

Pupil Engagement and Behaviour Policy



At Deer Park Primary School we want a school:

- which is calm, quiet and orderly;
- where everyone is treated equally and everyone feels valued;
- where children and adults have respect for each other's feelings, rights and backgrounds;
- where everyone looks after school property and each other;
- where children have a positive enthusiasm for school life and take responsibility for their own learning;
- where teaching and learning can take place without disruption;
- where parents and carers work in partnership to reinforce expectations.

Our policy is based on the belief that:

- good behaviour is not automatically learned but needs to be taught and supported by parents;
- behaviour can change and all staff have a responsibility to assist children to manage their behaviour more effectively;
- a school is a community and any approach for managing children with behavioural challenges is based on consistency and partnerships.

The approach we have adopted is called the Positive Behaviour Plan. This Policy is based on the principle that children are positively rewarded for following the rules and have a set of clear consequences if they break them.

The Engagement and Behaviour Policy consists of 3 main elements: Rules, Rewards and consequences. These are displayed prominently in every classroom and public areas.

Rules

1. Follow instructions
2. Keep hands, feet and objects to yourself
3. Be kind- use praise, no put downs
4. Work calmly, stay on task and be a good listener
5. Always use good manners

Rewards

These are given to children and classes if they choose to behave well and follow the rules

1. Praise
2. Class Dojo points leading to rewards
3. Special privileges
4. Showing work to another Teacher or Headteacher
5. Positive Dojo messages home
6. At the beginning of every term our children will sign up for a Golden Time activity which will take place on the last Friday afternoon of term –children will mix for this across school
7. Head Teacher achievement assembly nominations
8. Bronze, Silver, Gold and Platinum badges and certificates

Consequences

These are given to children who break the rules. Children are given a rule reminder in the form of "proximity praise" of others who are displaying appropriate behaviour and then, if necessary, using re-direction in the form of a positive reminder.

THEN.....

1 st time	Rule reminder
2 nd time	Rule reminder – loss of Dojos
3 rd time	Child is moved to a separate table and misses 3 mins from playtime - further loss of Dojos Parents are spoken to at the end of the day or Via Class Dojo. 5 mins of Golden time and privileges are lost but <i>could be earned back throughout the week for subsequent positive behaviour</i>
4 th time	Child is moved to another class for time out. 5 mins from playtime. Parents are spoken to at the end of the day or Via Class Dojo. 5 minutes of Golden Time and privileges are lost but <i>could be earned back throughout the week for subsequent positive behaviour</i>
5 th time	Child's behaviour is entered into their behaviour log and parents are notified immediately via Class Dojo. Child meets with HT and parents. The Golden time lost cannot be earned back. Privileges are lost and cannot be earned back. (if child goes straight to 5, 30 mins of Golden Time lost).

Children go straight to 5th warning for the following behaviour

- Leaving the classroom without permission
- Fighting in the playground/around school
- Deliberate serious injury to another child or member of staff
- Serious defiance of another adult
- Racism, homophobia or any language used with the intent to offend
- Bullying type behaviour - including cyberbullying, prejudice-based and discriminatory bullying
- Bringing dangerous implements/Banned objects into school and/or threatening to use them

- Child-on-child abuse – be it sexual, physical, or emotional harm
- Spitting of any sort

Banned objects for which a search can be made include:

- Any sharp object or dangerous weapons;
- Mobile phones which have not been handed in and school staff have reasonable justification to believe that these have been used during school time;
- Cameras
- Offensive and/or age-inappropriate materials/objects
- Any substance, object or liquid which would deem the child as 'under-age' to have in their possession.

An incident sheet must be completed for all incidents (mentioned above) entered by midday supervisors. HT will enter these onto Integris.

Class teachers and HT will enter all 'severe' behaviours onto Integris

Once a child has had three entries into the behaviour log, the Headteacher or member of SLT will arrange for the parents to meet with the class teacher. The child may be put on Daily Report.

After five entries the Headteacher or member or SLT will arrange for parents to meet members of the Leadership Team.

Severe Behaviour (Leading to Internal Exclusion (Seclusion) or Suspension to home)

The behaviours pointed below will result in some form of suspension. The type of suspension is determined by the following criteria:

Health and Safety issues - capacity for Internal Exclusion to be managed,

Case History - each case is reviewed on an individual basis. Only the Headteacher may authorise seclusion or suspension or Deputy Headteacher, in the absence of the Head

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Suspension

Suspension may sometimes need to be used but it must only ever be used as a last resort because evidence shows us that suspensions do not:

- Improve pupil behaviour in the vast majority of cases;
- Serve to incentivise parent engagement in school;
- Serve as a warning to other pupils;
- Improve relationships between parents and school leaders or teachers;
- Tackle the key drivers of poor behaviour.

Suspension:

- Makes pupils feel isolated, not wanted and unsupported;
- Confirms to pupils that they have failed;
- Confirms to pupils that they are different from others;
- Damages attendance data and contradicts many attendance strategies;
- Interrupts learning.

Seclusion

Wherever possible we will always ensure that we can seclude within our own premises before any other action is taken.

Seclusion is not a punishment; it is a “consequence”. If a pupil has indulged in “severe” behaviour, then:

- They require the opportunity to be away from the relationships and/or environment that has contributed to the poor behaviour;
- They require the opportunity to acknowledge their behaviour and reflect upon this with skilled staff at school;
- They need the opportunity to discuss their behaviour with school staff within the context of the school's engagement and behaviour policy and the responsibility that they have within this;
- They need to be given the opportunity to feel good about themselves by interacting with different people at school – sometimes this can include other pupils. This may become a reward in the future;
- We have a responsibility to turn a negative into a positive.

