

DINAS POWYS PRIMARY SCHOOL

Behaviour Policy

All those people involved in the life and work of the School will be responsible for the implementation of this Policy.

The Behaviour policy of Dinas Powys Primary School is based on the positive, rewarding and developing good behaviour. We promote an atmosphere where expectations of good behaviour are high.

The ethos of the School is positive in rewarding good work and good behaviour. We believe that everyone has the right to feel safe at School, to learn to the best of their ability

This policy:

- Ensures that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- Encourages independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Ensures that everyone has a consistent approach to behaviour with clear expectations.
- Encourages parents to work in partnership with the School.
- Encourages positive, caring attitudes where everyone feels valued.

This Policy will be implemented alongside the Strategic Equality Plan and the Anti-Bullying Policy.

Rules of Implementation

They are **SPECIFIC** - the situation and the behaviour clearly defined.

They are **OBJECTIVE** - both teacher and child should be able to spot clearly whether the rule has been kept.

They are **POSITIVE** - the phrasing in positive form.

They are **PRACTICAL** - can they be followed? - use of the word "try" makes the rule more attainable.

Our School Rules.

1. In this School we always do our best.
2. We look after our School.
3. We work and play fairly
4. We all listen to others.
5. We know when we should be quiet.

C = Courteous—be polite

A = Attentive—listen and think

R = Respectful—look after people and things

E = Ensure safety—no hurting, no harm.

Pupil behaviour in our School is managed effectively by the consistent use of positive

recognition using the above rules, and the systematic application of consequences.

Consequences to be used consistently throughout the School by all staff

First time	:	Warning of not to repeat the behaviour – adapted to age group.
Second Time	:	Thinking Time – 1 minute/2 minutes/5 minutes - age appropriate.
Third Time	:	Take out to Headteacher or Deputy Headteacher.
Fourth Time	:	Communicate with parents.

It is also essential to:

- Discover the exact nature of the problem.
- Show empathy and concern.
- Find out why, where and when a problem occurs (trigger).
- Agree on a course of action.

There will be a small minority of pupils for who the usual behaviour management strategies of the School are insufficient to address their difficulties. At this point consideration must be taken to placing the child on the Special Educational Needs register at School Action resulting in a detailed Individual Behaviour Plan. Parents must be involved fully at all times.

If further action is necessary outside agencies, including the Vale Behaviour Support Team will become involved.

Exclusion may take place

- In response to serious breaches of the School's discipline policy.
- Once the range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or staff.

LEA Exclusion Guidelines Circular 1/2004.

School Guidelines

The Behaviour Policy is based on our Proud to Present Scheme. The School has a Proud to Present Book, this book is used in conjunction with our Proud to Present Achievement Cup. Every week each class teacher reports on the progress/behaviour of their class in the Proud to Present Book. They award 2 merit badges to the children who have behaved well/worked hard or made an exceptional effort to succeed. These children will come out in the Friday assembly and outline their success in front of the whole school which will further reinforce the merits for good behaviour/hard work to each child. Certificates will be presented to as appropriate to the relevant children.

The Proud to Present Cup is then presented to the most deserving class each week, as outlined in the Proud to Present Book.

From time to time there will also be a Proud to Present board to display children's efforts of hardwork, an additional incentive.

Playground Behaviour Rules

Children will:

- Play safe, friendly games and use school equipment.

- Receive kind behaviour from other children.

Playground Procedures

At the end of playtime ring bell - children stand still.
Ring bell 2nd time - children walk quietly to dedicated number line.
Children walk in quietly when told by teacher.

Six Easy Ways to ADJUST Your Class

1. Make all your reprimands private (eyeball-to-eyeball).
2. Make your **PUBLIC** classrooms observations uniformly positive.
3. Make positive comments about social behaviour as well as the task related to academic behaviour of the class.
4. Talk to your class about ignoring the unacceptable behaviour of 'X' (where 'X' is the current 'problem').
5. Be patient if you **WAIT SILENTLY**, they really **WILL** be quiet!
6. Use an overall system of **VISIBLE** rewards for desired behaviours – and see that this includes ALL desired behaviours.

