



BEHAVIOUR POLICY

At Dartington we have high expectations for behaviour. Our approaches are based on positive reinforcement and have been shown to have a significant impact on improving behaviour and celebrating where it is good.

The aims of the policy are to:

- Ensure a consistent approach to dealing with behaviour of all children during the school day by all adults.
- Provide a caring and supportive environment that gives children the right to learn and teachers the right to teach.
- Promote positive behaviours as a model for all behaviours.
- Help develop independence by ensuring that children are responsible for their own actions.
- Provide structure, which moderates children's behaviour allowing them to develop as responsible citizens within society.

How can this be achieved?

Children need reasons to behave. As such, positive reinforcement will be used at every opportunity to reinforce good behaviour through the use of praise and the award of Forest Family points (Family Points). The school will ensure that the curriculum is motivating and engaging and children's learning needs will be well matched by good quality teaching that further helps to inspire. Activities and equipment will be provided to help ensure break and lunch (Out'N>About) times are interesting and enjoyable.

All staff and visitors are expected to be positive with children and have high and consistent expectations.

Class Expectations

All Key Stage One and Two classes will collectively agree to a set of class expectations that **will be** displayed prominently as a Class Charter based on rights, respect and responsibility. Class Charters will promote positive behaviours and will be reviewed on a regular basis.

Early Years Foundation Stage classes will use the Golden Rules.

POSITIVE REINFORCEMENT OF BEHAVIOUR

Forest Families

All pupils in Key Stage One and Two belong in one of ten vertically grouped Forest Families. Forest Families learn together three times a term, exploring areas including beliefs and values. Each family represents an important aspect of our school ethos.

Forest Family Points

Pupils gain Family Points both for themselves as individuals and also contribute to a Family total.

Children should be awarded family points for good work, good behaviour and for acting as good role models to others. For excellence, up to ten Family points can be awarded.

Verbal praise **must** be used to reward good behaviour frequently.

Bad behaviour should not be reinforced except through the use of the 'stop' hand symbol (see below).

Individual Recognition

Points should be recorded on the school's recording sheet and the following badges will be rewarded when the number of points has been achieved. The achievement badges will be given out following our whole school Act of Worship at the start of the week.

Achievement badges:

Bronze - 1000 house points

Silver - 2000 house points

Gold - 3000 house points

Green - 4000 house points

Orange - 5000 house points

Yellow - 6000 house points

Red - 7000 house points

Blue - 8000 house points

White Bling - 9000 house points

Black Bling - 10000 house points

Purple Bling- 11000 house points

Gold Bling- 12000 house points

As children progress up through the achievement badges, they will be expected to act as role models for other children and their contribution acknowledged with additional privileges, for example, having benches in assemblies and worship, a celebration in class, a special class chair. Pupil voice will help shape how they are rewarded. At Dartington we will celebrate every time a child crosses a threshold as a significant achievement.

Collective recognition

At the end of each week, the points for each family will be totalled and transferred to an overview sheet. The ongoing totals will be read out in a weekly assembly. At the end of each half term, the Forest Family with the most points will celebrate in their next family session. Celebrations might be a snack at the end of their time together or in agreement with their Forest Family leader.

All staff will award Family points, as well as descriptive praise.

Individual points will be collated by pupils on a trust basis as part of our rights, respect and responsibility expectations. Year Six pupils collect the family points at the end of each week on behalf of the whole school.

Early Years Foundation Stage children are rewarded with Tree Points Each child will have a Tree Point card with 5 spaces to record good behaviours. When completed, they will be taken home and a tree point (symbolised by a Wren or Robin) will be placed on the class tree. When there are 10 points on the tree, a treat will be chosen.

Staff will also collate 'Ouch' moment cards, again with five spaces to record negative behaviours. If this card should be filled, or if behaviours give rise to concern before this point is reached, then a conversation will take place with parents and staff together to explore any underlying causes or needs and positive ways forward F2 pupils will join a Forest Family when they are inducted into Key Stage One at the end of the summer term.

SANCTIONS

The consequences of breaking school expectations must be made explicit to all children. At lunchtimes the stop hand symbol may be shown or given to a pupil and reported to the class teacher using the lunchtime slips at the end of lunch. This will be recorded on the board to start the afternoon session.

In most cases, the behaviour system will operate from midday to the following midday to provide opportunities for positive fresh starts. In the case of younger children or those with additional needs, shorter sessions may be used. These must be used consistently, clearly outlined and understood by individuals, groups and classes.

The following system applies to a child that breaks the rules.

On the **first occasion** the child's initials will be written on the board. This represents a warning and no action will be taken.

On the **second occasion** a 'stop' hand symbol will be recorded next to the child's initials and as a consequence they will miss five minutes of their lunch break. This time will be spent reflecting on their behaviour.

On the **third occasion** two 'stop' hand symbols will be given and the child will spend ten minutes of their lunch break reflecting on their behaviour.

On the **fourth occasion** - three 'stop' hand symbols will be given and the child will leave their classroom and be escorted by an adult to another link classroom with appropriate work. The child should not interact with the other children for the remainder of the lesson for a minimum of fifteen minutes in Key Stage One and 30 minutes in Key Stage Two.

Class swapping arrangements

Foundation Stage: Between Robins and Wrens

Key Stage One: Between Swallows and Starlings

Lower Key Stage Two: Between Nightingales and Cormorants

Upper Key Stage Two: Between Kingfishers, Swifts and Red Kites

In **addition** to the class swap, a child will then go to the Headteacher's office at the start of lunch to explain their behaviour and to spend 15 minutes reflecting.

On the **fifth occasion** a child misbehaves (either having returned to the classroom or while on class swap) - four 'stop' symbols will be given and the child will be sent to the Headteacher or senior member of staff in their absence. A suitable sanction will be agreed, as well as loss of specific privileges.

These steps do not have to be applied incrementally and, depending on the severity of the behaviour, multiple steps / stop symbols might be given from one incident.

The Headteacher will monitor incidents of children receiving three or four sad faces.

This system will be managed in school as part of teaching and learning. In the case of concerning or persistent behaviour staff will contact parents/carers and aim to work in partnership to attain a positive outcome. This may involve help from the Pastoral Lead and / or SENCo who may be able to provide support and guidance.

Repeat offences

Should a child receive three or four 'stop' hand symbols on regular occasions the child's parents/carers will be contacted and invited in to discuss the problem along with the child, class teacher and possibly the Pastoral Lead.

A Behaviour Plan will be devised and agreed by all parties.

In the case of physical, verbal or racial assault the child must be sent directly to the Headteacher and appropriate action will be taken in consultation with the class teacher.

Reference will be made to the Race Equality Policy and Procedures for reporting racial incidents.

In the case of allegations made against members of staff.

All allegations against staff will be handled in line with the agreed school policies. In the case of malicious or frequent and unsubstantiated allegations against staff, the Headteacher will, in consultation with the Executive Head/Chair of Governors and other agencies, take appropriate action.

Exclusions

Where the normal sanctions are having limited impact, or when incidents are extreme, internal Fixed Term Exclusions will be used.

The Governors/staff do not consider external exclusions from school as being in the best interests of children and therefore excluding children from school will only be considered in exceptional circumstances.

This policy complies with Section 89 of the Education & Inspection Act 2006.

This policy was adopted by the Governing Body in the Autumn Term 2018 and will be reviewed annually