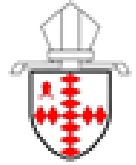




ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL



Policy Subject: BEHAVIOUR

Date: October 2023

Review Date: October 2025

Vision Statement

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

Principles

The Governors believe that a clear Behaviour Policy which is well understood by staff, parents and pupils is essential for the smooth running of the school and the individual development of the children. There is also, linked with this Policy, a School Anti-Bullying Policy.

Our aim is to create, in a context of Equal Opportunities, an atmosphere of trust and happiness in which each child knows that he or she is cared for, is valued as an individual and feels secure. This encourages the development of confidence, self-acceptance, personal responsibility and self-discipline. Every effort is made to develop a community feeling in which the children show empathy and respect for others, and in which parents, staff and children know that they each play a part in creating a positive environment for all.

Policy

At St Dunstan's we expect the highest standard of behaviour. Success is praised and positively reinforced. The approach of all the staff of the school will be consistent with the school's Mission Statement, aims and policies. All staff will follow the agreed code of conduct and implement the behaviour ladders which are displayed in every class and support area. We will, at all times, endeavour to ensure that the children feel valued by maintaining a positive and welcoming learning environment with a challenging personalised curriculum.

In the day to day running of the school, the implementation of the policy is the responsibility of the Head Teacher and Senior Leadership Team. They must exercise qualities of leadership and management over the whole team of staff who share responsibility for delivering the Policy.

Rewards and Sanctions

At St Dunstan's we promote a positive learning culture where children know that effort, good work and good behaviour are highly valued and praised; and that antisocial behaviour is never tolerated. Our reward and sanction systems (appendices 1-3) are displayed visibly throughout the school. Reasonable adjustments are made for individual children according to specific need.

Rewards

Rewards are separated into those related to good learning practices (our learning ladder – appendix 1), and those related to the display of our School's Christian values (our values tree – appendix 2).

As part of the positive rewards system, children can earn house points, praise slips, postcards, 'leaves' for the values' tree, and 'Well Done' certificates, all of which are publicly shared in a weekly worship. In addition, the School issues a Governors' Award each term for a child in every year group who has displayed a consistently high standard of behaviour and attitude to learning.

Sanctions

On any occasion that antisocial behaviour might occur, it is made clear to the child that it is their action, considered objectively, that is disapproved of, and if a sanction is given, the reason is carefully explained. Our behaviour ladder – appendix 3 – clearly sets out the steps that will be followed.

A child may be given a warning card, miss playtime or be sent to a member of the Senior Leadership Team. They may be asked to record the incident using our School 'problem solving' sheet, which will be shared with their parents. For any serious incidents, a record is kept, and parents are informed and involved at an early stage. Time outs / internal suspension. At certain times it may be necessary to give a child time out from the classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. For more serious incidents children may need to be sent to or in extreme cases be removed by a senior manager. A child should always be escorted by an adult or responsible child. Parents are informed if their child has a time out/ internal suspension for any period of time.

Should it become necessary, the Head Teacher has the authority to suspend a pupil. In such a case, the Guidelines of Sutton Local Authority would be followed.

Code of Conduct

Is it kind?

Is it safe?

Is it necessary?

Use of Support Staff

In the classroom, teaching assistants will follow the behaviour ladders under the guidance of the teacher. When withdrawing groups or individuals, TAs have full authority to use the behaviour ladders.

Sensitive pastoral care and the maintenance of strong home/school relations are essential. On entry to the School, all parents and children will be expected to sign up to the St Dunstan's Home School Agreement. A copy of this will be kept on the child's file and referred to as and when necessary

Support Systems

When dealing with disciplinary matters, members of staff will sometimes need support and guidance from others. The normal "ladder" of support and advice would be

- a) class teacher
- b) senior staff or Deputy Head teacher
- c) Head teacher

Support Systems for midday supervisors, parent helpers, etc.

When a midday supervisor, parent helper, or support staff is having disciplinary problems with a particular child, they would normally take their concerns to the child's teacher and/or the Head teacher or a senior member of staff. The matter would then be followed up using the procedures described within this policy, and midday supervisors, parent helpers and support staff should feel confident that they will have the full support of the teaching staff in trying to address the problem.