On-going support

The school recognises that every behaviour is a form of communication and therefore it is necessary to offer support to both the perpetrator as well as the victim of any negative or severe behaviour incident.

This may be done through our pastoral staff in school or through referral to external services such as Early Help, Counselling services or CAMHS.

Very Important

- Each week is seen as a fresh start.
- Consequences must be applied fairly.
- Each session is seen as a fresh start.

- Other staff members are only to be called upon for support following the first three levels of intervention. The only exceptions to this are where a child's behaviour jeopardises the health and safety of others or there is serious and unmanageable disruption to Learning and Teaching.

Strategies to Support Behaviour

The Dojo Behaviour System

All children have a Dojo monster. There is a bank of positive statements and a bank of 'needs more work' statements.



Children are rewarded a set number of Dojos for a range of good work and positive behaviour. Children can also lose Dojo points for poor choices in behaviour.

Parents and carers are invited to download the Dojo app and view their child's progress along with the work they have done in class and across school.

Over the weeks, children can earn Dojos for the following behaviours. Certificates of achievement and privilege vouchers will be awarded to the children as they collect points:

Bronze - 300

Silver - 600

Gold - 1000

Platinum - 1500

Representing school	+5 per occasion
Coming first in sports competition	+10
Coming second in a sports competition	+5
Coming third in a sports competition	+3
Reading at home 5 times a week	+5 each week
Completing homework and handing it in on time	+5
Exceeding homework expectations	+10
Using good manners Helping someone else without being asked Helping another child with their work in class	+3
100% Attendance over a term	+20
100% Attendance over the year	+50
Attending an afterschool club	+1 per session
Achieving English target Achieving maths target Impressing staff with written work, verbal answers etc	+ 1
Contributing significantly to the outcome of a team event	+5
Representing the school whilst out in the community	+3
Going the extra mile with work in class	+1
Applying new learning in your work	+4
Trying something new	+3

There will also be between 1-5 points awarded for children for demonstrating excellent engagement and learning behaviours and for following our school rules. When these are added, the member of staff will attach a short note to say why.

We also recognise that sometimes it can be difficult to make the right choice, especially when faced with a child clearly making the wrong choice. Therefore, we reward the children for the following behaviours.

Walking away from a situation and not retaliating	+5
Reporting someone who you know is bullying	+3
Telling the truth even though you know you may get into trouble	+3

We feel very strongly about ensuring our children realise the behaviours below are very serious and our taxing system signifies this. These behaviours are not commonplace but we have to include them as possible behaviours. As well as taxes, some of these behaviours may also warrant suspension.

Running in the corridors and around school	-1
Not completing weekly homework	-1 per uncompleted piece
Being late for school (without genuine reason)	-2 per day
Being inside at lunchtime without permission	-1
Not having the correct equipment in school	-2
Not listening to or following instructions	-2
None attendance at a club without explanation of absence	-2
Not using good manners	-3
Being deliberately disrespectful to staff, including hand signals	-5
Swearing/gesturing	-5
Deliberately breaking or damaging property	-5
Being deliberately disrespectful to staff through other body language	-5
Using unkind names to upset others	-5
Leaving the classroom without permission	-5
Deliberate physical abuse of staff	-10
Deliberate verbal abuse of staff	-10
Fighting	-10
Hitting another child deliberately	-10
Intentional use of language which is known to be inappropriate	-10
Play fighting, rough play, pushing or tripping people purposefully	-10
Lying to staff about a child or incident (with proof)	-10
Bullying	-20

There will also be between 1-5 points deducted for children who do not demonstrate excellent engagement and learning behaviours or follow our school rules, after reminders have been given. When these points are deducted, the member of staff will attach a short note to say why.

All Dojo points will be accumulative and 'Banked' throughout each year.
All Dojo points will be reset every new academic year.

Friday Achievement Assembly

Every Friday we will come together as a whole school and celebrate the achievements of our children. Parents of children who have a Headteacher nomination will be invited to attend our assembly and see their child receiving their award. There will also be a range of other awards and certificates given out during this celebration.

To Conclude

The purpose of this behaviour plan is to positively encourage all children to choose to behave properly at all times. We know that children slip up from time to time.

This policy gives them the opportunity to make the right choices and correct their behaviour knowing that they will gain rewards if they choose to follow the rules and face the consequences if they choose to break the rules.

Managing the Policy

Basic Principles

- **All** staff/employees must use the plan consistently;
- **No** staff/employee can introduce different rules, rewards or sanctions;
- The plan applies to **all** children. Reasonable adjustments may be made for children who have serious emotional or behavioural difficulties by negotiation with all key stakeholders and additional support systems put in place;
- There must be a balance of rewards and consequences;

Monitoring and Evaluation

The effectiveness of the policy is monitored by the Headteacher and Deputy Headteacher.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children. E.g., Looked After Children, Children on SEND or CP Registers etc. This is why "severe" behaviours are logged on RM Integris, so that reports can be easily drawn up.

Reports are made to the Governors Standards Committee and to full Governors via reports from the committee or Termly Headteacher's Reports to Governors.

Additional Guidance

Behaviour of staff:

- The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.
- When using social networking sites, staff should never accept as 'friends' pupils or parents at the school and should be very mindful of being 'friends' with ex-parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors:

Governors should always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the Headteacher or any policy concerns to the appropriate committee or full board of governors. They can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends' pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

Behaviour of parents:

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school **will not** tolerate any instances of:

- Bad language
- Bullying Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their license to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

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