

Dropmore Infant School
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Chair of Governors: Mr Tim Wicks

Policy No: 002

Policy Title: Behaviour Policy

Issue No: 013

Effective Date: May 2023

Next Review Date: May 2024

Approved by Chair of Governors: *Mr Wicks*

Date: 29.06.2023.....

1. Aims:

We want all children and their families to feel welcome and happy at Dropmore Infant School. We are a hard-working school and expect high standards from our pupils, both in terms of work and behaviour. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise their full potential, in a secure, safe and happy environment.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way to help children to grow and become positive, responsible and increasingly independent members of the school community.

We believe education is a partnership between home and school; teachers, parents, carers, pupils and Governors need to work together to encourage and maintain good behaviour, a positive attitude and high standards of achievement. Good behaviour and consistent, fair discipline are essential if effective teaching and learning is to take place.

Our aims for behaviour at Dropmore Infant School are:

- To teach children to think about their behaviour and learn self-control using the school rules to help them.
- To give children opportunities to take decisions about their work and play, enabling them to learn about our core values: Independence, Curiosity and Respect.
- To teach our children politely and fairly, so they learn to be polite and fair.
- To praise and reward effort, achievement, good behaviour and positive attitude.
- To involve parents in all aspects of school life, including the impact of their children's behaviour on teaching and learning.

This policy aims to:

- ◆ Provide a consistent approach to behaviour management;
- ◆ Outline how pupils are expected to behave;
- ◆ Summarise the roles and responsibilities of different people in the school community;
- ◆ Outline our behaviour management system, including rewards and sanctions.

2. Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- ◆ [Behaviour and discipline in schools](#)
- ◆ [Searching, screening and confiscation at school](#)
- ◆ [The Equality Act 2010](#)
- ◆ [Use of reasonable force in schools](#)
- ◆ [Supporting pupils with medical conditions at school](#)
- ◆ It is also based on [the special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy complies with:

- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Sections 88-94 of the Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Expectations:

What we expect of children:

- To be polite to all staff, children and visitors and to respect the authority of the adult in charge.
- To listen to adults and each other and consider each other's feelings.
- To walk about school quietly and calmly.
- To try their best in everything they do.
- To complete their work (including homework)
- To be patient and wait their turn to talk to staff and each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, take responsibility for their behaviour and not make excuses.
- To be able to say sorry when they have misbehaved or hurt someone and to understand that the word 'sorry' signals the need to change behaviour.
- To care for the school environment and equipment and report any damage they see.
- To feel responsible for creating a good impression of themselves and the school, both within and outside the school.

What children can expect from staff:

- To listen to them and to hear their point of view.
- To be polite and address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be fair and consistent when they have misbehaved and help them remember the School Rules.
- To ensure their environment is safe.
- To talk with them about things when they go wrong, helping them understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To establish clear routines
- To communicate expectations of behaviour in ways other than verbally
- To be in charge and maintain order so everyone benefits from a positive environment.
- To supervise the playground well.
- To trust and care for all children equally.
- To treat everyone as an individual and to take an interest in their lives.
- To see each day as a fresh start and conclude each day positively.

4. School Rules:

We have rules to make the school a fair and safe place for all children. These are known as 'The School Rules' and are displayed prominently around the school and discussed regularly with the children in assemblies.

Our School Rules are:

- Be kind and helpful
- Listen to the teacher and work hard.
- Look after property.
- Be honest.
- Walk around quietly in school.
- Be polite and well-mannered.

The class teacher also discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

5. Rewards:

We aim to recognise good behaviour in the classroom, around the school, at lunch and break times and on educational visits. Emphasis is placed on the importance of such behaviour, both for the individual and for the ethos of the school.

We praise and reward children for consistent good work, positive behaviour, outstanding effort or acts of kindness in a variety of ways. Our Rewards system consists of:

- Verbal praise
- Star (see our behaviour management system)
- House Point
- Kindness Award
- Headteacher's Award

We celebrate children who are kind and helpful by handing out Kindness Awards in our Sharing Assembly. These awards can be handed out by both adults and children, thus encouraging children to recognise acts of kindness in others.



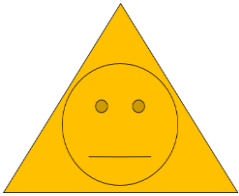
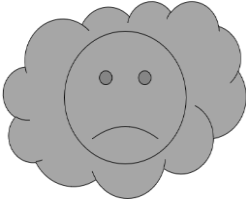

The House System was introduced to improve standards, behaviour and lunch times and to create team spirit across the year groups. The termly House Point Cup is won by the House with the most house points for that term and the termly Lunch Cup is won by the house with best table manners that term.

