



# Behaviour Policy

## Dorchester Primary School



**Date issued: March 2017**  
**Ratified by the Trust Board:**  
**Review Date: March 2019**

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy and Restorative Practice Policy.

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### **Equality Act 2010**

At **DORCHESTER** Primary School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative Practice philosophy. Restorative practice aims to build our Dorchester community and to repair and strengthen relationships within our community.

Our school embraces Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

### **A shared ethos**

We will strive to encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

At **DORCHESTER** Primary School we believe that:

- \*Everyone has the right to be heard/listened to
- \*Everyone has the right to feel safe
- \*Everyone has the right to learn
- \*Everyone (adult and pupil) should strive to be the best they can

### **Aim**

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- \*Encourage all children to be proud of themselves and our school
- \*Encourage good manners and self-discipline in a secure environment
- \*Promote respect and tolerance at all levels
- \*Build self-esteem in all children through our Restorative Community
- \*Provide opportunities for all children to experience success
- \*Encourage interest and motivation through the opportunities provided in different aspects of school life
- \*Encourage a sense of responsibility through our Restorative Practice
- \*Attend to the needs of the whole child, this will look and feel different for every child
- \*Provide equal opportunities for all and strive to be a fully inclusive school

## **The Responsibility of Our School Community**

In order to ensure that all children are safe, can learn, and be respected, all members of staff have a duty to make sure that the school code of behaviour which underpins the above are applied consistently. There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE (Jan 2016 Behaviour and Discipline in Schools guidance).

Our Code of Behaviour (school rules) is worded positively to emphasise good behaviour, it is reviewed at the beginning of the year by the school council and each class sets its own class expectations (non negotiables), which are displayed as a reminder and referred to regularly.

Our school Code of Behaviour is displayed in every classroom and on all corridor areas, halls, etc.

## **PARENTS AS PARTNERS**

Good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behaviour difficulties

Regular communications will take place in a number of ways, for example:

- Teachers speaking face to face with parents on a daily basis as they bring/collect pupils
- Regular parent consultation days which are a three way process involving the child reporting on their own progress, and the teacher listening to the parents
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Parents events such as workshops, 'stay and..' events , coffee mornings, performance assemblies
- Termly newsletters and weekly school letters home
- Marvellous Me messages, badges and awards as well as social media postings on twitter and Facebook
- Face to face meetings when a child is displaying difficulty.

## **Our Code of Behaviour**

The children designed the following whole school Code of Behaviour

- Be safe
- Be kind
- Be respectful
- Be your best self

We believe that the relationship between class teacher and pupil underpins good behaviour

The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The children and adults are responsible for their own actions and the choices that they make.

Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences.

Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see appendix for restorative questions to be used in the circles).

### **Promoting Responsible Attitudes**

The principles of Restorative Practices are promoted by the school community (See RP Policy). The deed will be separated from the doer and children are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Children are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in the following ways:

\*Children in all classes in KS2 are voted by their peers to represent them as school Council and these will be changed on an annual basis

\*Young leaders and Sports leaders help younger children to organise and play games during playtime and lunchtime and contribute to the safety and wellbeing of younger pupils during these periods

\*House captains and Vice captains lead their team across the school in a variety of events and competitions

### **Unacceptable Behaviour**

At **DORCHESTER**, there is no place for violence, bullying (including cyber bullying), harassment, (racial, sexual or other), vandalism, rudeness, or bad language within our school community. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour should be dealt with firmly, in line with the school's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. The School Council takes a leading role regarding information about bullying and prevention.

**DORCHESTER** Primary School promotes the concept of 'Fair Process' within our community, which provided a means for its members (adults and pupils) to measure unacceptable behaviour.

Rewards rather than sanctions are our preferred incentive to good behaviour.

### **Positives**

Dorchester Primary School is dedicated to using a positive reward system to allow all children to succeed. This is based on the fact members of staff should focus heavily on the types of desired behaviours they do wish to see in class and around the school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways for example:

## **REWARDS**

- Verbal praise
- Core value certificates and celebration assembly
- Stickers, in class prizes and stampers
- Visit to a senior leader/Head for reward sticker
- Phone call to parent
- Golden time
- House points
- Showcase of work on display in corridors
- Head table at lunch
- Marvellous Me badges and awards

All positives can be given by any member of staff who deems a child's efforts to be noteworthy.