The midday supervisors have a 'playtime book' for keeping a note about incidents of unacceptable behaviour during lunchtime. The Headteacher/Deputy monitors such incidents

Parents and Teachers in Partnership

It is important that parents and teachers should work together to encourage the children to show high standards of behaviour and consideration for others at all times. Listed below are just a few of the ways in which parents can actively support the school:

- a) Please do your best to reinforce the main aims of our policy at home. Children are much more likely to respond if there is consistency between what is expected of them at home and what is expected of them at school.
- b) Please ensure that your child arrives at school in good time and with the equipment that he/she will need during the day (e.g., games kit, musical instruments).
- c) Please make sure that your child is properly dressed in correct school uniform and that your child's clothes and others items of property are clearly marked with his/her name.
- d) Please support us by ensuring that time is set aside at home for homework assignments, reading, learning of spellings, etc., and that all work set to be done at home is done to the best of your child's ability.
- e) Please let your child's teacher know, in confidence, of any circumstances at home which may affect your child's behaviour or performance in class.
- f) Please back up and support any action your child's teacher may be taking to improve your child's behaviour. You may wish to speak to a teacher if you need clarification as to why a particular action is being taken, but please do not criticise a teacher or a child in front of your child or any other children.

GUIDELINES FOR ALL STAFF:

Good Practice and Order

There is much that we in school can do to encourage appropriate behaviour and to promote good order within the school.

In your relationships with children please try to ensure that, as far as possible, you:

1. Respond positively to children and their ideas.
2. Set high standards in all areas of school life.
3. Make each child feel that s/he has the ability to succeed.
4. Make it clear that each child has a responsibility to direct maximum effort towards their work.
5. Apply rules firmly and fairly.
6. Praise a child so that the praise is related to whatever it is that you are pleased about.
7. Reward and sanction children for a range of reasons - behaviour, work, effort, consideration, etc.
8. Deal with misbehaviour in children anywhere - we all have a joint responsibility for what happens in school.

Behaviour to be fostered or discouraged

1. Children are encouraged to move quietly and sensibly around the school, walking at all times. This means not running, barging or shouting, but being ready to help by opening doors, standing back to let others pass and helping to carry things.

2. Children should be encouraged to keep the school clean and tidy so that it is a welcoming place of which we can all be proud. This means making sure that equipment and materials are put away, disposing of litter, keeping walls and furniture clean and taking great care of the displays, particularly of other people's work.
3. Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. At no time should any form of fighting, physical, emotional or verbal abuse go unnoticed or unchallenged (please refer to our Ant bullying policy for further breakdown). The following should always be positively discouraged by staff: physical abuse, verbal abuse (including racist / sexual orientation remarks), spitting, "play" fighting and weapons made from play apparatus.
4. All incidents or suspicions of bullying must be investigated and dealt with firmly. If problems continue, the headteacher must be informed. Pupils should be encouraged to tell staff about incidents of bullying or racial harassment / sexual discrimination for orientation of which they are aware. (Please refer to our Anti-bullying policy.)
5. Children are encouraged to be polite and helpful to all visitors to the school.
6. Children are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions.
7. Children are encouraged to take pride in themselves, by caring for their own work, behaviour, appearance and property. This includes clothing, which should be worn correctly or be hung in cloakrooms or placed carefully into a drawer/desk. Out of school, we should remember that the school's reputation depends very much on how the children behave.
8. Children are encouraged to express ideas and opinions and also to be aware of the appropriateness of listening and taking turns in conversations. They are helped to see the need for silence when it is required.
9. Children are encouraged to try at all times, to have confidence in their work and their abilities. They are helped to develop good concentration and work behaviour, and to give of their best. They should be discouraged from interrupting or distracting others, and from working at less than their best.
10. Children are encouraged to use their time sensibly and appropriately. This is important at all times, but particularly so at times of free choice, and playtimes. There are certain rules which should be observed at playtimes:

Playtime Behaviour

Outside Play Areas

1. Teachers should ensure that children go outside into the playground and do not remain in cloakroom areas.
2. Children should see an adult before coming into school to use the toilet, or for any other reason.
3. They should use play apparatus appropriately, e.g, skipping ropes should not be used to tie people up.
4. The water fountains should be used sensibly.
5. Children should walk in quietly when told to do so.
6. They should not pull or otherwise harm their own or others' clothing.