In order to rectify any behavioural problem the long-term target must be realistic. To help dispose of bad behaviour we must teach good behaviour at all times.

Parents may be involved, in extreme cases, as necessary.

Remember all examples of good behaviour deserve praise and reward.

Addendum : A little look at Positive Behaviour management

Julie Thompson - 1991
Elaine Heaton-Jones
Update January /2015

Appendix

School Prospectus - School Rules and Discipline
Home School Agreement Policy in Appendix
School Rules
Directive to all adults
Consequence
Good Sitting/Good Listening

School Rules and Discipline

The ethos of the school is positive in rewarding good work and good behaviour.

Our school rules are kept to a minimum and are based primarily on consideration and respect for others and their property.

School Rules

1. In this school we always do our best.
2. We look after our school.
3. We work and play fairly.
4. We all listen to others.
5. We know when we should be quiet.

We have a firm but caring code of discipline and expect parents to support us in every way. This is an aspect of the children's education where partnership between home and school is particularly important.

We would be grateful if your child did not bring any valuable personal possessions to school (including jewellery).

We are a Values School

Values Education underpins all aspects of our school life and gives staff and pupils the opportunity to discuss and reflect on the values in life that they believe in.

Love

Hope

Courage

Respect

Cooperation

Caring

Peace

Friendship

Appreciation

Honesty

Happiness

Responsibility

will be the values covered.

Proud to Present

Our school participates in the 'Proud to Present' Scheme. The basis of this scheme is a Record of Achievement file for each child that incorporates our Values Education.

Each pupils file can be examined at Parents' Evenings and taken home as your child leaves our school.

The file includes information about the child and each half term a piece of work is kept as evidence for a Value that has been taught as part of our Personal and Social Education, Well-Being and Cultural Diversity area of learning.

Parental Nomination Forms

Parents can nominate their child to recognise achievements outside school e.g. riding a bike without stabilizers.



HOME SCHOOL AGREEMENT policy statement for DINAS POWYS PRIMARY SCHOOL

Definition

Sections 110 - 111 of the School Standards and Framework Act 1998 required all maintained schools to adopt a home school agreement

A home school agreement is a statement explaining

- The school's aims and values.
- The school's responsibilities towards its pupils.
- The responsibilities of the pupils' parents.
- What the school expects of its pupils.

Aim

To provide a framework for the development of the partnership between the school and the parents.

Guidelines

Every parent must be consulted before an agreement is finally adopted. (The Welsh Office has not laid down any regulations or guidance for the consultation process).

Content

The following issues should be covered in the agreement

- The standard of education.
- The ethos of the school
- Regular and punctual attendance.
- Discipline and behaviour.
- The information schools and parents will give to one another
- Homework.

Date agreedOctober 2012.....

Headteacher ... *Julia Thompson*

Chair of Governing Body *J. Davis*

Date for reviewas necessary.....

DINAS POWYS PRIMARY SCHOOL

Home School Agreement

Child's Name _____

School's Responsibilities

To provide an environment that is caring, positive, happy, stable and motivationally stimulating, where children feel valued as individuals and learn to co-operate with one another.

To provide an environment that will fulfil the children's educational, personal, physical and social needs, encourage their will to learn, and promote their spiritual, moral and cultural development.

To ensure all children are developed to their full potential and equipped for the next stage in their education.

To ensure Parents are partners in their child's education.

To ensure Parents are kept informed about their child's progress.

Parents' Responsibilities

To support the School in the standards it seeks to achieve e.g.) *by supporting the Home School Library and Home Reading schemes.*

To ensure your child attends school punctually and regularly.

To notify the School in the event of absence.

To support the School's ethos and the teacher's role.

To support the School in maintaining good behaviour and discipline.

To inform the School of any issues that might affect their children's work or behaviour.

Child's Responsibilities

To do their best at all times.

To obey the ten school rules - as outlined in the school prospectus and in every teaching area (see over).

Signed Home

Parent/Guardian

School

Headteacher

DINAS POWYS PRIMARY SCHOOL



Our School Rules



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DINAS POWYS PRIMARY SCHOOL

Behaviour Policy

Directive to all adults.

