

Behaviour Policy

Review Cycle: Annual

Responsible group: Headteacher, Deputy Headteacher and LGB

Implementation date: September 2023

Next Review Date: September 2024

Together we shine brightly because together we make a difference.

Matthew 5: 14-16

Vision:

At Dursley C of E Primary Academy we are passionate about valuing and nurturing every individual. Our inclusive, aspirational and inspiring curriculum enables the entire school community to flourish. We build supportive, trusting relationships rooted in mutual respect, creating happy, confident and active global citizens.

Core Values:

Kindness, Respect, Responsibility, Thankfulness, Forgiveness and Perseverance

Policy Statement:

Dursley C of E Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach all pupils self-discipline, personal responsibility and understanding of the impact of their actions. It echoes our core values with a heavy emphasis on respectful behaviour, using a restorative, partnership approach to support behavioural choices and dynamic interventions that support both staff and learners.

Purpose and Aims:

- To foster a community which values kindness, respect, compassion and togetherness.
- To develop positive relationships between all pupils and adults based on mutual respect – promoting community cohesion through collaboration and support between home and school.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that excellent behaviour is a minimum expectation for all by highlighting and rewarding examples of excellent behaviours.
- To foster a caring, kind and calm environment in which each person responds sensitively, with empathy, to the needs of others and is enabled to flourish.
- To act as a guideline for all staff, parents and pupils, by setting out our behavioural expectations clearly.

Behaviour for Learning:

Be Ready. Be Respectful. Be Safe.

Our school has three simple behavioural expectations: Be Ready. Be Respectful. Be Safe. These standards are explicitly taught and modelled by all members of our school community. We shine brightly when we are Ready, Respectful and Safe. Underpinning these expectations, are our six core values of - Perseverance, Responsibility, Thankfulness, Forgiveness, Respect and Kindness. These guide us on a day-to-day basis in the choices that we make as an integral part of our behaviour.

Be Ready

- I will arrive at school on time and dressed correctly. I will help myself and others to learn by being the right place, with the right equipment and ready to listen and complete my learning. I will look at the adult to show them that I am ready. I will line up quickly and quietly at the end of break to show I am ready to re-enter the building and begin learning again.

Be Respectful

- I will listen and talk politely to all adults and other pupils; and look after equipment and other people's possessions. I will use good manners and be truthful.

Be Safe

- I will keep my hands and feet to myself and look after myself and others, following instructions from adults at all times. I will use equipment correctly and safely.

We understand that some pupils exhibit particular behaviours based on Adverse Childhood Experiences (ACES), a Special Educational Need and/or Disability (SEND) or another underlying Behavioural Emotional and Social difficulty (BESD). As a school, we recognise that their behaviour is their way of communicating their emotions and subsequently may require bespoke positive behaviour support plans to accommodate their additional behavioural needs. Some pupils may require in and out of class support during break and lunchtimes in order for them to meet the school behaviour expectations. This will be achieved through structured support and individual behaviour plans which are shared with all staff and parents.

Consistency in practice:

At Dursley C of E Primary Academy, we believe that the key to excellent behaviour management is building relationships, being relentlessly positive, and remaining calm when confronted with challenging behaviour. Consistency therefore, supports each pupil's understanding of expectations, what are classroom norms, and to know what to expect when those norms are not met. At Dursley, consistency in practice looks like:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up using a restorative approach: Ensuring 'certainty' at the classroom, and senior management level. Incidents are not passed on for others to deal with, teachers take responsibility for behaviour interventions, seeking support when needed.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults in all situations
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the school: In classrooms, around the school, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and reminders of our core values, with positive images of pupils on display and hotboards.

All staff will support consistency in practice by undertaking to:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe' and school values to support behavioural choices
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Use a visible positive recognition mechanism throughout every lesson. Be calm, and give 'take up time' (face saving time) when going through the steps. Prevent before sanctions.
- Follow up every time using a restorative approach, so retaining ownership and engaging in reflective dialogue with pupils.
- Never ignore or walk past pupils who are demonstrating poor behavioural choices but will redirect pupils into positive choices.

