



Working together, learning together, succeeding together.

## BEHAVIOUR POLICY

At Deepdene we deliver a personalised, innovative and broad curriculum that challenges our students without losing sight of the importance of traditional values. We encourage our students to develop an innate love of learning and we provide an opportunity to develop their talents in a supportive and encouraging environment.

### **Aims:**

The aim of this policy is to:

- establish clear guidelines for students and teachers and promote consistency of approach;
- promote positive relationships, appropriate behaviour and good manners at all times;
- raise the quality of learning in all classrooms;
- create a happy, caring school where all members of the community feel safe and secure.

### **Underlying principles:**

- Adults have the skills and are equipped to enable and facilitate learning.
- Pupils feel it is a safe place to learn and enjoy the learning process.
- Promoting and rewarding the behaviour we want to see is as effective, if not more effective than punishing the behaviour we want to stop.
- Managing student behaviour is the responsibility of ALL staff.
- Consistent classroom procedures and behaviour management procedures are essential in order to maintain a successful learning environment.
- Students need to understand that their rights come with responsibilities, and that they make choices and are responsible for how they behave.
- Good behaviour supports successful learning and effective teaching supports good behaviour.
- A stimulating classroom and appropriate learning strategies motivate and engage students.

Our behaviour policy is based on promoting positive behaviour and focuses on learning which incorporates both academic and personal growth. The Deepdene ethos promotes the right to an orderly and safe working environment for both staff and students. It is always our aim to accentuate the positive rather than to focus on any negative behaviour and to use dialogue between teacher and student at all levels to address problems as they arise. We use the school values of kindness, respect, hard work, honesty and responsibility to uphold and support behaviour at Deepdene. Children learn and

understand that all behaviour is made through choice and that all choices have consequences. Our **5 Golden Rules** promote our school values:

1. We are kind, respectful and considerate.
2. We try our best in everything we do.
3. We are good listeners.
4. We are honest.
5. We care for our school.

The 5 Golden Rules are displayed in all classrooms, around the school and in the playground.

Training and support opportunities are provided to all staff to develop behaviour management strategies.

### **Expectations of pupils:**

#### **Moving around school - expectations of pupils as reinforced by Deepdene's 5 Golden Rules.**

- Students move around the school in silence, respectful of what is going on around them.
- Students will travel in single file, keeping their hands and feet to themselves.
- Students stop to give way to adults.
- There is no eating or drinking in the corridors.
- Students will greet adults when they see them and will stand for the headteacher/head of nursery and visitors when entering their classroom.

#### **Playground - expectations of pupils as reinforced by Deepdene's 5 Golden Rules.**

- Students respect each other's space in the playground.
- Students respond promptly to instructions issued by staff.
- When the bell rings, students freeze.
- When instructed, students tidy up play equipment and put it away promptly and quietly.
- When instructed to line up, students behave in an orderly fashion. Students should not touch each other, turn around or talk at this time. Students are silent.
- When instructed, students should exit the playground silently and in single file to return to their classroom with a member of staff.

#### **Dining Hall - expectations of pupils as reinforced by Deepdene's 5 Golden Rules.**

- Students are to visit the toilet and wash their hands prior to arriving at the dining area. This is to be done in an orderly and respectful manner and will be supervised by a member of staff.
- Students will line up in the corridor silently, keeping their hands and feet to themselves until the adult in charge directs them to their seat.
- Students are to collect their knife and fork on entry in a sensible fashion.
- All students are to move sensibly and slowly in the dining hall at all times.

