

Never, Never, Never Give Up!

Deer Park Primary School



Behaviour Policy

Update: September 2024

Review date: September 2025

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within school in order to support learning;
- To foster caring attitudes, where achievements at all levels are acknowledged and valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for her / his own behaviour;
- To make boundaries of acceptable behaviour and consequences for behaviour choices clear and consistent throughout school.

Vision Statement

The following vision statement is central to our philosophy on behaviour at Deer Park: At Deer Park Primary School, we are proud of our caring, inclusive and aspirational ethos. Through our engaging and purposeful curriculum, we aim challenge and nurture the individuality of the next generation of young citizens. We want to prepare our children for their future and for their future lifelong learning, take pride in their achievements and be responsible for, the world around. Our behaviour philosophy actively encourages good behaviour and we aim to accentuate the positives and eliminate the negatives.

Expectations of Behaviour

At Deer Park we embrace a fully inclusive ethos in which all children's needs are recognised. We aim to try to understand why children behave in the way that they do and address these needs through additional support for the child and where appropriate, their family.

Our clear and simple school rules are displayed around school and are consistently referred to by all staff. Children are made aware of the two purposes of rules in school:

- To keep us safe and happy
- To help us learn

Our school rules are the basis of our behaviour management at Deer Park, and help to set out the positive and hard-working atmosphere we strive to create. It is our aim that all children in school will contribute to the agreement, know and understand these rules and will be able to use them to reflect on their own behaviour.

Our school rules

We have three essential rules which are used by all members of the school community:

- Ready
- Respectful
- Safe

Staff Responsibilities

In order for children to be able to live up to these expectations, all members of staff in school have a responsibility to act as role models and to support children in their emotional and behavioural understanding. The development of good relationships

between staff and children is essential and we recognise the importance of the adults in school in ensuring a positive, consistent approach to behaviour management. Children thrive on certainty and a standard approach by all adults in school towards all behaviours will embed this consistent and positive approach.

All staff will:

- Treat all children with respect, speaking quietly, calmly and positively to children at all times
- Calmly and slowly deal with disruptive learners by ensuring they are stepped through consequences
- Will have a restorative conversation with the child after any step (consequence)
- Model positive behaviour and build relationships
- Ensure children are recognised for positive behaviour which is over and above
- Raise children's self-esteem by celebrating successes and letting them understand that they are valued
- Praise the behaviour that they want to see
- Ensure that children know that every action has a consequence
- Never ignore poor behaviour
- Display school rules and ensure these are regularly referred to and taught
- Provide challenging and relevant learning experiences that are purposeful and motivate the children
- Create a safe and stimulating environment
- Use rewards and sanctions clearly and consistently
- Recognise that each child is an individual and may need individualised support with behaviour, whilst maintaining a calm and consistent approach
- Form positive relationships with children, parents, staff and outside agencies

Parents' responsibilities

- Work together and support the school in order to implement this policy as necessary
- Liaise with school regarding any issues which might affect their child's behaviour and learning

Rewards and Consequences

At Deer Park, we aim to promote a positive behaviour management ethos in which good or desired behaviours are promoted, whilst distracting or harmful behaviours are diminished.

This can be achieved through a variety of methods, however, there are a few key elements that we believe will help to ensure successful behaviour management, these include:

- Consistency
- positive reinforcement

At Deer Park, we recognise and greatly value the impact of positive rewards on a child's self-esteem and therefore aim to ensure that this is at the forefront of our behaviour management. First and foremost, this is done through effectively building strong relationships with our children, built on understanding and care; we

wholeheartedly believe that the children should know that we like them and want them to succeed and that by offering a child a smile or a 'thank you' or other verbal praise, we are making them feel happy and secure in our school.

