

Behaviour Policy

A policy for all stakeholders

July 2022

Responsibility for this policy:	SLT
Responsibility for monitoring/evaluation:	Headteacher
Date of next review:	July 2024
Links to other policies:	Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy, SEND Policy

Creating futures through our shared values of excellence, partnership and perseverance



Context

At Conway Primary School we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment throughout the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging pupils to demonstrate our school values of Ambition, Resilience and Respect.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or discrimination.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour through a restorative approach.
- Explaining what is unacceptable behaviour and why.

School Values

Our values have been written in consultation with staff, pupils and the wider community. We believe that by fostering Ambition, Resilience and Respect we can prepare pupils for the wider world as conscientious and responsible citizens.

Ambition – we know what we want from the future and we are determined to get there.

Resilience – we learn from our mistakes and we keep trying.

Respect – we treat others as we want to be treated.

Expectations

School behaviour expectations

Staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. We recognise that a small minority of children find following rules and routines more challenging for a number of reasons and staff will make adaptations (in consultation with SLT) to ensure that the policy is applied fairly.

Responsibilities and expectations of staff

Staff will ensure there is no differential application of the policy on any discriminatory grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.

Staff are expected to :

- deliver high quality teaching in lessons
- model expected behaviour
- have clear and high expectations for behaviour in class and around school
- maintain a well organised and carefully managed classroom
- move through sanctions clearly and systematically

- establish consistent classroom procedures
- give clear instructions and explanations
- deal with instances of misbehaviour quickly, using the least invasive techniques to achieve a positive outcome

Responsibilities of Parents and Carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

Responsibilities of Pupils

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Our Approach to Behaviour Management

We want all pupils to enjoy their time at Conway Primary School. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will acknowledge desirable behaviour with praise and great behaviour with tangible rewards. We will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. We will ensure that, whenever possible, pupils understand the consequences of choosing not to follow the behaviour policy and ensure that opportunities exist for pupils to learn to manage their behaviour in order to develop their moral compass.

Pupils making good learning and behaviour choices will be acknowledged through the school's structured reward system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

Consequences and sanctions at Conway Primary School will have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported following incidences of poor behaviour. All pupils will be given time to make the desired choice in-between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.

It is extremely important that parents/carers understand and support the school's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school. In particular, we encourage parents to celebrate with their child when they are acknowledged for positive behaviour in the school.

There may be rare times when parents/carers do not agree with the chosen consequence or acknowledgement. In such cases, while the school will be willing to discuss the matter, we hope that parents/carers will nonetheless support the school's decision.

Details of the behaviour management process, rewards and sanctions are outlined in Appendix 1.

School Rules

All pupils will be taught the importance of complying with the school rules. These will be explained to pupils and consistently modelled by all adults.

Ambition	Resilience	Respect
Give 100% effort	Learn from our mistakes	Do as we are asked
Challenge ourselves	Recognise our skills	Speak kindly and respectfully to each other
Take pride in our work	Never give up	Look after everything
Be responsible for your own learning	Be honest with yourself	Use our manners

In addition to the above there may be rules related to a particular subject or area of the school, which are primarily designed for safety. Rules related to a specific area of the school will be displayed in that area.

If the ongoing behaviour of a pupil is causing concern, then this will be reported via CPOMS alerting SLT and the inclusion team who will consider whether further intervention should be put in place. This can happen by a variety of means such as coaching for staff, introduction of dojo trackers, mentoring, etc. If this happens, this will be fully discussed with staff, pupils and parents.

Bullying

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will pupils be able to fully benefit from the opportunities available at the school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Exclusion

We will endeavour to avoid exclusion from school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in the school at that time. The Headteacher, or the most senior member of staff in her absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Further information on fixed term exclusions can be found on the following link:

<https://www.gov.uk/government/publications/school-exclusion>

Restraint and use of reasonable force

All school staff have the authority of the Headteacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

APPENDIX 1: Behaviour Management Process, Rewards and Sanctions

At Conway Primary School, Class Dojo will be used to issue, monitor and evaluate positive and negative behaviour skills and choices.

Incentive	Sanctions
Acknowledgements	Reminder/warning
Praise	1 red dojo point
Stickers	2 red dojo points and time in sister class
Green Dojos	3 red dojo points and sent to SLT office
Green Dojo rewards	SLT determine appropriate sanction including:
Dojo Masters	Missing break / lunch
End of year Green Dojo achievements	Report Cards/after school detention
SLT/ Headteacher Rewards	Internal exclusion
Celebration Certificates	External exclusion (Fixed or permanent)

Praise and Rewards

Praise and rewards will be used to motivate pupils more frequently than negative consequences. This builds a culture of achievement and success.