- Students are to be courteous to staff and are to say please and thank you when being offered food and in receipt of their meal.
- Students are to remain seated throughout the lunch session.
- Students are to put their hand up if they require the attention of a member of staff.
- Students are to use their indoor voices and are to speak only to the pupils on their table. They are to be mindful of the environment and to be conscious of noise levels.
- Students are to respect the area in which they eat, keeping their personal space clean and clear. No food is to end up on the floor. If it does, students are to alert a member of staff who will give them permission to leave their seat and clear it up.
- Students are to practise good table manners; they are to eat with a knife and fork properly and are to close their cutlery on their plate when finished. (Please note, students should be allowed to start eating as soon as they are served due to time limitations).
- Students are not to share food.
- Students are to keep their hands, feet, belongings and cutlery to themselves.
- Students are to behave respectfully to the lunchtime staff, responding promptly and politely to any instructions and following the school's 5 Golden Rules.
- On the exceptional occasion that a student requires a visit to the bathroom, at the discretion of the member of staff, they may be allowed. Students should raise their hand and ask for permission to visit the bathroom from a member of staff if this is the case. Students will only be allowed to use the toilet one at a time. This means they must not be allowed to go with another student.
- Should the noise level become too loud in the dining area, a member of staff will ring the bell. Should the bell ring, students are to immediately stop talking, stop eating and look directly at the member of staff with the bell for further instructions.
- Any misbehaviour and failure to adhere to the school's 5 Golden Rules should be dealt with by staff using the 5 step sanction system.

### **Classroom - expectations of pupils as reinforced by Deepdene's 5 Golden Rules.**

- Students respond promptly to instructions issued by staff.
- Students listen when others are talking.
- Students are silent when a member of staff addresses them; they wait until the end of conversations before speaking and do not interrupt.
- Students do not call out but raise their hand when they want to make a contribution to the class.
- Students work quietly and do not disturb others.
- Students work and play in a safe manner.
- Students do not leave their seats without permission.
- Students respect each other's space and property.
- Students keep hands, feet and equipment to themselves.
- Students are appropriately equipped for their lessons.

### **Rewards for pupils:**

Deepdene is committed to celebrating the success of students in all aspects of school life. The use of rewards is extremely important in promoting and acknowledging a positive ethos throughout the school. Deepdene has a unique system that tracks a student's achievements throughout their time at the school. This system enables them to collect a series of pin badges and certificates as they work their way through the school. (See Reward Policy).

### **Students should be rewarded for:**

- Good effort, achievement and progress in class and homework
- Consistently high standards of behaviour
- Helping others
- Positions of responsibility
- Extra-curricular activities
- Outstanding individual or team achievements

### **Rewards given:**

- Praise
- Merits and mini merits
- Pin badges
- High 5 postcards
- Awards assembly
- Certificates
- Book tokens and prizes
- Entry into the Golden book

### **Behaviour Management Guidelines:**

**We create the conditions for positive classroom behaviour through quality teaching.**

- High expectations of learning and behaviour are central to the improvement of student behaviour.
- Negative behaviour should be challenged as unobtrusively as possible to avoid involving other students.
- “Blanket” warnings or punishments signal an uncertainty about a teacher’s confidence in the student’s likelihood to comply, and indicate that the teacher may not be in control. They should therefore be avoided.
- Always deal with behaviour as an issue that is affecting learning.
- Address the behaviour not the student, thereby showing and earning respect.
- If you are not getting the standards that you want, address the issue – you are in control.
- Always follow the agreed classroom behaviour management procedures using the 5 step sanction system, allowing students time to comply, unless it is a dangerous or totally defiant act that requires the student to be removed immediately.
- Use as many strategies as possible to encourage positive behaviour and never resort to physical intervention unless others’ immediate safety is at risk.
- Do not use raised voices. Deal with all behaviour incidents in a calm and controlled manner.

## **Encouraging positive classroom behaviour through the lesson structure**

- High expectations
- Pace and challenge
- Constructive praise and criticism
- Regular feedback on progress
- Consistent application of rules
- Clear instructions
- Flexibility of approach
- Apply behaviour management procedures for negative behaviour consistently, use non verbal clues and unobtrusive reminders
- Differentiation of activity/outcome
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### **Beginning of the School Day:**

Students can arrive in classrooms from 8:30am. All staff must be present in their rooms in order to greet and supervise pupils. Between 8:30am and 9:00am, staff should:

- Supervise the students' entrance; meet and greet;
- Check and correct uniform;
- Ensure all students organise themselves for the school day and then sit down;
- Listen to students read and update their reading diaries;
- Insist on silence while the register is called;
- Supervise students while they prepare for their first lesson in an orderly fashion.

All staff and students should remain in the classroom unless otherwise directed. Only one pupil should collect the register.