7. Only sponge/soft balls are acceptable for playground use but they should not be used in wet conditions. The days for playing football/handball must be adhered to.

Wet Playtimes

8. Children should not use scissors, sand or water during wet playtimes. These rules are made for their own safety.
9. Wherever possible, children should be encouraged to occupy themselves sensibly, e.g., by using a stock of wet playtime games, or drawing etc.

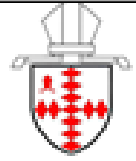
Whilst it is extremely rare, in some circumstances, but always as a last resort, it may be necessary to use reasonable force to restrain a pupil to prevent them from causing disorder, hurting themselves or others, or damaging property. In this instance, staff will follow the procedures set out in the policy on reasonable force. We endeavour to continue to have a positive and respectful relationship with the pupil.

The Governors believe that a clear Behaviour Policy which is well understood by staff, parents and pupils is essential for the smooth running of the school and the individual development of the children. There is also, linked with this Policy, a School [Anti-Bullying Policy](#). All policies are underpinned by The Church of England document [Valuing all God's Children](#).

This Policy is subject to review as and when it may become appropriate

Agreed Date: October 2023

Review Date: October 2025



Believe and Achieve!



Exceptional Learning - Merit

5 Merits – Postcard from Mrs Porter sent home

3 Praise Slips – Merit

from Mrs Porter

4 House Points - Praise Slip home

show Phase Leader

3 House Points – outstanding work

2 House Points - good work

**1 House Point – improvement/effort towards
target**

Verbal Praise



Our Behaviour Ladder

At Risk of Exclusion – see Mrs Porter

**On the 3rd Occasion – see Mrs Cordery or Mrs Soma
Daily Report Card Implemented**

**2 problem solving sheets in a week: Reflective and
restorative actions with Phase Leader.**

**Initial
Parental
Involvement**

**3 coded warnings – fill in a Problem Solving Sheet with CT at
lunchtime. Parent informed and copy sent home**

**Initial
Parental
Involvement**

**Red Card - 2 coded warnings in class behaviour folder.
Missed playtime**

Yellow Card – 1 coded warning in class behaviour folder

Verbal Warning

CODED WARNINGS FOR CLASS BEHAVIOUR FOLDER

| | |
|---|--|
| T – persistent talking at inappropriate times | V – verbally abusive |
| D – Disrupting one's own or others' learning | U – unfinished work due to lack of effort or concentration |
| A – aggressive behaviour | O – other |

Celebrating our School Christian Values

Appendix 3

When a pupil behaves in a way that demonstrates one of the following values, a member of staff will give them a sheep of the appropriate colour. Their name will be written on the back and it will be put on display in the classroom. At the end of each term all the pupils with 5 or more 'sheep', of any colour, will take part in a special activity with the head teacher.

| | |
|---|--|
|  |  |
| <i>Love</i> | <i>Trust</i> |
|  |  |
| <i>Service</i> | <i>Hope</i> |



School Values Tree

A leaf is awarded when children have been recognised as displaying our Christian Values.

Politeness and common courtesies, e.g. holding doors open/ saying 'please' and 'thankyou' are minimum expectations and should not be rewarded.

The list of reward criteria is not exhaustive but the following examples should be considered worthy of reward:

- * Sharing
- * Helping a child who is hurt or upset
- * Mediating (not interfering) with other children
- * Offering to help someone (not merely responding to a request)
- * Exercising self-control
- * Asking an adult for help with a "social" problem

When a child demonstrates the Christian values/the behaviour outlined above, a leaf is awarded to that child and displayed on the class tree.

This continues until the child receives a fifth leaf, which is golden and displayed on the whole-school tree.

At the end of each half term, children who have earned a golden leaf will receive an extra playtime lasting 20 minutes.

Children who have earned more than one golden leaf will receive a postcard home from the Head/Deputy stating how many leaves that child has earned.