Behaviour Rewards and Incentives

When?	Reason for Reward	Reward
Occasionally	Excellent work, effort or attitude to learning	Sticker from the Headteacher or SLT member
Occasionally	Excellent work, effort or attitude to learning	Postcard home from the Headteacher or SLT member
Half Termly	"Always' children who show excellence and embody our core values of being Ready, Respectful and Safe every day. One child to be chosen from each class per half term.	Invitation to attend the 'Kindness Café' with the Headteacher
Half Termly	The house with the most merit points at the end of the half term	Winning house receives an additional 30 minutes playtime and biscuit
Weekly	Children who have shown excellence in embodying the schools' values - theme of the month	Children receive a Bucket Filler certificate in celebration assembly
Weekly	Children who have shown excellence in their learning behaviour and who have embodied our values of Ready, Respectful, Safe all week from each class.	Award Headteacher Superstar certificate and parents invited to share the celebration with the child.
Weekly	Positive behaviour/ manners at lunchtimes	Each Midday Supervisor will choose 1 child to sit on our Golden Table each Friday lunchtime
Weekly	Children who have shown excellence in reading	Reading rewards, celebrated in class and assembly
Daily	Excellent work, effort, attitude to learning and behaviour	Verbal praise – "I've noticed" "
Daily	Children who show our rules and values: Ready	Merit points added

	<p>Respectful Safe Perspective (Jan) Love (Feb) Empathy (Mar) Trust (Apr) Resilience (May) Respect (June) Collaboration (July) Listening (Aug) Commitment (Sep) Positive Self-Regard (Oct) Problem Solving (Nov) Gratitude (Dec)</p>	
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Attendance is also rewarded

When?	Reason for Reward	Reward
At the end of the academic year	Class with the best overall attendance	Class receives £200 to spend on a reward afternoon.
At the end of the academic year	Children with 100% attendance	£5 Amazon voucher
Termly	If the whole school gets 96% and above attendance	A 'free time' afternoon'
Half Termly	100% attendance throughout the half term	Letter home and certificate
Weekly	Class that has the highest weekly attendance percentage	Class 'shout out' and certificate with the highest attendance percentage for the week

Activity Choices to be prearranged with HT/DHT to take place on a Friday afternoon where possible before assembly.

Consequences

Whilst we recognise the great importance that rewarding the children for following our school rules, for effort and for achievement has, we are fully aware that on occasions behaviour consequences will have to be put in place. The system aims to encourage children to make the right choices about their behaviour within a restorative ethos and provides them with opportunities to do so, providing clear direction of what will happen if good choices are not made. We believe it to be important that the consequences are in proportion and relation to the behaviour and must be applied with equity across the school. Once the restorative conversation has taken place,

We understand that children will make mistakes and demonstrate wrong choices of behaviour either intentionally or not, however we recognise that safeguarding action

may need to be taken to protect children from abuse from other children as well as by adults. We work actively to prevent sexual harassment, online sexual abuse and sexual violence through our PSHE and RSE curriculum. Please refer to our Child Protection and Safeguarding Policy, Child on Child Abuse Policy and Online Safety Policy. These can be found on the school website.

Normal Policy	1 st step	Rule reminder
	2 nd step	'calm' time within the classroom environment Restorative conversation with the teacher
	3 rd step	15 minutes 'reflection' time within another classroom environment Restorative conversation with the teacher
	4 th step	Child to work with a member of SLT until the end of the lesson Restorative conversation to take place with Senior Leader, parents informed and next steps decided
5 th step		Seclusion in school for one day with HT Parents informed. (Maximum of 2 consecutive seclusions)
6 th step		Fixed term suspension Letter to parents, Local Authority informed

The school will follow DfES guidance on permanently excluding children.

There may be occasions where this stepped approach is not appropriate for all learners. In these instances, the school will implement an individual behaviour approach. This will be done in consultation with the class teacher, HT/DHT and SENDCo.

Persistent and unacceptable behaviours

Depending on the outcome of the parent, pupil and staff discussion, and behaviour persists to be unacceptable, it may be that your child will be secluded in school for a full day. There will only be a maximum of two seclusions, before a final suspension occurs. A suspension is usually 1 day, but can be longer depending on the severity or frequency of the behaviours displayed. Please note that for more serious incidents, such as serious injury and harm caused to another child or member of staff (an injury requiring medical attention/advice or which prevents the child/staff member from remaining at school), behaviour which puts themselves or others at risk, harmful sexualised behaviours, bullying, contextualised or repeated homophobic or racist language, these sanctions or suspension may be implemented immediately. This is at the discretion of the Headteacher and Deputy Headteacher. On return to school a re-integration meeting will set targets for improvement. If no improvement is made then formal warning of the move to permanent exclusion will be given.