Green dojos will be awarded for behaviour, which demonstrates our school values and will be categorized in to:

- Ambition
- Resilience
- Respect

Green dojos will contribute to a positive 'Dojo Doughnut', which will be monitored half-termly by the inclusion team. Pupils achieving a high percentage of green dojos will be celebrated through awards outlined below.

Pupils will be nominated for a certificate for an exemplary display of our core values. These are handed out during a whole school assembly each Friday where parents will be invited to attend.

Green Dojo Awards

Daily

- Review of class 'Dojo Doughnut'
- Dojo Master: The pupil with the most dojos has additional responsibilities and privileges the following day. In KS1, they should wear a cape; in KS2 their chair should have the golden star
- Text/conversation with parents.

Weekly

- The class with best 'Dojo Doughnut' will be celebrated during weekly celebration assemblies and have the opportunity to use the adventure playground.
- Review of class 'Dojo Doughnut' for the week

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Red Dojos

Red Dojos will be given after a warning for poor behaviour choices in the following categories:

- Aggressive behaviour
- Disrespectful behaviour
- Disrupting learning
- Being off task

Some behaviours, which are more severe than the above, will be given 3 red dojos and result in being sent to the SLT office where a sanction will be given. Red dojos will contribute to a negative 'Dojo Doughnut', which will be regularly monitored by the inclusion team. Pupils achieving a high percentage of red dojos will be supported through weekly dojo target setting and individual behaviour plans where necessary.

Report Cards

There are 2 different report cards, which are differentiated according to colour and severity.

Card 1 – Yellow: given to pupils who have had 3 lunchtime detentions in a half term or after persistent poor behaviour (in the classroom or on the playground). Pupils may go straight to a report card if they:

- Swear
- Are racist
- Fight
- Spit
- Bully
- Steal
- Physically attack another person
- Damage property

Card 2- Red given for serious incidents or no improvement on a Yellow Report Card. Pupils on a Red Report Card will receive one week of after school detentions, led by the SLT.

In the instance of either report card being issued, the following process will take place:

Meeting with parent & child to explain actions being taken

Decide on dates for after school detentions and share with parents





Meet with pupil and teacher/PL and decide on:

- Pupil-specific targets for the week: these should be designed to support the pupil in improving their behaviour based on their needs (according to Class Dojo). These should be agreed in a meeting between the teacher and the pupil
- A number or percentage target of ticks/smiley faces is agreed with the pupil

Using restorative justice approaches, ownership of resolving the issue is placed on the pupil

At the end of the week, review the report card against targets and decide whether a new report card is needed or if the support and punishment is no longer needed.

Please see the table below (which needs laminating and putting on display in every learning space) for the issuing of dojos for individual behaviours and the escalation in sanctions.

Green Dojo	Dojo Master	Celebration Certificate	Headteacher award
			

Ambition – we know what we want from the future and we are determined to get there.

Resilience – we learn from our mistakes and we keep trying.

Respect – we treat others as we want to be treated.

Reminder	1 Red Dojo	2 Red Dojos	3 Red Dojos	Report Card
				

Any low-level behaviour that is not in-keeping with Conway School rules (If you need reminding twice – that's a red dojo.)

Disruptive Behaviour

- Calling out
- Distracting others
- Wasting time during transitions
- Fiddling with equipment
- Getting out of seat
- Not settling quickly

Aggressive behaviour

- Play fighting
- Inappropriate language
- Pushing/shoving

Disrespectful behaviour

- Disrespecting property
- Talking over other children/adults
- Breaking school rules
- Incorrect uniform
- Incomplete homework
- Not following instructions
- Not being in the correct place
- Not lining up correctly

- Swearing
- Racism
- Fighting
- Spitting
- Bullying
- Threats
- Stealing
- Leaving classroom without permission
- Physical attacks
- Damaging property
- Persistent refusal to follow tasks

Detention Reflection Form



Think about what happened. Describe it in your own words.

What are the consequences of your actions? Think about other people involved.

What could I have done differently?

What value(s) do I need to improve?

How am I going to do this?

