sort. Note of Record of meeting will be written and signed by staff and parents.

We encourage parents to know that:

- They will be listened to and their opinions valued;
- Unless a teacher is made aware of the facts, they may not know a situation exists;
- It is important to keep a sense of perspective and responses to behaviour are proportionate;
- Under no circumstances must parents take action against another pupil or parent, either physically or verbally.
- Parents should send their pupils to school with a positive message about behaviour and learning.
- Parents are expected to support the school's behaviour policies including rewards and sanctions.
- Class teacher is the first port of call for parents regarding behaviour issues. Parents must discuss a problem with a pupils teacher first. If this is an extended conversation an appointment needs to be made. Please use staff email address to make this appointment. If the issue needs discussing further then a member of SLT will become involved."
- There will be a Note of Meetings with actions and signatures.

Parents are given the behaviour policy on admission. It is also available in the school and is on the school website.

Banned items

In line with the 2014 DfE Screening Searching and Confiscation Advice Act, Great Doddington Primary identifies prohibited items as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

For the purpose of this policy - The definition of 'Knife' in this document includes any bladed article that could cause harm, injury or distress

Great Doddington Primary School's Governing Body considers that the following items are inappropriate and should not be brought into school:-

Any items that could cause harm such as:

- catapults, Lighters, matches,
- Solvents and sprays including: gas canisters and aerosols
- Any item fashioned to cause injury i.e. a sharpened stick
- E cigarettes
- Stink bombs
- Chewing gum
- Fizzy drinks
- Mobile devices

This is not an exhaustive list and the Head of School or the Executive Head may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

Links with other Policies

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Restrictive Intervention and Positive Handling Policy
- Online Safety Policy
- Staff Handbook 2022-23

- Anti-bullying Policy
- Inclusion Policy

Appendix - Useful Resources

Green Focus Card

Green Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **the week** by a member of the Leadership team.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										

Orange Focus Card

Orange Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **every day** by a member of the Leadership team.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										

Red Focus Card

Red Focus Card: You will need to get your teacher to ✓ or X **every session** to indicate whether your behaviour has been good enough in that session. They can also write any necessary comments. This will then need to be signed at the end of **the day** by the Head teacher.

Day	Session 1	Session 2	Session 3	Break	Session 4	Lunch	Session 5	Session 6	Session 7	End of day
Mon										
Tues										
Weds										
Thurs										
Fri										



Individual Behaviour Plan

Pupil name:

Class/Year Group:

Outside agency previous and current involvement:	SEN support/HNF/EHCP Main area of need: SEMH - Behaviour
Behaviour targets:	
Methods and resources to meet targets:	
Success criteria:	
Rewards:	Sanctions:
Actions:	

Signatures		
	Date	Signature
Class Teacher		
SENDCo		
Parent		

Review:

Target	Achieved/partially/not achieved and comments	Actions



Weekly Behaviour Record

Week Beg:	Teacher:	Class and Year:
------------------	-----------------	------------------------

Pupil	Monday					Tuesday					Wednesday					Thursday					Friday					Consequences (e.g. 5 min time out, Reflection Room)	Recorded by (staff initials)	Recorded on MS. SOUTHERN (Y/N)	Parents informed (Y/N)												
	1	2	B	3	4	5	1	2	B	3	4	5	1	2	B	3	4	5	1	2	B	3	4	5	1					2	B	3	4	5							



Setting, Trigger, Action, Response chart

STAR Behaviour chart for

	Setting	Trigger	Action	Response
Date and time	What was going on at the time?	What happened immediately before?	What did the child do?	What was the response to this?



Reflection Room

The Reflection Room is a quiet place where individuals can reflect on their behaviour at lunchtimes. It is staffed by members of staff on a rota basis.

It provides an opportunity for pupils to discuss and take responsibility for their behaviour.

During their time in the Reflection Room:

- Their class teacher will escort them to the Reflection Room (The Intervention Room) and explain what has happened.
- Their attendance will be recorded along with the reasons
- They will be expected to complete any work that they have missed as a result of their behaviour or answer a series of questions to reflect on their actions and contemplate how they would change it in future
- They will discuss their behaviour and future actions with the member of staff on duty

The image shows a small, vertically oriented form with a header and several sections of text and lines for writing. It appears to be a record sheet for the Reflection Room, possibly containing fields for student name, date, time, and a description of the incident.

Criteria

In line with the Behaviour Policy the following conditions would require a pupil to visit the Reflection Room:

- Receiving two 3s in a 24hr period
- Receiving an automatic 3 (e.g. swearing, physically hurting someone or intentional damage to property)

The class teacher will record the incidents on My Concern and inform the parent that the pupil has spent time in the Reflection Room.

If the behaviours continue the next stage in the Behaviour Policy will be initiated.

Please inform staff the day before reflection to ensure staff are in place to receive pupils and hear the reasons for them being in the Reflection Room.



Behaviour Reflection

You have made a choice to do something that means you need to stop and think about the following things:

What happened?



What were you thinking at the time?



What have you thought about since the incident?

Who has been affected by what you have done?

What do you think you need to do to make things right?



Playground Rules

- ✓ Show respect when using equipment
- ✓ No play fighting or rough games
- ✓ No hanging or climbing trees except the tyre area
- ✓ Ask an adult before entering the building
- ✓ Respect the rota
- ✓ Take care of the wild life
- ✓ The JLT will bring out the equipment
- ✓ If you need first aid find a lunchtime supervisor immediately
- ✓ Don't take anyone's personal items e.g. watches, hats, jumpers
- ✓ Don't interfere with other people's games
- ✓ If there is a problem speak to an adult as soon as possible
- ✓ Use the buddy bench when you are lonely
- ✓ Respect the lunchtime supervisors
- ✓ Respect fellow pupils
- ✓ Don't throw or pick the acorns
- ✓ Wipe your shoes before entering the school
- ✓ If you have snack with rubbish put it in the bin

By the JLT and the School Council

January 2023



Record of Discussion

Date:		Child/ren:	
Time:		Adult/s:	
Face to Face	Telephone		

Professional Body:
Parent:
Brief account:

Action:	By whom:
----------------	-----------------

<input type="checkbox"/> Does this information need to be recorded on Edukey?	Yes/No	Have you uploaded the details?	Yes/No
--	---------------	---------------------------------------	---------------

Staff Signature: _____ Date: _____

Parent Signature: _____ Date: _____