## **Classroom Sanctions**

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process'(RP) pupils who are misbehaving are given where possible choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major.

## **SANCTIONS**

- Missing breaks or part of lunch hour or golden time
- Exclusion from their class community (until a restorative circle can take place )
- Participation in a restorative circle with agreed consequences
- Withholding participation in a special event or trip that are not an essential part of the curriculum
- Completing work missed due to behaviour in own time
- Spending time ' Repairing Harm' e.g. cleaning up defaced equipment/putting classroom back in order/repairing broken resources

## **DEALING WITH INAPPROPRIATE BEHAVIOUR**

Dorchester is a school which follows restorative principles and is committed to teaching children the value and life skills needed to help build strong communities, both now and in the future. The key to this is being proactive in modelling and teaching positive behaviour and communication, along with ensuring children accept responsibility for their own actions. All members of staff at the school have been trained in the use of restorative practice to help children reflect on their behaviours, both positive and undesired, and to help them to learn from this and cope with their emotions. Many members of staff have also been 'Team Teach' trained which is underpinned by de-

escalating situations. All members of staff may feel it necessary to use some or all of the restorative questions to help deal with situations as they arise;

**When challenging behaviour:**

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make it right?

**To help those affected:**

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- How has this affected you and others?
- What do you think will happen next?

**Incidents which require staff intervention**

All staff have a responsibility to promote and praise positive behaviour and conduct seen around school. It is also the responsibility of all staff to intervene when in appropriate behaviour is seen.

Staff are expected to be fair, consistent and restorative when communicating with pupils regarding their choices.

To promote consistency and fairness all staff are committed to:

- Be visible
- Fully investigate any dispute or conflict
- Listen to all pupils
- Use RP principles including Restorative Questions & Affective Statements
- Inform parents when behaviour is causing a concern
- Be 'proactive' regarding behaviour rather than 'reactive'
- Communicate in a calm and respectful manner at all times
- Follow the guidelines for sanctions applying professional judgement in each individual incident.

Follow protocol for dealing with a serious incident  
**Minor Incidents**

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;
- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;

- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;
- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

#### **When dealing with problems we should:**

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the child.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

#### **Physical Intervention**

The need for physical intervention by a member of staff in school is rare however on occasion intervention is only appropriate when:

- The health & safety of any pupil is at immediate risk
- The health & safety any adult is at immediate risk

Identified staff in the school are trained in physical intervention through 'Team Teach'. See Positive Handling policy for further information.

NOTE: All physical intervention incidents require parents to be informed.

#### **Using force to control or restrain pupils**

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- \*Committing a criminal offence.
- \*Risking the safety of self and/or others.
- \*To maintain good order and discipline in the classroom
- \*To prevent damage to property
  - See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE

'Reasonable force' is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

**Advice to Staff when coping with Violence**

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the child in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the child and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.

**Sanctions**

Behaviour management is a whole school responsibility and challenging unwanted behaviour is no exception. To ensure consistency across the school, all staff must follow the following graduated response for dealing with most pupils. In cases of moderate-severe intentional harm or posing a risk to themselves or others it is appropriate to move straight to a step 4 or 5 response and sanction with the support of the EWB team.



