



Pupil Engagement and Behaviour Policy

At Whaley Thorns 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

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A school is a community and any approach for managing children with behavioural challenges is based in 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 strategies to support behaviour. These are displayed prominently in every classroom and public areas.

Rules

1. Follow instructions
2. Keep hands, feet and objects to yourself
3. Praise, no put downs
4. Work calmly, stay on task
5. Be a good listener

Rewards

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

1. Praise
2. Dojo class points leading to class rewards
3. Special privileges
4. Team points given
5. Merits given
6. Showing work to another Teacher or Headteacher
7. Dojo messages home

8. Special table at lunchtime
9. Every Monday our children will sign up for a Golden Time activity which will take place on a Friday afternoon –children will mix for this across school
10. Head Teacher achievement assembly nominations

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 – loss of Dojos
2 nd time	Rule reminder – further 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. <i>Golden time is lost - amount decided by the class teacher and 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. <i>More golden time is lost - amount decided by the class teacher and could be earned back throughout the week for subsequent positive behaviour</i>
5 th time	Child is entered in “The File!” and parents are notified immediately via Class Dojo. Child meets with HT or DHT at the beginning of lunchtime for 3 consecutive lunchtimes. All Golden time is lost and cannot be earned back.

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
- Serious defiance of another adult
- Racism with intent to offend
- Bullying type behaviour

An incident sheet must be completed for all incidents entered into the file.

All “severe” behaviours must be logged on RM integris (This will usually be done by the HT following receipt of an incident log)

Once a child has had three entries into the book the Headteacher or Learning Mentor will arrange for the parents to meet with the class teacher and LM. The child will be put on Daily Report.

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

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

The behaviours pointed below will result in some form of exclusion. The type of exclusion 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 exclusion or Deputy Head, in the absence of the Head

- Fighting in class
- Deliberate serious injury to another child and refusing to stop fighting when instructed to do so.
- Leaving the premises without permission
- Deliberate physical abuse of staff. Serious verbal abuse of staff
- Deliberate serious damage to school property
- Repeated bullying
- Bringing dangerous implements into school and threatening to use them

Exclusion

Derbyshire LA has a target of zero exclusions to home.
This can only be achieved if each school has the same target.

Evidence shows us that exclusions 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.

Exclusion:

- 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

Very Important

- Each week is seen as a fresh start. No Dojos (positive or negative) are carried over from the week before.
- 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 Dojo’s 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.

Children will nominate a Dojo Champion each week from their class and a certificate will be awarded in Friday assembly. A certificate will also be awarded for the most Dojos in a week

Friday Achievement Assembly

Every Friday at 9.00am 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. Each class will also nominate their 'Dojo Champion' and 'most Dojos this week' and the nominees will receive a certificate and recognition of why they have been chosen.

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 Head Teacher, Deputy Head Teacher and Learning Mentor.

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 SEN 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 Head'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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