Reintegration Meeting after Fixed Term Exclusion

Date of meeting:				
Attendees:				
Pupil details:				
Name:		DOB:		
Address:				
Parent contact details:				
Year/Class:		Teacher:		
Details of exclusion:				
Date of exclusion:		Date of return:		
		Total days excluded:		
Reason for exclusion:				
Review of current attendance:				
Number of days absent:		Attendance (%):		
Review of academic progress:				
Subject	Target grade	Current grade	Comments	
Targets for behaviour and learning				
Dojo percentage:				
Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this?	Timescale/review date
Additional comments or actions:				
Pupil's comments:	Parent/guardian's comments:		School's comments:	
Signed (pupil)	Signed (parent/guardian)		Signed (school)	

Conway Primary School Home-School Agreement

	School Commitment	Home Commitment	Pupil Commitment
<p>Quality of Education: Pupils deserve the highest possible standard of teaching and support to enable them to learn</p>	<p>All pupils will be taught English and mathematics to ensure mastery of basic skills. We will provide an enriched curriculum which challenges and motivates all pupils. We will use regular assessment to track pupil progress and share with parents.</p>	<p>As a parent I will take an interest in what my child is learning. I will support the school's philosophy of high expectations for all. I will participate, where possible, in off-site visits and in-school activities.</p>	<p>I will come to school ready to learn. I will join in with all lessons and work hard in every lesson. I will complete homework by deadlines set</p>
<p>Attendance: Pupils have the right to education and parents have a legal responsibility to make sure children attend regularly</p>	<p>As a school we will contact parents on the first day of absence. We will contact parents of children who regularly arrive late for school. We will use Fast-Track to take parents to court if a pupil regularly fails to attend school. We will not authorise any time off school for holidays.</p>	<p>I will make every effort to ensure that my child attends school every day and on time. I will inform the school as soon as possible about any absence and the reason for it. I will not take holidays in term time. I will not arrange doctor or dentist appointments during school time.</p>	<p>I will attend school every day and arrive on time.</p>
<p>Behaviour and attitude: Pupils learn best in an orderly environment where everyone knows what is expected of them</p>	<p>At Conway primary School we have a code of behaviour which creates a safe and caring environment for everyone. All staff, pupils and parents know what behaviour is expected. The code of behaviour is consistently implemented with rewards and sanctions. Staff and pupils have a positive attitude to learning and caring.</p>	<p>I will give praise at home for good behaviour and attitude at school. I will work with the school to find solutions in cases of unacceptable behaviour. I will be open with the school and support decisions made when working to find solutions. I will ensure that my own behaviour is exemplary in school.</p>	<p>I will follow school and class rules. I will have a positive attitude to learning and school and always do my best.</p>
<p>Restorative Justice: Pupils learn to be accountable for their actions and understand how this impacts others.</p>	<p>We will equip children with the knowledge and skills to be able to resolve peer conflict.</p>	<p>I will encourage my child to discuss how they are feeling and any worries they might have.</p>	<p>I will try to understand my actions impact on others and take ownership when putting things right.</p>

<p>Home Learning: Learning at home has an important part to play in helping pupils to achieve</p>	<p>Conway Primary School will keep parents informed about the home learning schedule. We will provide suitable materials and advice on home based learning and how to help, including workshops in school.</p>	<p>I will encourage my child to complete their home learning – but I won't do it for them! I will encourage my child to read aloud every day and sign their reading diary. I will practise times tables with my child every day.</p>	<p>I will complete all homework that my teacher has given me. I will read every day and get my reading diary signed. I will practise my times tables every day.</p>
<p>Communication: Good communication between home and school is essential to make sure that pupils get the support they need</p>	<p>The school will be open and welcoming at all times and involve parents in school life. The school may direct parents to the most appropriate adult to deal with concerns. The school will share information about progress, behaviour and general school life with parents regularly. The class teacher will share information regularly about what the children are learning. The school will discuss child's targets with parents. The school will listen to concerns of parents and try to help.</p>	<p>I will share any information with the school that I feel may affect my child's learning or behaviour. I will attend parent evenings/workshops /events. I will raise concerns promptly and directly with the school.</p>	<p>I will take letters home and share them with an adult. I will talk to teachers and parents about any worries I have.</p>
<p>Preparation: Being prepared for learning is essential for effective learning and is an essential life skill</p>	<p>All staff will ensure that all lessons are planned with the children in mind. The class teacher will have the materials and resources ready for every lesson to ensure rich learning can take place.</p>	<p>I will make sure my child wears the correct uniform every day. (See uniform policy on website.) I will make sure my child has the necessary equipment to participate in all lessons.</p>	<p>I will wear the correct uniform. I will wear the correct PE kit on PE days. I will have my reading and library book in school every day. I will bring any necessary equipment to school.</p>
<p>Signed by:</p>	<p>School</p>	<p>Parent/ Carer</p>	<p>Pupil</p>