

Promoting Positive Behaviour Policy	
DATE OF ADOPTION: September 2018	
DATE OF NEXT REVIEW: September 2019	
TO BE REVIEWED BY: Full Governing Board	

DECOY VALUES

Have a go

Make the right choices

Do your best

Think of others

Our Golden Value

Treat other people as you would like them to treat you

At Decoy Primary School, we believe that good behaviour is promoted by a clear school policy which reflects: a caring and sympathetic attitude to pupils, a clear approach to discipline and recognition of praise of good behaviour.

To help ensure that teaching and learning are effective and that children are safe and happy throughout the school, Decoy Primary supports a partnership between school, pupils and parents/carers based upon the following entitlements and responsibilities. The school will share the Promoting Positive Behaviour policy with the school community each year.

Children are entitled to:-

- be treated with respect and feel valued
- feel safe and happy in school
- have a voice and be heard
- know the school has the highest expectations of their potential in all areas
- a fair, consistent, calm approach to discipline
- to have their individual needs met
- learn in a calm and respectful environment

Guidelines for children's responsibilities:

- allow others to learn and the teacher to teach
- treat others with respect
- follow the school's values
- be honest about their behaviour

Parents/carers are entitled to:-

- be treated with respect and feel valued
- effective communication about their child(ren)
- know the school has the highest expectations of their child's potential in all areas
- know their child will be safe
- raise their concerns and be listened to
- confidentiality

Guidelines for parent responsibilities:

- to work positively with the school to meet the children's needs
- to maintain open communication with the school
- to maintain confidentiality
- to ensure their child is ready to learn
- to respect and promote the school's values and behaviour expectations

Staff are entitled to:-

- be treated with respect and feel valued
- feel safe and supported
- be able to teach in a calm and respectful environment
- be informed of individual pupil's needs

Guidelines for staff responsibilities

- to ensure pupils feel safe and cared for
- to liaise effectively with parents and ensure good communication
- to create a positive learning environment with clear expectations and boundaries
- to act in a fair way
- to recognise and value positive behaviours
- to plan and deliver a varied curriculum to engage all pupils

We recognise that we all work best in an atmosphere of order, fairness and good humour where everyone is entitled to guidance, protection, co-operation and respect. We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards and Recognition

A positive approach to behaviour underpins all we do at Decoy School – fostering self-esteem in each child. Positive consequences are motivating and consistent reinforcement of good behaviour is important in our school.

The school acknowledges all the efforts and achievements of children both in and out of school. Praise and rewards/recognition may be for an individual pupil, whole class or year group.

Examples of rewards and recognition include:

- non-verbal (thumbs up, smile etc.)
- awarding special responsibilities
- verbal feedback
- sharing with other children and/or staff
- written feedback and comments
- stickers
- visual displays in class
- personal reward charts (not for public display)
- informal/formal contact with parents via note, telephone call or face-to-face
- certificates
- class based "Star of the week/day"

Consequences for unacceptable behaviour

These will be shared with the children by the class teacher at the beginning of the year and reinforced with children as necessary.

The class teacher discusses the school's values and expectations with each class and will agree and display their own class rules to underpin the school values at the start of each academic year and revisited throughout. Class rules have a positive focus clarifying what everyone '*will*' rather than '*won't*' do.

Care is taken at every stage to ensure that pupils have the chance to put forward their point of view and perceived injustices explained or corrected. Pupils are encouraged to seek their own solutions under the guidance of staff members

Stage	Consequence
1	Clear repetition of expectations Speak to the pupil about behaviour (if possible this should be away from the rest of the class or group)
2	Verbal warning – this will be recorded discreetly by the class teacher but not displayed on the board
3	Time out – child is moved to work in another area within the classroom, the corridor or to another classroom (with supervision). During playtime the child may be asked to stay with the member of staff on duty or stay with the class teacher.
4	Loss of privilege – child may miss part or all of break time/lunchtime/activity (supervised)
5	Informal contact with home (by teacher)*
6	Referral to Reflection Room – (see Reflection Room Policy)*
7	Pupil meeting with the team leader*
8	Pupil meeting with Headteacher/Deputy Headteacher
9	Formal contact with home
10	Internal exclusion – a child is removed from their classroom and being with their peers for an agreed time.
10	Fixed term exclusion – the Headteacher, or member of staff deputising in her absence, may temporarily exclude a pupil from school for one or more days in line with statutory guidance
11	Permanent exclusion – statutory guidelines will be followed.

*This may take place at any stage and on more than one occasion

Individual Behaviour Plans

Our behaviour policy should work for all children but we recognise that some children require additional support. Some pupils may benefit from an Individual Behaviour plan (IBP). These plans will clearly define behaviours, triggers and responses/strategies and outline emergency procedure to enable staff to deal effectively with potentially extreme behaviours. The plan will identify early warning signs and include proactive and reactive strategies.

- All Individual Behaviour Plans will be formally agreed by SLT and signed by parents/carers.
- These plans will help to ensure that early and proactive intervention strategies become embedded within the daily approach.

Individual Behaviour Plans will:

- meet the pupils' needs
- encourage the pupils to make positive choices and develop self control

- support the pupils in difficult/challenging situations
- safely manage crises if and when they occur

Behaviour and Discipline in schools 2016

The Department for Education issued advice to schools on the use of the following rights and responsibilities.

