



DENEHOLM PRIMARY SCHOOL

Behaviour for Learning and Conduct Protocol

September 2021

Our Mission – our purpose

Our mission at Deneholm is to develop a school which is strongly based within our local community. Our purpose is to provide an education which is relevant, broad and balanced for all, enabling pupils to develop both their academic skills and personal qualities and which is based on partnership working.

The statement of aims is central in ensuring that Deneholm not only fulfils its mission but is a place where pupils want to be and where everyone actively aspires to the vision.

Our Vision– our future

Our mission at Deneholm Primary is to enable all children to reach their full potential; to be aspirational, respectful and motivated to do well in life.

Visions and Values

We focus on the children developing skills for learning as we believe these are essential skills for life. We teach these skills explicitly then positively identify and value them as they develop.

Philosophy, values and ethos of managing conduct and developing behaviour for learning

Our philosophy:

- As adults we model good behaviour at all times;
- We expect and encourage good behaviour;
- We recognise and celebrate good behaviour;
- We teach how to manage our emotions to support good behaviour;
- We deal calmly with poor behaviour;
- We explain when behaviour is unacceptable;
- Simple is good!
- Extremely poor behaviour or repeated poor behaviour is recorded and acted upon;
- We focus on disliking the behaviour, not the individual;
- We use a clear and agreed range of sanctions according to the behaviour we wish to be discontinued;
- We must all be consistent in our approach both within our own classrooms and across the school;
- Each day is a new day.

Our Values – our actions (statement of aims)

Empathy
Aspiration
Self-Confidence
Resilience

At Deneholm we:

- are warm and welcoming to every pupil
- actively promote and follow school rules and routines
- ensure that our environment is safe, comfortable and happy
- encourage each child to develop positive attitudes, self-confidence and self-discipline
- deliver a diverse, stimulating and innovative curriculum
- appreciate and value everyone's individuality and their contributions
- promote an ethos of support, challenge and encouragement to succeed
- listen to pupils and encourage independence
- encourage adults and pupils to speak to each other with mutual respect
- support both pupil and each other's well-being
- have a clear leadership structure and work closely as a team
- work in partnership with families and with other members of the local community

Key staff names and roles

Christina Pumfrey	Executive Head Teacher
Lauren Robinson	Head of School
Clare Bradfield	Deputy Head Teacher
Christina Delucia	AHT/SENCo
Sarah Sarkodee-Addo	Assistant Head Teacher
Clare Cohen	Assistant Head Teacher
Sharon Fitzsimons	Pastoral Lead
Michelle Walker	Behaviour Support

Teachers' Powers

This power applies to all paid staff with responsibility for managing pupils:

- Teachers
- Cover supervisors
- Teaching assistants
- Learning Support Assistants
- HLTAs
- Midday Assistants
- Play Leaders

- Any other staff whose central role it is to teach, supervise and manage children.

School Rules

The school's Golden Rules are known by the children and should be displayed in all classrooms:

1. We always walk in school and make our school a positive place to learn.
2. We are kind to each other and careful of all property – our own and other people's.
3. We listen to and respect each other and speak politely to everybody.
4. We always try our best and use our time effectively.
5. We are always honest and tell the truth.

Recognising Good Behaviour/Rewards

In Deneholm Primary School we reward good behaviour, effort and attainment and encourage it to be repeated both immediately and more formally through:

POSITIVE/GOOD CHOICES

Instant Recognition by:

- Use of **star tokens** for positive behaviour – general behaviour and related to our values
 - ALL adults to award these for “catching” good behaviour (especially when linked to the values)
 - When pupils are rewarded with a star token, it is placed in the Star Token box in their classroom

A prize is awarded to each class at the end of each half term in a whole school celebration assembly

Recognition for repeated good behaviour/effort/attainment by:

Golden Time

- Linked to awarding of bronze, silver and gold, diamond and platinum stickers (see above) that will be awarded weekly in home school books so parents can monitor
- The system is simple, clear and will allow “redemption” where children turn poor behaviour around – it is expected that the youngest children will rarely (if ever) have a week where no sticker is awarded
- Timetabled for Friday afternoons, timings are
 - 45 minutes for platinum sticker
 - 40 minutes for diamond
 - 30 minutes for gold
 - 20 minutes for silver
 - 10 minutes for bronze
 - 0 minutes if no sticker at all
- Those children who have not retained all of their golden time will spend any time lost in the middle demountable supervised by the head/deputy head teacher. They must be sent with the relevant

ticket promptly to the middle demountable at 2.15pm. Tickets are available in the staffroom.

- Class teachers make the decisions about who has earned their time. However, over time/through the phases, children will be more involved in the process, promoting a sense of fairness and responsibility
- Content of Golden Time to be decided initially by staff and evident in teacher's planning, but will be reviewed through class forum sessions. Provision will be made for children in year groups.
- Golden time provision will be overseen by year group leads and phase leaders.

Lunchtime and playtime behaviour management:

- Children will be encouraged to lead good playtime and lunchtime behaviour throughout the use of volunteering eg. play equipment shed.
- If there is an issue with behaviour, the whistle is blown and pupils are asked to get off equipment/stop undesirable behaviour and quietly reminded of our expectations
- Where a reminder has already been given, child spends 3-5 mins in a quiet area where they can be supervised at a distance.
- If there is a need for further reflection or for pupils who need to be removed from the playground if their behaviour is serious or dangerous, then the designated time out for lunch should be used.
 - At playtime, this is the senior member of staff on duty
 - At lunchtime, radio the office where a senior member of staff will be contacted. For serious and/or repeated poor behaviour level 3 and if necessary level 4 strategies and actions will be used.

Lunchtime and Playtime Rewards

- Verbal praise
- Star tokens (see page one)
- Helping adults
- Phone calls home
- Postcard home

When a child misbehaves/Sanctions

NEGATIVE/POOR CHOICES

To ensure poor choices or negative behaviours rarely occur, Deneholm Primary School will use:

Good routines to avoid/minimise poor behaviour through;

- Consistent and high expectations from ALL adults are modelled, e.g.
 - presentation of self (appropriate to staff dress code and school uniform expectations)
 - work - whether in books or folders (staff presentation will be modelled through handwriting on boards or displays)
 - tone of voice used to others (with no shouting)
 - conduct when moving around the school
- Class routines for transitions are clear and consistent, e.g. hanging up coats and bags, changing from one lesson to another and lining up before sport sessions or start of sessions

- School rules, class rules and the code of conduct are discussed, agreed (therefore giving ownership), displayed in all rooms and are regularly referenced
- Classroom environment and teaching/learning resources are of good quality, fit for purpose and well organised
- Instructions are clear from ALL adults to pupil and adults listen carefully to what pupils have to say
- Strategies, such as early morning activities are used, to maximise engagement and minimise poor behaviour
- Encouraging working as part of a team within the class, school and community

Instantly discourage undesirable behaviour by;

- Tactical ignoring
- Adult “look”
- Use of body language/signals
- Redirection/distraction
- Positive reinforcement through proximity praise and reward
- Gentle reminders
- “The Choice” – reflection time to think about it
- Keeping parents informed and/or involved

Use a range of strategies of increasing intervention to deal with undesirable behaviour which is agreed and used by all staff consistently. This includes:

- Level One - Verbal warning (discreet)– inviting the child to make the right choice
- Level Two - Verbal warning with consequence
 - Time out within class (this must reflect and be in keeping with the age of the child) Each class should have time out table (or cushion in foundation stage) with prompts visible to encourage reflection on the correct choices linked to learning, class rules and core values
- Loss of playtime only 5 minutes so they do get some break
- Level Three - Time out to identified neighbouring class (see partner classes below)
 - Children complete a reflection sheet whilst there and continue with work if there is time left. Sheets to be kept on file as record of behaviour trends across class/year/school) Time out must be reported via a copy of the reflection sheet being given to SF for monitoring purposes.
 - Parental involvement through personal contact initially to invite support to encourage their child to make the right choices.
Further parental and involvement of senior staff
 - - where repetitive behaviours occur
- Level Four – This would be where a child had either:
 - Worked his/her way through the other levels and has received more than 5 level 3s in a half term
 - Fixed time internal exclusion duration to be determined by LR and CP
 - Committed a more serious “offence” such as swearing, bullying, fighting, racism and deliberate damage to property etc to jump straight to this level which will result in an

instant formal sanction in either the internal or external exclusion. Please note that playfighting would be dealt with beginning at level one.

- If a level four incident occurs, all golden time is instantly lost and cannot be re-earned.
- Where a child has reached a level 4, a behaviour plan must be written to ensure that the child is properly supported. This will involve the parents and senior member of staff led by CD.

Behaviour Support Provision

ON CALL

- There is an on-call staff duty rota published and which is displayed on the staff room notice board.
- The role of the duty staff is to:
 - Support the management of poor behaviour;
 - Reinforce school policy;
 - Ensure that the protocol is followed including use of all levels as appropriate;
 - Help children to make the right choice;
 - Mediate where necessary;
 - Reintegrate children back into class in line with our “fresh start” approach;
 - Assist with the removal of a child from the classroom if appropriate;
 - Remove for an appropriate length of time in line with the protocol;
 - Liaise with the head teacher or teacher in charge regarding taking further action if required.

Partner Classes for time-limited “Time Out” in Stage Three

Reception teachers will arrange time out within the Foundation Stage area as the age of the children clearly affects the interpretation of the whole school system. However, if required, 1M may be used.	
1M	2U
2DB	1G
3SA	6F
3F	6H
4M	5HL
4P	5V

House provision

- **House points** - learning related and for positive achievement including making good choices
 - Each child is given points for their respective team which are then collated and the winning team receives rewards eg. A special non-uniform day specifically for them only.

- Main focus of these is for learning and learning behaviours exhibited but not exclusively
- House points will be displayed on team charts in each class—points must not be taken away once awarded
- Each house is also colour related so that during events such as sports day, each team can be identified easily.

Whole school house point system

- The leading team is celebrated each week in achievement assembly (Fridays). Weekly totals to be collected from classes by class reps by Friday playtime.

Parental engagement and support

Working with parents is key to success. All staff should seek to provide positive feedback as often as possible through verbal and written means. If there is a concern then parents will be advised at the earliest opportunity. The pastoral support lead monitors behaviour daily and any concern of a serious nature will be raised with parents.

Where there is a very serious concern, the head/deputy teacher will meet with parents.

Behaviour, attendance and late panels will be convened regularly to discuss issues of concern with parents and to agree and sign targets for improvements.

Reward Assemblies to Celebrate Achievement and Success

Achiever of the Week

Awards are given weekly for each class. Nominations are made on the previous Friday and are:

- Linked to marking and achievement of learning objectives
- Linked to achievement of personal targets
- For recognised improvement e.g. reading at home (being mindful of individual circumstances), learning behaviours
- Recognising specific aspects, e.g. working as part of a team to solve a problem
- Linked specifically to learning behaviours

Attendance

- Awarded for the class in upper and lower school that has had the highest attendance for the week (3 points); 2nd (2 points) and 3rd (1 point)
- The winners will be published in the fortnightly newsletter
- Any child having 100% attendance in any one week will receive a house point for their house thus promoting an understanding of benefit of individual actions for the whole team
- There will also be an “by invitation only” assembly for every child and their parents who achieves 100% attendance for a whole term.

Appendices/Linked Documents:

Behaviour for Learning and Conduct Policy

Home/School Agreement

School’s reasonable use of Force (Restraint) policy

Attendance Policy

School's Anti-Bullying Policy