Phase	Step	Action
<p><b>Realigning behaviour.</b></p> <ul style="list-style-type: none"> <li>• Positively notice expectations demonstrated by another pupil.</li> <li>• Use an affective statement.</li> <li>• Encourage the use of affective statements from other individuals.</li> <li>• ‘Circle up’ in a small impromptu circle – ask the affective questions.</li> <li>• Refer the children to Dorchester Core Values – ‘Which core value are you not showing when you...?’</li> <li>• Utilise visuals to support understanding.</li> <li>• Utilise a young leader.</li> <li>• Positive praise to parents.</li> <li>• Ask other adults to notice good behaviour.</li> <li>• Reinforce what is needed to be successful.</li> <li>• Offer time to reflect.</li> <li>• Refer to class norms.</li> <li>• Log on pupil asset</li> </ul>	<p><b>Step 1</b></p>	<p><b>Verbal Warning</b></p> <p>Child is given a positive reminder of expectations in class and informed of next step if unwanted behaviour continues.</p>
	<p><b>Step 2</b></p>	<p><b>Recorded warning</b></p> <p>Child’s warning is displayed on the board. A reminder of expectations in a positive manner.</p>
	<p><b>Step 3</b></p>	<p><b>Name on the board</b></p> <p>Child’s name will be displayed on the board. Remind child that a positive change in their behaviour is needed.</p>
<p><b>Repairing Harm</b></p> <ul style="list-style-type: none"> <li>• Utilise the child’s EWB assistant</li> <li>• Involve any other key adults to provide support</li> <li>• Run a class/group problem solving circle/positive harm repairing circle</li> <li>• Run a formal class conference</li> <li>• Consultation with parents/family</li> <li>• Seek support from the EWB team</li> <li>• Ensure the deed is separated from the doer</li> <li>• Provide cool down/thinking place</li> <li>• Repair harm/consult with child as part of circle (letter of apology, community service etc.)</li> <li>• Ensure that EWB team are informed</li> <li>• Logged on pupil asset with detail or CPOMS (if racist, harassing, bullying or if child is SEND or CP)</li> </ul>	<p><b>Step 4</b></p>	<p><b>One Cross x</b></p> <p>Child has cross next to name and is asked to move to another position within the classroom to work alone. Children must reflect on their behaviour and be given an opportunity to put it right.</p>
<p><b>Reset</b></p> <ul style="list-style-type: none"> <li>• Removal from community for an agreed period time</li> <li>• Reintegration circle</li> <li>• Formal conference involving wider community members for example parents/phase leader etc.</li> <li>• Targets, contract of behaviour plan put in place</li> <li>• Managed move to another school for a short time</li> <li>• Strategy to be developed with EWB team involvement and SLT</li> <li>• Record on Pupil asset or CPOMS (if racist, harassing, bullying or if child is SEND or CP)</li> </ul>	<p><b>Step 5</b></p>	<p><b>Two Crosses xx</b></p> <p>If the child’s behaviour is still unwanted, the child will be removed from the classroom environment and relocated in another area. The EWB worker should be called upon at this time to support the child in returning to positive behaviour. Repeated stage 5 incidents may lead to a behaviour contract, behaviour plan or targets being put in place for the child to support them with their behaviour. If a serious one off incident occurs, the SLT may decide upon an appropriate support or sanction including exclusion.</p>

- All serious incidents (step 4 or 5) must be recorded in detail in pupil asset and in cpoms if the child is under CP or SENCo or on a behaviour plan
- All other behaviour tracking must also be entered into pupil asset weekly in order for analysis to take place by EWB team
- Children missing break /lunch time will be dealt with by their class teacher or phase leader.
- The EWB team will monitor the behaviour logs on pupil asset (including the logs from breakfast club and lunchtime) to look for evidence of repeated behaviours.
- Serious incidents must be brought to the attention of the SLT.
- The above steps are adapted for younger children: Key Stage 1- Use a traffic light system to reflect the different steps e.g. all children start on green being desirable behaviour.

### **Targets**

The aim of targets is to firstly to identify with the child and parent that the whole school approach to behaviour may not be the most appropriate way to support that child within the classroom. Secondly, it identifies the required behaviour, and thirdly it gives all members of staff a very clear framework when working with a child to ensure that they receive a consistent approach from all in school.

If it has become evident that it is appropriate for targets to be put in place, the school will invite parents/carers and the child to give their input, agree a joint approach and identify any support need for the child.

The child will be given a 'target' card which will focus on no more than 3 targets for the child to work on. The school day is split into sessions with a maximum of 5 points for each session. Children begin with 5 points per session and points are removed as per the 5 step system however children never lose point 1. A daily total is calculated and reward cards (supplied by the EWB team) are sent home by the class teacher for good morning, good afternoon or good day (thresholds to be agreed at target setting conference).

The ultimate aim is to get the child 'off' targets!

### **Behaviour contracts**

On occasion it may become clear that a child may need extra support and a more specific set of consequences for specified behaviours. This is not appropriate for children with identified SEND or who have already been identified with a behaviour plan. This may become evident in repeated step 4 or 5 incidents, logged using incident records, within a half term.

