



DENEHOLM PRIMARY SCHOOL

Behaviour for Learning and Conduct Protocol

September 2019

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.

Our Vision - our future

- To be outstanding in every aspect of our school life
- To be a role model for our community

At Deneholm we aspire for all of our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning. We aim to provide a safe, healthy, happy and stimulating environment in order to prepare our children for life within a diverse and changing world.

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;
- 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.

LIFE SKILLS

Resourcefulness - We make good choices for ourselves.

Resilience - We know working can be a challenge but we stick at it.

Reasoning - We reason things through, checking our thinking.

Responsibility - We are responsible for ourselves, others and our environment.

Reflection - When we do something, we always reflect on what we have learned and what we could do differently.

Our Values – our actions (statement of aims)

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	Inclusion Co-ordinator
Claire Cohen	Assistant Head Teacher
Sarah Sarkodee-Addo	Assistant Head Teacher
Sharon Fitzsimons	Behaviour Intervention Lead
Tracy Page	Nurture Lead
Lisa Meek	Family Support Worker

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 **house points** 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 house point they are recorded and in EYFS/KS1 the piece of card is placed in the appropriate container.

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

Recognition for repeated good behaviour/effort/attainment by:

- Stickers will be put in home school books for learning/behaviours which will give parents an indication of their child's behaviour also.
 - Stickers are bronze, silver, gold, diamond or platinum dependent on the standard of behaviour across the week. These link to Golden Time entitlement on Fridays (see below)
 - Platinum Sticker - I have had excellent conduct without exception throughout the week
 - Diamond - I have had excellent conduct overall this week
 - Gold sticker – I have had conduct to be very proud of this week
 - Silver sticker – I have had good conduct this week
 - Bronze sticker – I can make the right choice
 - No sticker – This would reflect a serious incident or repeated poor behaviour in the upper school.

- All children will begin with names off the chart at the beginning of the week. It is expected that if they have behaved as expected and met the school golden rules, their name will be placed on the bronze section at the end of Monday. If they repeat this good behaviour, then on Tuesday, their name will move to silver and so on.
- If the school week begins on a Tuesday, then all children will be placed on bronze at the beginning of the day.
- Staff will need to use professional judgement and discretion linked to age/expectations to ensure it is fair and effective. Eg. If a child who is on Diamond at the beginning of Friday initiates fight at morning break on Friday then s/he would likely lose all golden time for this serious offence. For other far less serious issues, the child would simply not move up if behaviour on that day has not be good.

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 demountable supervised by the deputy head teachers. They must be sent with the relevant ticket promptly to the demountable at 2.15pm. Tickets are available in the staffroom pigeon holes.
- 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 through class forum sessions with teacher input. Provision will be made for children in year group teams.
- Golden time provision will be overseen by CC, SSA, CB and CT.

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 on reflection and the midday giving the reflection will allocate the place to complete it.
- 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
- House points
- Helping adults
- Phone calls home
- Postcard home
- Lunchtime certificate given out in celebration assembly

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 area (or cushion in foundation stage) with prompts visible to encourage reflection on the correct choices linked to learning, class rules and core values
- Level Three - Time out to identified neighbouring class (see partner classes below)
 - Children are to complete work on their time-out. Sheets to be kept on file as record of behaviour trends across class/year/school). This **MUST BE RECORDED ON SIMS**.
 - Parental involvement through personal contact initially to invite support to encourage their child to make the right choices. This **MUST BE RECORDED ON SIMS**. Further parental and involvement of senior staff
 - - where repetitive behaviours occur
- Level Four – This would be where a child had either:
 - Fixed time internal exclusion duration to be determined by LR and SLT.
 - 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 (isolation) or external exclusion. Please note that playfighting would be dealt with beginning at level one.
 - After an isolation in school a letter will be sent to parents to inform them of the incident.
 - Unless a behaviour plan has already been put into place, parents will be invited into school after 3 isolations to create a behaviour plan so the child is properly supported. This will involve parents and a senior member of staff.

Behaviour in the EYFS

- Positive behaviour management is used in Reception. We understand that children are learning the rules of the school and how to behave in an appropriate manner.

- We take time at the beginning of the school year to explain our expectations and school rules to the children.
- All staff in reception use a verbal reminder system, if a child reaches a third reminder for their behaviour within one session (a morning or an afternoon) we ask them to sit in our 'cool down' area for a few minutes.
- If more serious behaviour occurs e.g. physical violence, racism, swearing, intentional damage of school property, the child will be taken for a time out in the other reception class.
- A conversation will always occur between a familiar adult and the child about why their behaviour was unacceptable.