Screening and Searching pupils

There are two sets of legal provisions, which enable school staff to search for and confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The power to use reasonable force and other physical contact

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Recording/Reporting

Behaviour incidents are recorded by the teacher or teaching assistant on CPOMs. For more serious incidents where the senior leadership team are involved they may contribute to the records.

The majority of behaviour incidents will be dealt with appropriately in the classroom by the class staff and/or recorded on CPOMs. However, some incidents require additional records due to the nature of the incident such as prejudicial related incidents

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body reviews this policy. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body

receives recommendations on how the policy might be improved. The Board of Governors' Statement of Behaviour Principles is posted on the school website.

ANTI – BULLYING POLICY

It is a primary aim of Decoy Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. At our school we believe that all children have the right to learn and feel safe and happy at school. We are a caring community and our values are built on mutual trust and respect for all. We believe in an environment which encourages children and builds self-esteem, so that children become more confident, mature independent learners and members of society.

Statutory Duty

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

All staff are responsible for ensuring that all allegations of bullying are recorded. If a child is being bullied or is bullying others, staff must inform the Head Teacher or Deputy Headteacher verbally as well as alerting through records on CPOMs with details of the bullying incident. Staff are responsible for ensuring that the parents of the perpetrator and victim are informed

Bullying may be defined as deliberately hurtful behaviour, repeated over a period of time. By bullying we mean the behaviour is **persistent**.

Bullying can take many forms including:

Verbal Name-calling and ridicule such as racist or homophobic remarks.

Visual Graffiti

Incitement Spreading rumours or encouraging others to participate.

Cyber Using technology such as text messages, social media or email.

Segregation Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.

Physical Hitting, pushing, unwanted touching, kicking, threatening with a weapon.

Property Theft or damage to personal property; extortion.

Signs and indicators

Signs to watch for if you think a child may be being bullied

- bruises
- broken or missing possessions
- becoming withdrawn – not talking, or spending more time alone
- changes in eating habits
- changes in behaviour – becoming aggressive at home
- sleeping badly
- complaining of headaches or stomach aches
- wetting the bed
- worrying about going to school
- suddenly doing less well at school

But there could be other reasons for these signs, so try to avoid jumping to conclusions. Good communication between home and school is important

- Is there anything else bothering the child?

- Have there been changes at home like a new baby, or divorce or separation?

Parents

If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow. If a child has bullied your child, please inform school immediately and we will deal with it in-line with this policy, please do not approach that child on the playground or their parents. It is important that you advise your child not to fight back. It can make matters worse! Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help. If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Please Support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

In response to a bullying incident we will:

- Talk to the individuals involved and any witnesses using a restorative approach
- Identify the bully and talk about what has happened to discover why they became involved. Make it clear that bullying is not tolerated
- Keep a record of the incident, meetings, action taken on CPOMs
- Keep a log of any on-going concerns
- Involve all parties together to discuss the issues if agreed by all parties
- Engage additional professionals and agencies for support as appropriate
- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed
- Inform parents - make it clear that bullying is not tolerated
- When appropriate, support children individually or together
- Draw up a clear plan with dates for reviews and strategies to monitor
- Ensure all staff are engaged in the process of support, monitoring and review

Prevention & strategies to reinforce Decoy's Policy on Anti- bullying:

- Constant reference to the Golden Rule
- Teach the SEAL Anti-bullying unit of work and the Getting on and Falling out unit
- THRIVE (pastoral support program)
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying
- Children participate in role-play work in class as part of PSHE and SEAL
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature
- A whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children & parents have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- E-safety skills progression
- Use of Young Sports Leaders
- Effective behaviour management across the school to ensure that low level incidents do not escalate
- All staff to receive appropriate training
- The school to take part in national initiatives such as Anti Bullying Week
- Parents to be signposted to information and support through the website/newsletters etc.

Consequences following reports of bullying

Depending on the nature of the incidents and behaviour, the school may move skip a consequence stage – they are not to be interpreted as strictly hierarchical.

Stage	Consequence
1	See “Response to bullying” listed above
2	Meeting between children involved – if possible and appropriate, the matter is de-escalated and diffused. If incidents are related to break and lunchtimes staff will use a Rate My Play card. A date for review is agreed within two weeks (repeat)
3	The parents of the bully and the child who has been bullied are informed. Strategies for a sincere apology are explored and agreed – a verbal apology, a card may be made, a letter of apology etc. A date for review is agreed within two weeks (repeat)
4	Following a second incident, The child who has been bullying will lose further privileges. Parents will be updated on the situation The situation is monitored by the Headteacher/Deputy Headteacher. A date for review is agreed within two weeks (repeat)
5	If a child bullies for a third time, the school will devise an incentive plan to help the child who is bullying and an action plan (See Appendix 1) will be written and agreed with parents. This will be shared with relevant staff. The child who has been bullying may lose further privileges. The parents are updated on the situation. The situation continues to be monitored by the Headteacher/Deputy Headteacher. There will be an internal exclusion. A date for review is agreed within two weeks (repeat)
6	Exclusion This is in extreme cases and will be in line with the Exclusions Policy

Monitoring and Review

The role of the Governing Body

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governing board will review procedures and incidents termly

The governors will deal with complaints from parents relating to behaviour and / or bullying through an appropriate committee of impartial governors

To be read in conjunction with:

- Behaviour Principles Written Statement
- the Reflection Room Policy

