



# DENTON PRIMARY SCHOOL

## BEHAVIOUR POLICY

February 2016  
Review: February 2019

## Behaviour Policy

**‘In our school we are learning...**

**...to know**

**...to do**

**...to live, and**

**to be.’**

This Behaviour Policy was developed by all staff, Governors and children and is written in accordance with Section 89 of the Education and Inspections Act 2006. The philosophy behind it is frequently shared with the children through PSHE and whole school assemblies. It is based on the belief that we all have the same rights and responsibilities. It was reviewed in February 2016.

Our Behaviour Policy is based on a belief that we all have the same rights and responsibilities.

### **Rights = Responsibilities**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>➤ In our school everyone has the right to feel safe and happy.</li><li>➤ Rights are to do with the way we should expect others to treat us and our environment.</li></ul>	<ul style="list-style-type: none"><li>➤ In our school everyone has the responsibility to ensure others feel safe and happy.</li><li>➤ Responsibilities are to do with the way we should treat others and their environment.</li></ul>

### **Rules**

In all our dealings with adults and other children, to act:

- **Thoughtfully**
- **Caringly**
- **Responsibly**

### **Class Rules**

Each class agrees their own rules on behaviour and makes a charter which every child signs at the beginning of the year. The charter is displayed in each classroom. This is so each class provides a safe, fair place where everyone enjoys being at school and is able to learn. The rules are reinforced and may be modified as and when needed. The rules will change from year to year depending on the children, but will always follow the basic philosophy of rights and responsibilities.

### **Support**

In school we put in place lots of support to help and encourage children to behave well.

In Personal Social and Health Education PSHE we teach children to feel good about themselves and others and to get along well together.

We help children to think carefully about their actions and their consequences and teach them to make good choices with positive outcomes.

Systems of behaviour management are decided by the class teacher as age appropriate and some classes use a system of behaviour management that is based on 123 Magic.

### **At Playtimes**

Children are given a warning and reminded of appropriate behaviour. A short time out can be given. If a child acts aggressively they will be sent into the staff room immediately. They will then miss the rest of their playtime and for older pupils if appropriate a portion of their next playtime.

### **Rewards**

Children are encouraged and given praise for good behaviour. Smiley faces or merit marks are given, and the weekly achievers award can be given for good behaviour.

Individual classes may use charts for good behaviour which are age appropriate. Lunchtime Supervisors can give out weekly certificates for good behaviour and improved behaviour at lunchtime.

Schools Council and Anti-Bullying reps give a weekly 'Good Friend' award which they present in Achievers assembly.

### **Sanctions:**

Children should be aware that if they do not respond to the high level of expectation that we have of them, then sanctions will be used. We will follow the following process, which can be used and adapted to suit a particular child's needs:

1. Sanctions associated with 123 Magic will be employed i.e. time out on a chair for the age of the child in minutes.
2. If sent in from play child will miss the remaining portion of their playtime with a possibility of a portion of the next playtime for older pupils.
3. Executive Head Teacher/ Deputy will speak to child if required.
4. If misbehaviour continues parents/carers will be required to discuss their child's behaviour with Class Teachers and/or the Executive Head Teacher.
5. If disruptive behaviours continue parents will be given a verbal or written warning of the possibility of a fixed term exclusion
5. Fixed term exclusion.
6. Meeting with parents.
7. Process leading to permanent exclusion.

(On rare occasions a child may go straight to sanction 7 if they exhibit behaviour that causes danger to others)

### **Monitoring and Evaluation**

This policy will be monitored and reviewed every three years. Its success will be determined by:

- comments on good behaviour made by visitors in the school and by other adults on school visit
- feeling of all staff, particularly Lunchtime Supervisors children and Governors

This policy must be read along side the Anti-Bullying Policy and the PSHE Policy.

Review date: February 2019