Mental Health and SEND

All staff recognise that mental health can be a contributing factor to behaviour incidents. Staff understand that there can be many contributing factors to this and treat each case/issue individually to understand the underlying cause for the behaviour. This also applies to pupils with special educational needs and disabilities. Please see our SEND Policy and Mental; Health and Well-Being Policy for more information.

The Restorative Conversation

This conversation needs to be between the child and adult directly concerned and at a time when the child has had time to reflect (take up time) and when the situation has de-escalated. It should occur at a time that does not impact upon learning time.

Ask;

1. What happened?
2. Who was affected?
3. How were they affected?
4. What needs to be done to put things right?
5. How will you do things differently next time?

Where behaviour does not improve after time out, the same steps will be followed. At the second time-out the child will be sent to a senior leader to work there until the end of the session. The child will return to their teacher to have the restorative conversation as above. Parents will be informed of this by the class teacher and if the behaviour continues to be repeated regularly, parents will be invited into school to discuss the next steps. During this meeting a Behaviour Support Plan may be deemed necessary and be put in place, that clearly identifies what behaviours are expected from the child and the consequences of any further unacceptable behaviour. Parents and children will also be informed at this meeting that further unacceptable behaviour may lead to a system of internal exclusions within school.

The behaviour support plan will also include restorative measures to support the child and help change and understand their behaviours. Deer Park also obtain expert advice from Behaviour Support specialists in some circumstances, to ensure that we are supporting the perpetrating child with an individual approach.

Positive Handling

When a pupil's behaviour presents a risk of causing significant harm to themselves or others, or a significant damage to property, staff may require, as a last resort, to move or hold a pupil. Our behaviour management system emphasises the use of diversion, de-fusion and de-escalation techniques. Physical intervention through reasonable force is only used as a last resort in order to ensure safety of pupils and adults where this falls under an adult's duty of care. Staff members will always ensure that other children/staff are moved away from the risk first.

Any member of staff who has had to move or hold a child will be encouraged to take as much respite time as required before they return to their duties. A member of SLT will arrange for cover to facilitate this as necessary. Any physical intervention will be recorded using the MyConcern system. Positive Handling Plans will be tailored to the individual needs of specific children in consultation with the parents/carers if required. For further details, please refer to the Positive Handling Policy.

Allegations

A teacher accused of using unreasonable force will not automatically be suspended if other alternatives exist. A pupil who makes a false allegation against a teacher may be temporarily or permanently excluded if deemed appropriate. The police will be informed if it is believed that a criminal offence has been committed. Malicious, unsubstantiated or unfounded allegations will not be included in employment references.

Off Site

The law states that Headteachers have statutory powers to regulate pupils' behaviour outside of school "to such an extent as is reasonable". If a pupil of Deer Park is witnessed in person or through social media behaving in a manner which contravenes the Behaviour Policy, consequences will be put in place in accordance with the policy, according to the Headteacher's discretion. Any member of staff who is witness to such behaviour, or has it reported to them, will report it to the Headteacher. All incidents will be recorded on the school incident reporting system. If the incidents are deemed to be bullying, they will be recorded and dealt with in accordance with the Anti-Bullying Policy.

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscations powers appropriately is an important way to ensure children and staff welfare is protected and helps schools establish an environment where everyone is safe. Only the Headteacher and Senior Leadership Team have a statutory power to search a child of their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

These prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs/drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been , or is likely to be used: to commit an offence or to cause personal injury to, or damage property of; any person (including the child)
- Tobacco, vapes and cigarette papers
- Fireworks

- Pornographic images

The member of staff should ensure that the child understands the reason for the search and how it will be conducted.

If an item is confiscated, it will be labelled with the child's name and placed in locked storage in the school office. Parents/carers will be contacted to collect the item(s) and also discuss the incident and any further action. If the item confiscated or content of e.g., digital images, is deemed abusive or inappropriate and contravenes the Anti-Bullying Policy then actions will be enforced in accordance. The police will also be involved if deemed appropriate.