



Children First

Behaviour for Learning

Policy and Procedures

September 2021

**In the forthcoming academic year Dovecote will be moving to a self-regulation behaviour system whereby children will be reflecting upon and managing their emotions which impact upon their outward behaviours.**

Behaviour for Learning is a shared responsibility; all staff, parents/carers and pupils.

Dovecote Primary School sets high expectations of behaviour and we encourage, praise and actively reward positive behaviour.

We encourage pupils to respect themselves, others and property. We apply simple rules and sanctions consistently. We aim to provide a happy, caring environment with challenging activities to ensure optimal learning.

We see behaviour as an integral part of the learning taking place. Self-discipline is the most effective form of discipline. By encouraging children to self-regulate by making the right choices and taking responsibility for their own behaviour, we will help them to learn how to respond appropriately in a variety of situations, for the rest of their lives. This is scaffolded through much of our PSHE and SMSC work.

Partnership with parents and carers has an impact on a child's behaviour at school. It is vital that school and parents/carers work together to manage children's behaviour.

Children's behaviour is influenced by wider social, emotional and cultural factors. Extreme behaviours are often the result of trauma. How children behave will depend on how the class is organised, the planning of the daily routine, the quality of the learning experiences, the choices on offer and the quality of interaction between adults and children and children and their peers.

Strategies we use for encouraging positive behaviour;

- *PREVENTION* – anticipation and removal of potential problems
- *INTERACTION* – ensuring all pupils get positive attention
- *PRAISE and REWARDS* (see list of Rewards)
- *PROVISION* – ensuring that Learning and Teaching Policy is implemented
- *LEADING BY EXAMPLE*- positive role modelling
- *'DO' INSTEAD OF 'DON'T'* –When stating expectations

## Behaviour Rewards

- HOUSE POINTS: Rec – Year 6
- WEEKLY ACHIEVEMENTS: Years 1-3 assembly
- STAR OF THE WEEK: Reception-6
- INDIVIDUAL REWARDS FOR LEARNING: Rec – year 6 sticker/reward charts and prize boxes
- CLASS REWARD: eg. jigsaw, marbles in jar etc. individual to class (aim for once every 4 weeks)
- Marvellous Me / Phone call /email
- Sticker Charts: Nursery- Year 6

## School Rules

Our agreed rules are clearly explained to the children and are included in information sent to parents.

The School Rules are:

- We will do as we are asked
- We will show respect for everyone
- We will move around school sensibly
- We will look after the environment

## Class Agreement/contracts

During the first week of each year, the pupils in each class are involved in creating a positive class agreement/ contract, to further support the School Rules. These are clearly displayed in each classroom.

## What happens if a pupil breaks a School Rule?

Step 1 -Negative behaviour will be ignored and positive behaviour will be praised.

Humour and redirection may be used

Step 2 – A verbal warning will be given

Step 3 – A second warning will be given

Step 4 – Pupil notified of a short period of time out of class, unless there is an improvement of behaviour as deemed by the member of staff. (reception to year 1 will receive an immediate period of time out)

Step 5 – A period of time out of class, with a senior member of staff, if a pupil continues to break the rules despite warnings.

## SERIOUS INCIDENTS

See Behaviour Flowchart

Cases of extreme behaviour may result in exclusion (see Exclusions Policy)

## INDIVIDUAL PUPILS

Some pupils may have specific and more complex needs around behaviour. These pupils will have a Personalised Provision Plan, possibly an individual timetable, Risk Assessment and/or Handling Plan which will detail the support and strategies to be used with them. The individual plan is the responsibility of the class teacher and they will ensure that all adults working with that child are aware of this.

### RACIST INCIDENTS

Any racist incident must be reported and recorded (to AHT Wendy Lawrence). The incident will be investigated and perpetrator and victim spoken to. Parents of both will be informed of the incident. Governors will be informed about all Racist Incidents.

### BULLYING INCIDENTS – including HOMOPHOBIC and DISABILITY

All homophobic, disability abuse and cyber bullying incidents are classed as serious incidents and need to be reported to the Year group lead. These incidents are recorded in a separate log. Parents/ carers are informed by formal letter and incidents are reported to the governors termly.

### BREAKS

All policy and procedures apply. In addition to the school rules there is 'no negative physical contact' rule. Staff on duty inform class teachers if necessary.

### LUNCHTIMES

All policy and procedures apply – dinner supervisors take serious behaviour incidents to a member of staff.

### TIMEOUT

Timeout in another class may be used at an appropriate time as a *de-escalation strategy*. **It is not a punishment or sanction but a chance to regulate.**

### Unacceptable Procedures/Strategies when rules are broken

- Making it personal
- Asking a child why they are behaving in a certain way.
- Shouting
- Criticism, sarcasm, comparison
- Labelling the child rather than the behaviour
- Discussing a pupil's behaviour in front of them or other children
- Any sanction not stated in this policy or on a personal provision plan eg. Asking pupils to sit outside the classroom, missing breaks to complete work

**Consistency and understanding are paramount in successful behaviour management**

**Parents must be informed of any issues/concerns around behaviour.**

September 2021

Review: September 2022