6. Sanctions:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and isolate the child from the rest of the class, until s/he calms down, and is in a position to work sensibly again with others.
- We record any behaviour incidents on CPOMS.

7. Our behaviour management system:

 Star	 Sun	 Triangle 'WARNING'	 Cloud /Purple Spot 'TIME OUT'	 Red Spot Book Mrs Streete 'HEADTEACHER'
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The Star, Sun, Triangle and Cloud are on display in every classroom, with the names of all the children, as a visual support.

The following staged approach to behaviour management is used across the school:

1. All children start every day on the sun.
2. Children can move up and down the stages throughout the day.
3. If a child displays desirable behaviour, they are asked to move their name back up to the sun, or to the star if already on the sun.
4. If a child is on the star at the end of the day, they will receive a (star) sticker and 2 house points.

5. If a child displays undesirable behaviour they will be spoken to (verbal warning) and are reminded of the expected behaviour.
6. If a child continues to display undesirable behaviour after the verbal warning, they are asked to move their name down one level, onto the Triangle. This is the 'warning' stage, encouraging the child to correct their behaviour so they can move back to the sun.
7. If a child continues to display undesirable behaviour when on the Triangle, they are asked to move their name down one level, onto the Cloud. The child will have a time out (if possible, not during learning time) on the purple spot. If the child corrects their behaviour following their time out, they will be moved back to the sun after an appropriate time period.
8. If the child continues to display undesirable behaviour when on the Cloud, they are asked to go to the red spot outside the headteacher's office immediately. The headteacher will spend time with the child, unpicking what happened, understanding why and what needs to happen next. The headteacher will record the incident and may contact the parents.
9. Certain behaviours will result in the child being sent to the red spot immediately. These include for example: spitting, physical aggression, swearing (incl gestures), exposing purposefully.

8. Bullying:

The school does not tolerate bullying of any kind. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings
Racial	Racial taunts, gestures, name calling
Sexual	Sexual gestures or remarks, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online through social network apps, messaging apps or gaming apps

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

10. Reasonable Force:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- ◆ Always be used as a last resort
- ◆ Be applied using the minimum amount of force and for the minimum amount of time possible
- ◆ Be used in a way that maintains the safety and dignity of all concerned
- ◆ Never be used as a form of punishment
- ◆ Be recorded and reported to parents (see appendix 3 for a behaviour log)

11. Exclusion:

In extreme rare cases, it may be necessary for the school to consider exclusion of a pupil. If this situation should arise, then the Buckinghamshire Council Exclusions and Reintegration Procedure will be followed.

12. Pupil Support:

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

13. The Role of the Headteacher:

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

It is the responsibility of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher brings the policy to the attention of all pupils, parents and staff at least once per year.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

14. The Role of Governors:

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

15. The Role of Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting behaviour incidents

16. The Role of Parents:

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

17. Equality Impact Assessment:

We promote equal opportunities and good relations between and amongst all and promote the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

18. Monitoring and Review:

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy. If necessary, The Headteacher will make recommendations for further improvements.

The Headteacher and Governing Body review this policy annually. 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.

APPENDIX 1: STATEMENT OF BEHAVIOUR PRINCIPLES

Rationale and Purpose

This Statement has been drawn up and approved by the governing body in accordance with [section 88\(2\) of the Education and Inspections Act 2006](#), and DfE guidance ([Behaviour and discipline in schools: guidance for governing bodies; September 2015](#))

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at Dropmore Infant School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at Dropmore Infant School, though these principles must be taken in account in doing so. The Headteacher is also asked to take account of the guidance in DfE publication [Behaviour and Discipline in Schools: a guide for Headteachers and school staff \(January 2016\)](#).

The Behaviour Principles must be published on the school's website.

Behaviour Principles:

- ◆ Every pupil understands they have the right to feel safe, valued and respected, and learn free from disruption by others.
- ◆ All pupils, staff and visitors are free from any form of discrimination.
- ◆ Staff and volunteers set an excellent example to pupils at all times.
- ◆ Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- ◆ The Behaviour Policy is understood by pupils and staff.
- ◆ The Behaviour Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- ◆ Pupils are helped to take responsibility for their actions.
- ◆ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- ◆ The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.

The Governing Body also emphasizes that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum Development and Pupil Matters (CDPM) Committee annually.