

# North Duffield Community Primary School

## Behaviour Policy

North Duffield School promotes an environment where children and staff feel happy, confident and at ease. Our expectations are that all members of the school community: Listen Carefully to Each Other, Follow Instructions, Speak Politely to Everyone, Always Try Your Hardest and Do Your Best, Be Kind and Respectful to Others. We believe this encourages good behaviour and supports our children in 'Achieving Excellence Together' and open up their potential in life. Parents are valued partners in the establishment of good behaviour and discipline.

**The school requires that ALL members of the school community will follow its expectations at all times.**

### **Aims**

1. All pupils will be able to learn in a safe, purposeful and happy environment.
2. To ensure that children show mutual respect for each other and their property, the staff and other adults in school and the school environment.
3. To provide opportunities to communicate with parents and guardians on a regular basis.
4. Pupils will be taught how to behave appropriately through positive approaches and support.
5. The school will be consistent, fair and sensitive in its treatment of pupils.

### **Guidelines**

- Children who find it difficult to conform to the school's accepted expectations of behaviour will be given support through nurture groups, to enable them to develop skills and self control which they lack.
- School expectations are evident in every classroom and community area e.g. hall and playground. Children and staff interact with these on a regular basis. As part of our Rights, Respect, Responsibility and Independence ethos, each class develops a charter that interprets and links to the school expectations.
- If a child has difficulty adhering to the school expectations then they will be sanctioned according to the school zone board.
- If, on the rare occasion, zone board sanctions are ineffective parents will be contacted and informed of the next steps so that they can support the school in improving their child's behaviour and a home/school book introduced..

- Where necessary following consultation with the Headteacher and SENCo, referral to specialist behavioural outside agencies will be made and may include the Education Psychologist also the school will consider internal exclusion.
- Where parents are unwilling to support the school's ethos to improve their child's conduct and the child's behaviour is considered detrimental to the well-being of other pupils and staff, the matter will be referred to the appropriate members of the school's Governing Body to consider the possibility of external exclusion.
- Out of school, for example, on trips, camp or sporting activities, pupils are expected to adhere to the expectations of school behaviour for the safety of all and the school's reputation.

## **Code of Conduct for Staff**

Staff are a role model for children and should display and model at all times the correct behaviours in line with the school's expectations.

When dealing with bad behaviour the act is to be condemned not the person, if children have SEND e.g. Autism, ADHD, they are managed using the school expectations and their inclusion passport; the expectations for behaviour remain the same.

Assert authority using the restorative practice procedures promoted by the school.

All staff should reinforce the school expectations and discuss with the child the behaviours expected and how the child can demonstrate them.

Staff will not touch a child unless it is absolutely necessary and all other de-escalation strategies (especially if part of a child's individual risk assessment) have been exhausted, e.g. a major incident will result.

## **The Zone Boards**

As part of the positive reinforcement of these expectations each classroom has a set of zone boards split into five sections (Outstanding, Gold, Top Cream, Lower Cream and Purple). All children start each day in the Gold Zone, it is expected that every child will work towards staying in this zone each week.

However, if a child does not demonstrate the correct expectations the following procedure is used:

1. The member of staff will warn the child about their behaviour and talk to them about correcting it in line with what is expected.
2. If they persist the child will move into the first Cream Zone, a member of staff will remind the child of how to correct their behaviour.
3. If a child demonstrates that they can follow the expectations their name will be moved back into the previous zone.

4. If they continue to refuse to follow the expectations they will move into the second Cream Zone and finally the Purple Zone. The same procedure (number 2 and 3) is followed by a member of staff. (see sanctions for further information)

## **Rewards**

1. Always reward good behaviour and 'catch children being good'. Reward verbally and with housepoints. Outstanding behaviour/work, children will be placed on an extension of the zone board and receive an award from the Headteacher.
2. The school is divided into 4 houses and responsible children in Y6 may be chosen as House Captains or Vice Captains. House points are given out during the week and the House Captains collate the scores.
3. Each week housepoints are added up and displayed in the hall. At the end of each half term the house with the most points receive a reward decided by the school council.
4. Children who have been in Gold and Cream Zones all week will be awarded 10 minutes extra break time on Friday during afternoon break time
5. If a child has been in Gold or the first Cream Zone all week, they will receive a Behaviour Sticker and 5 housepoints.
6. Merit Cups awarded in Friday's award assembly for the most improved or hard working pupil in each class. Over the school year we try to ensure that every child receives the cup for their behaviour, work or conduct.
6. At the end of each school year the House Trophy is awarded to the house with the most points over the year.
7. MSA Trophy awarded to 2 children in the whole school in awards assembly for good behaviour at lunch times.