- Preventive of potential trigger points e.g.) possessions/tidying away/ making child say sorry.
- You are responsible for all children in your care.
- However there is a need to be aware that occasionally there can be an emergency situation.
- Call for adult assistance in your area.
- Send for Headteacher/Deputy Headteacher/Senior Staff Member/ALNCO.
- Ensure Health and Safety of all involved.
- Reference : Use of Reasonable Force to Control or Restrain Pupils Policy.

DINAS POWYS PRIMARY SCHOOL

You know our School Rules

Consequences

- First Time** : Warning – don't do that again.
- Second Time** : Thinking Time - 1 minute
- 2 minutes
- 5 minutes
- Third Time** : Go to another classroom.
- Fourth Time** : Taken to Mrs Thompson
- Fifth Time** : Phone Mummy and Daddy.

USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

Policy statement for DINAS POWYS PRIMARY SCHOOL

Definition

There has been a common misconception since the Children Act 1989 that any physical contact with a child is unlawful. Teachers and other staff have always had powers under common law to use reasonable force to prevent pupils committing a crime, causing injury or damage to themselves or others.

The Education Act (1990) identifies the legitimate use of physical force by teachers and other members of staff who are authorised by the Headteacher to have control of or be in charge of pupils.

Corporal punishment which became unlawful under the provisions of the 1986 Education (No.2) Act remains so. It remains unlawful for a teacher to use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain, injury or humiliation. This applies regardless of the seriousness of the pupil's misbehaviour or the degree of provocation.

Everyone has the right to defend themselves against attack provided the degree of force is not disproportionate.

This policy has guidelines for teachers, and all other staff.

There is no legal definition of 'reasonable force'. It depends on the circumstances e.g. trivial misdemeanour such as dropping litter would not attract use of force and if it did it would almost certainly be unreasonable **and** unlawful. The degree of force must be proportionate and the minimum necessary. The age and physical maturity of the pupil(s) should be taken into account.

An allegation of assault is always possible.

All staff and persons authorised to use force and restraint will be explicitly informed.

Parents will be informed of this school's policy and procedures within the School Prospectus.

Planning ahead is important - including relative strategies, holds, tactics to de-escalate, - medical advice, advising parents.

Aims

It is the aim of this policy to:

1. clarify the situation regarding the use of physical restraining in Dinas Powys Primary' School
 - be part of the school's Behaviour/Discipline policy;
 - be a Statement on the use of physical restraining
 - set out guidelines about the circumstances, the methods which may be used and the procedures for reporting and recording incidents of physical restraint;
 - identify staff who are authorised by the Headteacher to have lawful control or charge of pupils and the consequent power to use physical restraint;
 - be communicated to parents;

Guidelines

SITUATIONS IN WHICH PHYSICAL INTERVENTION MAY BE APPROPRIATE OR NECESSARY

1. The use of physical intervention should be viewed very much as the final option. It is very important to ensure that all possible preventative steps have been taken to ensure that physical intervention is unnecessary.
2. The Education Act applies to a wide variety of situations in which reasonable force might be appropriate to control or restrain a pupil. The following are some examples of situations in which the use of reasonable force might be appropriate:
 - a. a pupil attacking a member of staff pupil or other person;
 - b. pupils fighting;
 - c. a pupil engaged in, or on the verge of committing, deliberate damage or vandalism to property;
 - d. a pupil causing, or at risk of causing, injury or damage by accident as well as a result of rough play or by misuse of dangerous materials or objects;
 - e. a pupil running in a way which might result in an accident likely to injure him/herself or others;
 - f. a pupil persistently refusing to obey an order to leave a classroom;
 - g. a pupil behaving in a way that is seriously disrupting a lesson; and
 - h. a pupil absconding from a class or trying to leave school where the pupil could be at risk if not kept in the classroom or at school.

The use of physical force is a last resort - prevention is better.