The purpose of a behaviour contract, which is agreed with parent and child, is to set the additional consequences which will be put in place if targets have not had an impact and if incidents of negative behaviour continue. Consequences may include removal from special events, trips or positions of responsibility, alternative lunchtime or playtime provision

### **Bespoke Provision**

For the small number of children who can sometimes display challenging behaviour and/or struggle to control their emotions, we have different bespoke provisions that can be put in place. These are decided by a member of SLT, the class teacher, EWB parent

and child. The provision is flexible and depends on the needs of the child. It can include:

- Time in the D.E.N (Develop, Encourage, Nurture Room)
- Lunchtime and playtime sessions within school
- Access to school counsellor
- Time in the Hive (Specialist SEN Provision)
- Visual timetables supported with structured rewards
- Now and Next cards
- Friendship groups, thrive sessions, social groups
- Check ins and check outs
- Assembly provision

Bespoke provision is recorded in an individual plan which is shared with all relevant members of staff. It may also include a timetable of support.

### **Young Leaders**

This school is committed to developing independence skills and self – awareness around behaviour and social interaction. Teaching pupils communication and social skills to resolve disputes is a priority at Dorchester Primary.

The school has a dedicated pupil led team of “Buddies” or young leaders who are trained in helping solve disputes.

- Young leaders are active during break and lunchtimes and are available for pupils to help them solve minor disputes.
- Young Leaders are identified through a fleece they wear.
- All ‘problems’ are logged by the young leaders and passed onto the school Emotional Wellbeing worker who may deem it necessary to follow up any incident.

### **Emotional Wellbeing Team**

The school has an emotional wellbeing team who are able to support pupils who display behaviour that causes concern.

Pupils may be referred to the EWB team by staff to support individuals emotionally and socially in school. All pupils who are on a behaviour plan are regularly seen by EWB team. Parents/Carers are also able to access the EWB team for support.

Support from the EWB team may include:

- Daily ‘check-ins’
- Timeout from class
- Support in Class
- Bespoke programmes on anger management or feelings
- Self esteem
- Home school partnerships
- Referral to outside agencies for support such as the School Nurse, White House Outreach Workers etc.
- Friendship and nurture groups
- DEN (Develop, Encourage and Nurture) support time

- Referral for parent or child to School counsellor

### **Playtime Policy**

- There is one playtime per day at DPS from 10.45 to 11.00. KS1 have a short playtime in the afternoon if the weather allows.
- There are 4 members of staff on duty each day. A non-teaching member of staff must only be on supervision with a teaching member of staff.
- During the winter months 2 members of staff must be on the large playground with one supervising the gym equipment & MUGA, the other the playground. In the summer months when the field is in use a member of staff must supervise this area.
- If a member of staff decides to keep children in school at playtime and/or lunchtime it is their responsibility to supervise them at all times.
- The rules for playtime are simple – the children must play amicably without play fighting in an area where they can be seen and supervised.
- Any incident which may occur is dealt by the common sense of the teacher. If there is inappropriate behaviour then the child will be given time out.
- Time out is a useful sanction for other minor infringements of the rules.
- Reflection on poor choices and responsibility for them is encouraged during time out and if necessary circles may follow incidents.
- At the end of playtime one blow of the whistle signals the children to stop play and the second to move swiftly but sensibly to make their way into the school building.
- In KS1 the relevant staff collect their children and supervise them through the corridors and into the cloakrooms to get ready for learning.

### **Lunchtime Good Behaviour**

Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, mid-day supervisors should follow the procedures outlined in this policy statement and also refer to the Restorative Practice policy.

### **Routine**

- At 12.00pm KS1 children enter the dining room.
- KS2 children enter the dining hall from 12.15pm
- Children remove their own flight trays, scrape the remains away and then leave the hall to the appropriate place to play.

### **Rules**

1. Walk around the dining room.
2. Talk quietly to each other.
3. Eat properly, using dinner manners.
4. Sit on the correct table.
5. Queue sensibly.

### **Rewards**

- Well behaved children can earn house points.

- The class which behaves the best and has the least recorded incidents of poor lunch time behaviour receives a Dinner Cup each half term.
- A shield for the best individually behaved child.