Senior leaders do not deal with behaviour referrals in isolation. Rather they work alongside colleagues to support, guide, and model and show a unified consistency to all pupils.

Senior Leaders will support consistency in practice by undertaking to:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school and especially at changeover time
- Celebrate all members of the school community whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing pupils with more complex or entrenched negative behaviours
- Use behaviour data to target and assess academy wide behaviour policy and practice
- Regularly review provision for pupils who fall beyond the range of written policies
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.

Recognition and Rewards:

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

Other rewards include:

- House Points (recorded on Class Dojo. Winning house announced each Friday)
- Recognition boards (positive behaviours seen and include those specific behaviours which are in focus each week e.g. 'one voice, speak politely, hands and feet to yourself.')
- Values leaves (for those who have demonstrated the school values)
- Use of stickers
- Shining Brightly certificates
- Positive notes (note of recognition from visitors to school)

Managing Behaviour:

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Classroom Charter (agreed by each class at the beginning of the year), our three standards for behaviours, 'Ready, Respectful, Safe', and the school vision and values, are displayed in each learning space and referred to in conversations around conduct and behaviours.

Engagement with learning is always the main aim. For the vast majority of learners a gentle reminder or unobtrusive nudge in the right direction is all that is needed. The steps listed below are gone through with care and consideration, taking individual needs into account at all times.

Key principles for managing behaviours are:

- We praise the behaviours we want to see.
- All pupils must be given 'take up time' in between steps.

- We do not leap or accelerate steps for repeated low-level disruption.
- Classroom and break-time incidents are kept separate.
- Staff will focus on dealing with the initial behaviour causing concern, dealing with secondary behaviour issues at a later time.
- Whenever possible, all consequences should be delivered and executed on the same day so that every day is a fresh day.

Our sequence in managing behaviour:

Steps	Actions
1. Redirection	Gentle encouragement, an unobtrusive 'nudge' in the right direction, small act of kindness
2. Reminder	A reminder of the expectations Ready, Respectful, Safe and School Values delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Warning	A clear verbal warning delivered privately and unobtrusively wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
4. Reflection Time	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so. (In the classroom)
5. Paired class reflection time	At this point the pupil will be referred internally to another classroom for a ten minute reflection time. All paired class reflection times must be recorded on CPOMS. Teachers to communicate incident to parents or carers at the end of the day.
6. Reset conversation	A restorative conversation should take place between the adult and pupil before the next lesson. If the incident involves breaktime / lunchtime then the conversation with the appropriate adult should take place as soon as practicable.
7. Partnership Stage	When a learner is reaching Step 5 on a regular basis then a meeting should be held with the teacher, parents, pupil and Phase Leader as appropriate. Meeting outcomes must be recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. All stakeholders work in partnership, to support the improvement and sustained change in behaviour.

Break-times and Lunchtimes:

The expectations outlined within this behaviour policy apply at all times including break and lunchtimes.

Midday Supervisors will share the same expectations for pupil behaviour and attitudes during the lunchtime. Positive and negative behaviours will be recognised and addressed during this time. Midday Supervisors who identify pupils demonstrating particularly good behaviour and/or attitudes can be rewarded with a lunchtime sticker, values leaf or be recommended to their teacher for a 'Shine Brightly' certificate.

All staff work hard to ensure that children understand that the expectations placed upon them in the classroom also apply to when they are outside of lesson time.

During any occurrence of challenging behaviour, lunchtime staff are encouraged to make use of same steps as in the classroom – redirection, reminders, warnings and reflection

times. When these steps (Steps 1-5) are not successful, MDS staff are expected to seek the involvement of a member of the Senior Leadership Team (SLT).

A brief description of any behavioural concern at either break or lunchtime will be recorded using the behaviour links on CPOMs. If a child is fast tracked to 'reflection time' this will be recorded on CPOMs.