3. Responding to such a situation can be very difficult. In doing so, teachers and other members of staff who have been authorised by the Headteacher will want to bear in mind the following:
 - a. will the use of force exacerbate the situation and result in further injury to the teacher, the pupil or other pupils;
 - b. will it set a poor example for other children;
 - c. will it stress/or distress the pupil or other pupils;
 - d. if the child has previously suffered physical abuse, will physical intervention in the classroom revive these memories.

PHYSICAL INTERVENTION AND CONTACT MAY INCLUDE:

- placing self between pupils or blocking a pupil's path
- touching, holding, pushing, pulling, leading by the arm or hand shepherding by placing a hand in the centre of the back

- using classroom furniture to restrict movement
- prevention of pupils running or stepping onto a busy street, or hitting someone or throwing something dangerous
- comforting distressed pupils
- P.E. - demonstration of techniques
- First Aid

CONSIDERATIONS IN USING PHYSICAL CONTACT AND INTERVENTION

- Does the work (e.g. P.E., Technology, First Aid) require physical contact?
- Is it an emergency
- Will it exacerbate the situation?
- Might further injury to pupils/staff/other ensue?

ALTERNATIVES TO PHYSICAL INTERVENTION

- The school will use alternative strategies which assist staff in non-urgent/emergency situations.
- Alternatives should focus on e.g. calming, talking, defusing, deflecting and distracting techniques.
- Whenever possible, a verbal instruction to stop whatever behaviour is going on should be given as a first course of action.
- Where necessary, calling the police or other assistance is recommended.

RECORDING AND DOCUMENTING USE OF PHYSICAL RESTRAINT

Following the restraint:

- any incident where physical restraint is used must be reported immediately to the Headteacher or senior member of staff;
- parents should be informed of any incident involving their child as soon as possible no later than the end of the school day, either orally or in writing;
- parents should be given the opportunity to discuss the incident with the Headteacher;
- the member(s) of staff involved must provide a written report as soon as possible;
- schools must keep a handwritten record of all incidents, in a hard backed book to include:
 - the name(s) of the pupil(s) involved;
 - the date, time and place of the incident;
 - names of key staff or pupils who witnessed the incident;
 - the reason that the physical restraint was necessary;
 - how the incident began and progressed;
 - details of the pupil's behaviour;
 - what was said by each of the parties;
 - the steps taken to diffuse the situation;
 - the degree of force used;
 - how and for how long the physical restraint was applied;
 - the pupil's response;
 - the outcome of the incident;
 - details of any injury or damage to property.
- Oral report to the Headteacher/Deputy Headteacher.
- Write up full report including date, times, persons, involved, witnesses, precisely what took place. Reasons why physical restraint/intervention used, alternatives (if any) tried before employing physical intervention.
- Details of any injuries sustained by any person involved, or any damage to property.
- Witness statements should be taken and signed and attached whenever possible.
- A copy of the report should be retained by the Headteacher.
- A de-briefing from the member of staff and pupil should be undertaken

See Appendix 1

PARENTS AND COMPLAINTS

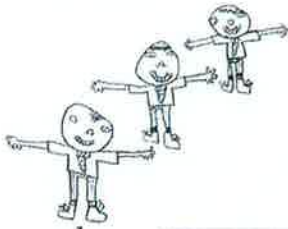
- Parents need to be informed whenever physical force or restraint has had to be employed.
- Keeping a full report will ensure that any complaints can be quickly and comprehensively answered.
- This clear policy about Physical Restraint communicated to Parents through the Prospectus.

Date agreedSeptember 2012.....

Headteacher ... *Julie Thompson*

Chair of Governing Body *J. Davis*

Date for reviewas necessary.....



To do 'Good Sitting' on the carpet you must:

- ✔ put your bottom on the carpet
- ✔ face the front
- ✔ cross your legs
- ✔ put your hands in your lap

To do 'Good Sitting' on a chair you must:

- ✔ put your bottom on the chair
- ✔ face the front
- ✔ keep all four chair legs on the floor
- ✔ pull the chair in to the desk

To do 'Good Listening' you must:

- 👂 keep your hands still
- 👂 look at the speaker
- 👂 hear what is said
- 👂 think about it