### **Sanctions**

- Children, move through the series of 5 sanctions described below in line with the whole school system.
  1. = verbal warning
  2. = recorded warning
  3. = 5 mins time on wall
  4. = go help in hall
  5. = sit outside GO office
- 6. Parents/Carers immediately contacted by phone at the end of lunchtime if necessary.
- 7. If no improvement is made in persistent poor choices at lunchtime negotiations with parent/carer take place for a cooling off period of 5 lunch times either at home or in an isolated area.
- 8. Supervised indoor play areas, such as the D.E.N are available for identified children who require extra support with positive play as well as the quad for supported outdoor play.
- 9. All behaviour is tracked on lunchtime sheets which are collated by the lead lunchtime supervisor and passed onto the head of the EWB team for analysis.

### **Breakfast Club Behaviour**

1. = verbal warning
  2. = recorded warning
  3. = 5 mins time on wall
  4. = go help in hall
  5. = sit outside GO office
6. Parents/Carers immediately contacted by phone following Breakfast Club if necessary.
  7. If no improvement is made in persistent poor choices at Breakfast Club negotiations with parent/carer take place for a cooling off period of 5 breakfast times either at home or in an isolated area.
  8. All behaviour is tracked on breakfast club sheets which are collated by the lead supervisor and passed onto the head of the EWB team for analysis.

### **EXCLUSIONS**

At DORCHESTER Primary School we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school.

### **Behaviour beyond the School Gates**

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**If a child leaves the school premises at the wrong time, the school office/Senior leader should be informed immediately.**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006 it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the children or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

**Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Child Protection Co-ordinator may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head teacher will consider the appropriate disciplinary action against the pupil who made it.

**Procedures**

**Monitoring and evaluating Behaviour over time**

Incidents logs are available on pupil asset and cpoms and should be completed for:

\*All racial and discriminatory incidents

\*Acts of bullying and harassment

\*Serious incidents

\*Repeated low level incidents over a short period of time

\*Any other incident which in the teacher's judgement needs logging

**DORCHESTER** EWB team has responsibility for checking logged incidents on a regular basis and identifying any patterns.

1. At every stage the child should be involved in or informed of the action taken
2. Urgent or serious incidents should be referred straight to the head teacher
3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
4. Entries in logs should be factual and action/follow up should be recorded

Behaviour logs should be used in pupil asset and CPOMs to keep updated records and these should be monitored by the **DORCHESTER** EWB team

## **TRAINING**

The Head teacher at **DORCHESTER** Primary School has the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available

## **CONCLUSION**

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff and governors will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement.

This policy will be monitored and evaluated by governors and staff on an annual basis.

Guidance as been taken from Behaviour and Discipline in Schools, advice for Head teachers and School Staff, January 2016

## **Related internal and national guidance**

This policy should be read in conjunction with the following internal and national guidance:

### **National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for head teachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – Sept 2016
- DfE: Preventing and tackling bullying. Advice for head teachers, staff and governing bodies – Oct 2014
- DfE: Screening, Searching & Confiscation. Advice for head teachers, staff and governing bodies – February 201
- DfE: Use of reasonable force. Advice for head teachers, staff and governing bodies – July 2013

## APPENDIX 1

### Effective Statements

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

#### Statements

I was very disappointed when you did that to John.  
I am upset and angry by what has just happened.  
I feel that all the work I have done has been wasted through your actions.  
I feel that (describe the action) was very disrespectful.  
I feel disrespected and angry when you ignore me.  
I am sorry that I misunderstood the situation.....  
I feel really proud of you when I heard.....  
I feel really pleased and encouraged that you made the right choice.  
I respected your honesty and thank you.  
I want to thank you for your cooperation.

### Restorative Questions

To be used by adults and children to support situations where harm has been done

#### Questions

What happened? – followed by:  
What were you thinking about when you did that?  
How did your actions affect.....?  
How do you think.....felt about what you did?  
How do you feel about what you did?

**How do you feel about what you did and the affect it had it had on me?**

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the child.



1 = verbal warning 2 = recorded warning 3 = 5 mins time on wall 4 = go help in hall 5 = sit outside GO office
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Appendix 2  
**Lunchtime**

Week Beginning:.....

Name	Monday	Tuesday	Wednesday	Thursday	Friday
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
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**Appendix 3**

**Protocol for dealing with Behaviour Incidents**

**De-escalation Strategies**

- Communicate – “Talk and I’ll Listen”
- Display CALM body language
- Offer reassurance
- State desired behaviours clearly
- Offer alternatives, choices and options
- Validate the emotion “I can see that you are angry but it’s not ok to...”