## **Sanctions**

**The hierarchy is:**

- **Use of zone boards**
- **Missing break time**
- **Isolation within class (hardworking table)**
- **Time-out in the adjoining class**
- **Referral to SENCo**
- **Involvement of Head Teacher**
- **For major incidences the above hierarchy will be overridden by a direct referral to HT. In extreme cases an internal or permanent exclusion may be used. Major incidences are:**

- *When a child repeatedly ignores a member of staff or leaves the building or grounds without permission. NB if a child leaves the school premises the police and parents are informed – we do not chase.*
  - *If we have had to restrain a child physically to protect them, other children or staff.*
  - *Drug Abuse*
  - *Racist incidents*
  - *Sexist incidents*
  - *Damage to property*
  - *Assault*
  - *Consistent verbal abuse or threat to others*
  - *Malicious Allegation*
  - *Injury*
  - *Continuous use of inappropriate body language and undermining of staff*
1. All class teachers and support staff are responsible for ensuring discipline within their own class and across the school in line with the school's expectations. As stated in the Code of Conduct section of the policy **ALL** staff must model these at **ALL** times.
  2. Any unfinished work due to bad behaviour will be finished at playtime or sent home to be completed daily if necessary, however if the nature of a child's learning requires work to be presented in a different way for them to achieve success this is the teacher's responsibility. (See SENCo or HSLW for ideas)
  3. If a child cannot settle to their work despite use of zone board to promote the required behaviour, then the school will use hard working table or in extreme circumstances internal exclusion in a specified room within school. Thus enabling **all** children to learn.
  4. A child will be moved to the Purple Zone if they refuse to follow the expectations repeatedly or they hurt another child physically or verbally.
  5. Children will be deprived of playtimes or sit outside the Headteacher's office at lunchtimes if they have been put into the Purple Zone.
  6. If any child has been put in the Purple Zone twice in a week they will miss the 10 minutes extra break on Friday. These children will take part in a nurture session where they will be encouraged to reflect, with a specific member of staff, about how to improve their behaviour, in line with the school expectations. The child's class teacher will initially contact parents to discuss their child's behaviour.
  7. If a child continues to miss Golden Time (at least twice in a row) the Headteacher will contact parents and discuss the way forward.
  8. Where pupils display continued inappropriate behaviour, records will be kept on an individual basis using the ABC method of recording. (Antecedent, Behaviour, Consequence) as suggested by Behaviour Support. This will include the child being given a home school book for staff to record the child's behaviour and attitude during the day. **This book will be shared with parents who can write comments. Children may**

**also be moved to a more suitable working environment to enable the progression and learning of all children to continue.**

## **Major Incidents**

Some major incidents may lead to a form of exclusion. (see exclusion policy)

## **Restrictive Intervention**

Occasionally it may become necessary to use restrictive intervention. All staff are trained in how to safely manage these situations using minimal restriction. (see Restrictive Intervention Policy)

## **Exclusions**

It may be necessary for a child to be internally excluded for a period of time away from the classroom if they are involved in a major incident. The child's class teacher will set appropriate work to be completed away from the main learning environment, usually the Headteacher's office. This period of time will be supervised by a member of staff. Re-integration into the classroom will be carefully planned with the SENCO.

Although an extreme sanction, it may be necessary for the Headteacher to exclude a child. Exclusion is seen by the school as a means to include. The school's Exclusion Policy details the school's practice and policy on exclusions at North Duffield CP School. (See exclusions policy)

These sanctions and their length of time will be decided by the Headteacher in consultation with the relevant staff and the Governing Body.

## **Conclusion**

We cannot over-emphasise the importance of clearly stated expectations of acceptable behaviour and of Teachers responding promptly and firmly to pupils who test those expectations. Expectations at North Duffield Primary are applied rigorously and consistently and as a result the vast majority of our school community behave respectfully towards each other.

To implement a successful behaviour policy understanding and co-operation is needed by children, staff, parents and governors.

Reviewed: September 2016

Next review: September 2017

Signed: ..... Headteacher

Signed: ..... Chair of Governors

September 2016

## School Expectations

We expect everyone to.....



Listen carefully to each other



Follow instructions



Please

Speak politely to everyone

Thank  
you



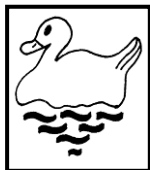
Be kind and respectful to others



Always try your hardest and do  
your best



## Appendix 2



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### **North Duffield Community Primary School**

Broadmanor, North Duffield, Selby, North Yorkshire YO8

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**Website:** [www.northduffield.n-yorks.sch.uk](http://www.northduffield.n-yorks.sch.uk)

**Headteacher:** Mr A Russell

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### **North Duffield Community Primary School Home-School Agreement**

#### **Parents will:**

- Show positive interest in their child's educational development.
- Ensure children attend regularly and arrive on time and notify us in advance of any reason for absence.
- Arrange leave of absence in school holidays where ever possible to cause little disruption to their child's learning.
- Attend meetings arranged to discuss their children's progress or problems.
- Inform us, via the school's correct procedures, if they are concerned about anything happening at school
- Advise us if problems occur at home that may affect the children.
- Support their child with homework.
- Support the school policies and guidelines for behaviour and discipline.

Parents' signature \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Name of Child/ren \_\_\_\_\_

#### **Pupils**

I will try to:

- Speak politely
- Always try my hardest and best
- Be kind and respectful to others
- Listen carefully to each other
- Follow instructions
- Always tell someone if I am worried about anything.

This agreement is to be discussed with all children at home and at school.

I promise to do my best to keep this agreement.

Pupil Signature \_\_\_\_\_

#### **School will:**

- Ensure that the vision, values and aims are visible/ modelled throughout the school's community.
- Provide a broad and balanced education to develop each child's love and passion for learning.
- Expect and support children to do their best at all times through praise and encouragement
- Liaise with parents if there are concerns about attendance, educational progress, attitude or behaviour.
- Meet regularly with parents to discuss children's progress.
- Keep parents informed about school activities or curriculum through regular communication, including the school's website, emails and texts.
- Ensure progress is made by children through marking and homework.

School's signature \_\_\_\_\_

September 2016