Behaviour Support Provision

ON CALL

- The two adults working in the Behaviour Room are on call to deal with behaviour.
- 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.

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 every half term e.g. 15 minutes of extra play, a non-uniform day
 - The team who has won the most half terms at the end of the year will get a special reward.
 - 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:

House

Colour

Jobs	Green
Anning	Blue
Simmonds	Red
Walliams	Yellow

Whole school house point system

- The leading team is celebrated each week in achievement assembly (Fridays). Weekly totals to be collected from classes by year 5 reps on Thursdays.

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 life skills
- 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.

Appendix A: COVID 19 policy additions

In light of children returning to school following the COVID-19 outbreak and subsequent school closure, this document outlines the additional behaviour rules and expectations that we will expect

all children to follow in school. These have been put in place to ensure the safety of both children and staff.

The aim of this document is to ensure that everyone knows and understands our behaviour rules and expectations as we all return to school; is clear about the ways in which we must change our behaviour to keep everyone safe from the risk of infection; to ensure that where children's behaviour is unsafe or when they are making the wrong behaviour choices, that they are able to change that behaviour quickly and effectively.

We recognise as a school that returning after such a long time at home presents a unique and challenging set of circumstances. We acknowledge that children will take time to settle down and establish themselves in a routine and that it will feel strange for them to be back in classrooms with their friends, especially as school will look and feel very different. Some children may feel anxious or nervous about their return to school and so extra pastoral care and support will be provided.

Expectations of pupils

Children will:

- enter the school through the agreed entrance, following social distancing rules wherever possible
- follow the school's hand washing and hygiene rules regularly throughout the day, including following adult's instructions to do so
- only socialise with the other children in their 'bubble group'
- listen and follow adult instructions regarding where they are allowed to go in school and when
- understand expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands. (These expectations will be shared with children regularly)
- tell an adult if they are feeling unwell/experiencing symptoms of coronavirus
- follow rules about not sharing any equipment or other items including pencils, rulers, lunches or drinking bottles
- make sure they stay in the agreed area at break time and lunch time, including who they may not play with
- only use the toilets when given permission to do so, and ensure they follow the social distancing rules when they do
- follow clear rules about coughing or spitting at or towards any other person. Children who intentionally cough or spit at others could be excluded from school
- follow the expectations of our usual positive behaviour within school and children will continue to be praised and rewarded for this
- follow the expectations of our usual positive behaviour within school and children will continue to be praised and rewarded for this
- accept school sanctions should they not be able to follow the school rules.

Behaviour Base

Behaviour base staff will continue to support staff and pupils as outlined in our Behaviour for Learning and Conduct Protocol. Within the behaviour base, there will be a limited provision for children who have been given an isolation. In this provision, children will be expected to stay at their allocated table (and maintain social distancing) and follow the rules and expectations set out by the behaviour base staff. Children who breach these rules will be at risk of exclusion and their parents will be contacted immediately.

If there is a repeated breach by a child, it may be necessary to create an individual bubble for them to be educated safely going forward. This will be dependent on staffing levels and the specific circumstances linked to the child and the repeated breaches. Parents will be expected to ensure that any child who is subject to behaviour base intervention understands the possibility of an individual bubble being created if the behaviour is repeated.

Expectations of staff

Staff will support pupils by:

- sharing the new rules and expectations with the children on the first day, and will regularly remind either individual children or the whole group when required
- consistently modelling the school's hand washing and hygiene rules, and social distancing rules
- providing opportunities for children to reflect on their experiences over the past few weeks whilst they have been at home/attending closure provision and support them to deal with the emotions and worries linked to this.

Expectations of parents/carers

Parents and carers will:

- follow the school's new routines for drop off and pick up
- support their child to understand the hand washing, hygiene and social distancing rules
- provide their child with a named water bottle
- work with school staff to support their child in making the correct behaviour choices.

If a child does not follow the additional behaviour expectations detailed above which have been put in place in order to keep all stakeholders safe, the school's behaviour policy will be followed. Any incidents of intentional spitting or coughing at someone will be dealt with by the SLT and parents will be informed and sanctions applied in line with the policy.

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

Covid-19 guidance