### **Lesson time:**

Teachers must:

- Check and correct uniform
- Ensure all students are seated
- Deliver the lesson:-  
Introduction – starter – processing/activity – plenary – set homework as necessary – finish the lesson and ensure that students pack away if appropriate
- Where appropriate, dismiss the students in an orderly fashion, checking uniform and ensuring that the classroom is left ready for the start of the next lesson. At play or lunchtime, teachers of Reception to Year 5 should accompany their class down to the appropriate space and ensure that the duty team is in place before leaving students.
- Teachers and students should remain in the classroom during the lesson, avoiding unnecessary disruptions to learning brought about by entrances and exits to the classroom. Teachers should use their professional judgement if a child asks to visit the toilet but should avoid allowing more than 2 pupils out of their classroom at a time.

### **Play and lunchtime:**

Teachers must:

- Accompany their class (Reception to Year 5) down to the appropriate play/dining space and ensure that the duty team is in place before leaving students.

- Monitor students' games and playtime activities at all times.
- Circulate throughout their duty.
- Reinforce the school's 5 Golden Rules. (In the playground this should include appropriate use of hoops, skipping ropes, footballs etc - 'We are kind, respectful and considerate'/'We care for our school').
- Indicate the end of play/lunchtime by ringing the bell. In silence, every student must stop and look at the member of staff ringing the bell. Staff should then instruct pupils to put play equipment away quietly.
- Instruct students to line up in silence.
- Check and correct uniform.
- Accompany students back to their classrooms in single file and in silence. A member of staff must shut the playground gate and should ensure that the teacher responsible for the class's next lesson is in the classroom ready to supervise the students. Students should not be left unattended.

N.B.

- If on duty in the front playground, a member of staff is responsible for ensuring both gates on the pathway are closed, as well as the front door. Staff must do a head count as pupils re-enter the school to ensure that no student has been left behind.
- Students are not to be left in a classroom unattended. The staff member on duty must remain in post until the class teacher returns.

In the unlikely event our positive praise does not have the desired effect, staff follow steps appropriate to age and understanding using our 5 step sanction system.

### **Sanctions and Behaviour Management Procedures**

All staff must use the following 5 step sanction system for managing behaviour when any student disrupts learning or fails to follow the school's 5 Golden Rules.

- 1. Give a verbal reminder of the desired behaviour**
  - Tell the student what you want them to do e.g. "You need to face this way and listen."
- 2. Give a verbal warning**
  - If a rule is broken again, a verbal warning should first be given. The pupil should be informed of the rule they have broken and reminded of the reason why it is in place. The pupil should be warned that if the rule is broken again, they will be moved.
  - Remind the student what they are doing wrong and relate it to the way it is affecting their own and others' learning, listening or enjoyment e.g. "You are continuing to talk after I reminded you earlier in the lesson not to. This is affecting learning and distracting people away from what they should be doing."
  - Issue a warning: "If you continue to do this, the consequence will be that you will be moved so that you stop disrupting the learning/playing of others."
  - Keep the focus on learning if the incident is in the classroom.
- 3. Move the student to another part of the classroom, playground or dining hall.**
  - Try to remain calm and assertive. You should not raise your voice.
  - Once settled in a new seat/location of your choice, unobtrusively go and have a word with the student, reinforcing positive learning behaviour and why it is important.

NB In the playground (please see 'Expectations for pupils in the playground'), the student should be moved to the side of the adult for 2 minutes. It is important that they are integrated back into play.

#### 4. Issue a sanction

- Explain to the student that they have received a reminder and a warning but have continued to break one of the school's 5 Golden Rules. Issue them with a 5 minute loss of free time, which is to be withdrawn from them at the next available break (lunch or play, at teacher's discretion and availability).
- Focus on certainty rather than severity – make sure the student completes the sanction and always follow up if they don't. It is the teacher issuing the sanction who is responsible for supervising the pupil during the sanction period. This may take place at the next play or lunch break, at the teacher's discretion.
- If this sanction is issued, the student's name must be listed on the detention clipboard hanging in their classroom in order for the class teacher and SLT to monitor behaviour in the school.
- During the sanction, explain what is expected in terms of behaviour and work on putting things right.

