



Dartmoor
MULTI ACADEMY TRUST

GOOD BEHAVIOUR POLICY

Purpose and aims

The purpose and aim of this policy is:

- To inform all stakeholders of how we manage pupil behaviour positively
- To demonstrate how restorative behaviour management is in line with our school and wider Trust values
- To ensure consistency of approach, expectations and action across the school
- To ensure that pupils, staff and parents are clear on the expectations of both social and learning behaviour
- To improve pupils' sense of responsibility, independence and self-discipline

Our Values

Highampton Primary School encourages children to value themselves and each other, to become caring members of the community by taking responsibility for themselves, their actions and their choices.

Learn, Care, Grow together

The expectation is that everyone in our school: -

- Follows our Golden Rules (co-constructed with the children)
- Respects our co-operative values
- Shows courtesy, care and respect for others
- Is honest and truthful
- Works and plays together cooperatively
- Moves about the school in a quiet, orderly manner
- Has respect for school property and the property of others

Our school community has an inclusive approach and values the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest of standards. We act upon discrimination of any kind with an emphasis on values that promote good behaviour and a strong Christian ethos.

Our Trust values

Our school vision and values are underpinned by Dartmoor Multi Academy Trust's co-operative values – Self-Help, Equality, Equity, Democracy, Solidarity and Self-responsibility. Together, our family of schools are united in our mission to sustain and strengthen our communities through exceptional behaviour and education, based on the needs and aspirations of our children and the communities we serve.

Our values. Our promise. The SEEDSS of our transformation



Rewards system

At Highampton Primary, we pride ourselves on an inclusive and effective rewards system that acknowledges mutual respect and celebrates the learning achievements and social/ emotional successes of all our children. Inside and outside the classroom – staff consistently practise a rewards system that provides children with opportunities to be recognised and praised for their learning achievements, progress, behaviour and attendance. We believe that pupils should be regularly and fairly rewarded for these achievements, to motivate and inspire our children to achieve their very best in all aspects of school life. This vision, in turn, raises standards and improves behaviour and attendance.

- We **learn** together in a school where we value and show respect
- We show love and **care** through our actions towards each other
- We are proud to learn new things and **grow** to be the best we can be

It our policy that those who go above and beyond these expectations are consistently acknowledged and praised by teaching and support staff.

Any breach of the expectations, values or rules will lead to a restorative approach where the needs behind the behaviour are addressed. To repair the situation, an adult will

conduct a meeting with the child(ren) to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? Which golden rule have you broken? How could you do differently next time?



Our Golden Rules

Learn, Care, Grow together



Listen to each other



Show resilience in our learning



Be respectful and show good manners



Stay safe and look out for one another

Class & individual reward systems

As a school, whole-class rewards are in place to positively reinforce good behaviours linked to learning and social/ emotional development. Pupils may earn marbles in the jar for positive behaviour displayed out with the classroom, including the playground, corridor and dinner hall. Once the class jar is filled, the whole class get a joint reward.

In addition, we run a 'Reward Shop' which pupils can have access to for a chosen reward once they reach 10 'Golden rules' points. This is monitored by the class teacher and adults who work in the school.

The Reward shop is set by each class teacher to reflect the interests of the class. Examples of rewards are as follows: stationary, notebooks, fiddle toys, stickers etc.. The Reward Shop is accessed at the end of the week by pupils who have accrued 10 'Golden Rules' points throughout the week.

Celebration Assembly

Each week, teachers and support staff can nominate a 'Star of the Week' to receive a reward in our Celebration Assembly. This award links to our school vision and 'Golden Rules'. This provides our pupils with an opportunity to support, share and celebrate each other's successes together; promoting inclusion and mutual respect within the school community. We also run a 'Learner of the week' award so that the pupil who has gone over and above to show outstanding learning is given due reward. Finally, the 'Ruby Heart' award is awarded to the pupil in school who has shown kindness and compassion during the week.

Sanctions

As well as a restorative meeting with the child(ren) should behaviour not follow the golden rules, there are sanctions in place for poor choices in behaviour –

1. Verbal reminder of the golden rules
2. Second verbal warning – child stays behind after lesson
3. Time out to reflect on behaviour (either at side of playground or just outside classroom)
4. Miss play time following the behaviour
5. Restoration – meeting with the child to establish the need behind the behaviour
6. Telephone parents and possible meeting to develop a behaviour care plan
7. Alternative provision within school
8. Exclusion (fixed term or permanent) for persistent poor/ unsafe or dangerous behaviour

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. We believe that a shared commitment from staff, children, parents, governors and the wider community is important in promoting excellent behaviour and developing positive attitudes and responsibilities.

Exclusion

The decision to exclude from school for either a fixed term or permanently is not one that is taken lightly. Every opportunity has to have been taken to support the child in their behaviour. The decision to exclude from school rests with the most senior member of the Executive Leadership team. Parents will be informed and a face to face discussion will be had. The LSB (Chair of the Local Stakeholder Board) will also be informed.

Our school follows DCC and DfE guidance regarding exclusion and we work with the Inclusion Officer from DCC when appropriate. A reintegration meeting will take place following the exclusion with the child and their parents/ guardians – unless this may be detrimental to reintegration on their return to school. The meeting will review future support and clarify behaviour expectations.

Anti Bullying Statement

Highampton Primary School takes any bullying extremely seriously; it aims to treat each case individually and takes into account any special circumstances and the needs of all pupils including those with special educational needs or disabilities. We know that pupils learn best in a safe and supportive environment that is free from disruption and in which education and wellbeing are the primary foci. Bullying of any kind is unacceptable and will not be tolerated. Bullying hurts, threatens and frightens.

Safe handling

Safe handling (moving a pupil, restraint) is used as a last resort only – if the actions of the child are leading to the safety of themselves, their peers or staff members are at risk. Every effort will be made to de-escalate the situation prior to the decision to safe handle being taken. Staff members will be trained in safe handling and should take account of their own personal safety when making the decision to physically intervene.

Monitoring evaluation and review

The school will review this policy annually and assess its implementation and impact regularly with staff. This policy will be promoted and implemented throughout the school. Staff will regularly review the steps taken for 'yes please' and 'no thank you' behaviour to adjust strategies as required.