Prevention of all forms of bullying (including cyber bullying, prejudice-based bullying and discriminatory bullying):

Along with our Academy's anti-bullying policy, our school behaviour policy aims to assist in creating an ethos in which attending Dursley is a positive experience for all members of the community and to make it clear that all forms of bullying are unacceptable. All members of the Academy community are responsible for helping to reduce bullying incidents. Academy staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. All pupils are encouraged to report incidents of bullying and, in turn, to ensure that incidents of bullying are dealt with effectively. Pupils who report bullying will always be listened to and supported. Pupils displaying bullying behaviours will be encouraged to change their attitudes and understand the implications of their actions. The Academy will equip all staff with the necessary skills and information to deal with incidents of bullying and ensure that all incidents of bullying are recorded and, where appropriate, shared with relevant organisations.

Preventative measures may include:

- Regular visits from PCSO (parents & children)
- Participation in the Schoolbeat Programme (targeted at cyberbullying and cyber use)
- Using opportunities to discuss aspects of bullying (of any form) as they arise and the appropriate way to behave towards each other in line with our school's vision and values (for example Circle Time, Collective Worship and our curriculum.)
- Educating children about positive relationships and recognising forms of bullying and how to act if this happens through our curriculum, particularly PSHE (SCARF resources).
- Worry boxes
- Pupil feedback through conferencing
- Staff training
- Regular review of school policies
- A 'deliberately bothered' approach to all reported incidents ensuring that all reports are treated seriously and investigated thoroughly
- Rigorous record keeping of incidents to monitor bullying (CPOMs)
- Close communication between all internal and external stake holders
- Vigilant supervision of all children (playground, bathroom use)
- Deal quickly, firmly and fairly with complaints, involving parents where necessary.
- Fair and consistent delivery of all policies by all stakeholders

Suspension and Exclusion:

Suspension and exclusion at Dursley will ONLY be used as a last resort and when the Headteacher is confident that the decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.

We would only make a decision to permanently exclude if a pupil has committed a serious breach, or persistent breaches, of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspensions or exclusions may include:

- lunch times off-site - the pupil has to be taken off the premises during the lunch hour by his/ her parents/guardian (these will be set over a fixed period of days/weeks)
- fixed term suspension - the Head Teacher will suspend a pupil for a fixed period of days, which is entered onto the pupil's permanent record and reported to the LA
- permanent exclusion - following Local Authority procedures and exploration of all other avenues, pupils demonstrating persistent and unchanged negative behaviours or an instance of very serious misbehaviour, will be permanently excluded from school.

Recording, reporting and Monitoring:

All behavioural concerns and or incidents (Step 5 onwards) will be logged using the school's behaviour and safeguarding system 'CPOMS'. All staff are expected to provide reports which are based upon fact following a detailed gathering of evidence and are expected to consider and follow GDPR guidelines when recording concerns or incidents. Patterns of behaviour, possible causes and the impact of strategies used to transform behaviour will be regularly reviewed by the SLT. Patterns of behaviour will be communicated to school governors.

Misconduct outside of school:

The school may take action against any child who is reported for challenging behaviour or bullying off the school premises, if the child is;

- a) Participating in a school-related activity
- b) Travelling to or from school
- c) Wearing school uniform
- d) The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation. This may also include the inappropriate use of social media sites.

Any action taken will be proportionate to the behaviour and could include discussion with parents, school sanctions and possible suspension or exclusion. Children whose behaviour within school is such that it could pose a risk to themselves and or others when on a school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or those of others cannot be guaranteed as a result of their behaviour the school reserves the right to withdraw that child from going on the visit.

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DFE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)

Related Policies:

Anti-bullying Policy; RE policy; Collective Worship; SMSCD Policy; SEND Policy; Public Sector Equality Duty; Equality Rights and Diversity Policy

Policy Cross-Reference: Safeguarding:

This policy should be read in conjunction with the policies below in order to ensure that statutory safeguarding requirements are met.

Child Protection; Behaviour; Anti-bullying; First aid and medication; positive handling and restraint; health and safety; sex and relationships education; complaints; acceptable users policy; SEN; transport; School/ setting trips; attendance; Safeguarding policy.