#### 5. Issue a sanction: extended loss of free time

- If a student fails to rectify their behaviour, explain that they have persistently failed to adhere to one of the school's 5 Golden Rules, clearly outlining which rule has been broken and why it is in place. Issue them with an extended loss of free time (10 minutes in total rather than 5 minutes).
- Focus on certainty rather than severity – make sure the student completes the sanction and always follow up if they don't. It is the teacher issuing the sanction who is responsible for supervising the pupil during the sanction period. This may take place at the next play or lunch break, at the teacher's discretion.
- If this sanction is issued, the student's name must be listed on the detention clipboard hanging in their classroom in order for the class teacher and SLT to monitor behaviour in the school.
- During the sanction, explain what is expected in terms of behaviour and work on putting things right.
- Contact home to inform parents of their child's failure to respond to our positive behaviour policy. TAs should request class teachers to make the phone call home but must complete a PIF for the class teacher's information.

#### **Persistent failure to self regulate behaviour**

On rare occasions, a student may find themselves repeatedly working their way through the 5 step sanction system. At this point, the class teacher must ensure that SLT have been informed, through the PIF system. The class teacher, along with SLT, will review the student's behaviour with a view to calling a meeting with the student's parents/carers to discuss a positive approach to dealing with this consistent pattern of behaviour. In the first instance, it may be recommended that the pupil is placed on daily report to the class teacher. This will be regularly monitored by a member of SLT to ensure that it has a positive impact. The parents/carers will be involved in this process. It is possible that a child may need to be on report for a period of time (weeks rather than days) in order to initiate a change in their behaviour. This will be reviewed by a member of SLT.

The above positive behaviour management process is usually a successful, swift way of addressing inappropriate behaviour. However, should our positive behaviour management, involvement of parents

and active interventions not achieve the desired change or misbehaviour is of a serious nature, the school reserves the right to exclude a pupil. Every effort and resource will be employed to avoid such situations; however, there may be occasions where exclusion cannot be avoided. Examples of such situations are:

- Persistent behaviour at a disruptive level which cannot be managed by intervention, where the pupil is a health and safety risk to others in the school;
- A serious physical assault on a pupil or a member of staff;
- Deliberate vandalism/substantial theft of school equipment.

School may try to agree a programme with parents where, following an incident that would not immediately warrant a formal exclusion, a child is removed for the remainder of the day on which the incident occurs. If a child needs to be excluded from school, the normal practice would be to set an exclusion of 1, 2 or 3 days. A fixed term exclusion that extends into the 6<sup>th</sup> day requires additional systems to be put in place to support the child at home. A student that is excluded on two occasions will be given a final warning and will find that his/her next exclusion will result in a permanent exclusion from the school.

If there were an incident that warranted permanent exclusion, parents/carers would be immediately contacted by Elizabeth Brown/Nicola Gane to discuss the matter.

Exclusions at Deepdene are rare. Coordinated staff implementation of our Behaviour policy ensures a consistent approach in role modelling expected behaviour, displaying clear boundaries and encouraging positive outcomes.

### **Appeals**

If parents are not satisfied with the conclusions reached by the School, they may request that the matter be referred to an Appeals Panel for consideration. To initiate an appeal parents must put this in writing to the Headteacher.

On receipt of a letter from parents requesting an appeal, the Headteacher will then contact Oliver Blond (the executive Headteacher of the Roedean Group of Schools) so that a panel can be constructed for the appeal hearing. Mr Oliver Blond will act as the chairman of the panel. The Panel members other than the Chairman shall be appointed by the Chairman of the Panel in consultation with the Directors of the school. The Panel will consist of at least three persons not directly involved in the matters detailed in the appeal, at least one of whom shall be independent of the management and running of the school. The Chairman, on behalf of the Panel, will then acknowledge the appeal and schedule a hearing to take place as soon as practicable and normally within one week.

If the Panel deems it necessary, it may require that further particulars of the appeal or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than two days prior to the hearing.

The parents may be accompanied to the hearing. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the Panel will resolve the parents' query immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within two weeks of the Hearing.

The decision of the Panel will be final.

The Panel's findings and recommendations will be:

- provided to the parents and
- made available for inspection on the school premises by the Directors and Head.

**Ratified by the SLT in February 2018**