Appendices

Practical steps in managing and modifying poor behaviour.

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour policy for dealing with negative behaviours.

The reminder

A reminder of the expectations for pupils 'Ready, Respectful, Safe' and appropriate reference to the school vision / values delivered privately to the learner. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing and is given time to make that choice.

The warning

A clear verbal warning delivered privately and unobtrusively to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged. Time is given to allow the pupil to make the positive choice.

Reflection time

The pupil is asked to speak to the teacher away from others.

Boundaries are reset.

The pupil is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.

The pupil is given a final opportunity to reengage with the learning / follow instructions. Reflection time should take place inside the classroom. Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation and it is not possible to do that within the classroom. In general, three minutes should be enough. If the step above is unsuccessful then the pupil will be asked to leave the room. If appropriate, a member of year group team, will escort the pupil to a workspace outside the teaching room. Staff will always deliver consequences calmly and with care. The adults in the paired class will acknowledge the arrival of the pupil, tell them where to sit and remind them when 10 minutes has passed so that they can return to their own classroom.

Reset Conversation

Restorative conversations at Dursley C of E Primary Academy are a core part of repairing damage to trust between staff and pupils. Our reset conversations are structured using the following a restorative approach: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

All Staff will take responsibility for leading Reset conversations, Phase Leaders will support when requested.

Partnership stage

Pupils may have their behaviour monitored by teachers to show progress towards agreed targets. At Dursley C of E Primary Academy, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other pupils.

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. This step will be supported by a member of SLT who will:

- Develop an appropriate action plan with the adult and pupil
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Phase Leader
- Pupil must be given a second chance to achieve the targets agreed on the action plan after the verbal warning
- All of these matters will be confirmed in writing and recorded on our Behaviour Data platform, CPOMS.

Script and examples to support the delivery of our sequence of managing challenging behaviour:

Steps	Actions	Language script:	Examples of behaviour:
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness		Running inside the school building Speaking unkindly to others Not showing respect to the person talking to you Not being completely honest Not listening to what others say Not following instructions Not looking after school equipment Being unkind to others Not keeping hands and feet to yourself Not putting effort into your learning Distracting yourself and others from learning
2. Reminder	A reminder of the expectations Ready, Respectful, Safe and school vision/values delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	This is a reminder that we need to be (select one: be ready, be respectful and be safe) You now have the chance to make a better choice	Continuation with any of the above
3. Warning	A clear verbal warning delivered privately and unobtrusively wherever possible, making the learner	I notice you chose to.... This is the second time I have spoken to you. You need to speak to me	As above

	<p>aware of their behaviour and clearly outlining the consequences if they continue.</p>	<p>for two minutes after the lesson. If you choose to break the rules again then I will ask you to go to the reflection area. Do you remember when (give example of previously good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. I am glad we had this conversation.</p>	
4. Reflection Time	<p>Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</p>	<p>I noticed you chose to... You need to wait -In the reflection area (during learning time) -On the bench (during break/ lunch time) I will come and speak to you in two minutes (maximum 5 minutes).</p>	As above
5. Paired class reflection time	<p>At this point the learner will be referred internally to another room in the department for a ten minute reflection time. All internal referrals must be recorded on CPOMS. Parents / carers will be informed.</p>	<p>I noticed you chose to... You need to ...</p>	
6. Reset conversation	<p>A reset, restorative conversation should take place before the next lesson.</p>	<p>What happened? What were you thinking/feeling at the time? What have you thought about since the incident? What do you think now? Who do you think has been affected by your actions? How have you been affected?</p>	

		<p>What do you think needs to happen next?</p> <p>What do you want to see happen now?</p> <p>What do you want to see happen to put things right? Does that seem fair?</p> <p>How can we work together to make sure this does not happen again?</p>	
7. Partnership Stage	<p>A meeting with the teacher, parents, learner and Phase Leader, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. All stakeholders work in partnership, to support the improvement and sustained change in behaviour.</p>	<p>See the partnership stage.</p>	