



PRIMARY BEHAVIOUR PROCEDURE GUIDANCE

Date of Policy	March 2022
Next review date	June 2022
Approved by	Caroline Ratcliffe
Date of approval	April 2022
Target Audience	Teachers, TAs , LSAs, Parents, EDT

Links to other policies:

Behaviour Policy

Anti-bullying Policy

Exclusion Policy

Safeguarding Policy

[Break Duty Supervision Guidance](#)

Mission Statement: *'The happiest community empowering every individual to achieve outstanding growth.'*

Aim:

The aim of this guidance is to outline the expected behaviours at St. Andrew's Dusit, the reward system and sanction process. It should provide clarity on the steps that staff should take, both when examples of positive and negative behaviours are displayed by children.

Rationale:

Behaviour is the way we act and respond to people and to situations in which we find ourselves. Teachers have authority in our school to support and guide children to behave appropriately, this duty applies to all paid staff with responsibility for children; unless the Head of School says otherwise. Our aim is that all of our children should be able to behave in socially acceptable ways. To be socially acceptable, we believe that children should be able to treat other children and adults with respect; speak politely to other people; and have self-confidence and high self-esteem.

Expectations of Pupils:

- arrive on time to lessons/classes with all the equipment needed for the lesson;
- listen when the teacher is giving instructions;
- follow instructions promptly and accurately;
- raise a hand to gain attention;
- follow the teacher's instructions about moving around the classroom;
- treat others with respect and consideration at all times;
- dress cleanly and neatly in the specified uniform for the activity;
- obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- move sensibly and calmly around the buildings and grounds;
- never make racist, sexist or other abusive or humiliating remarks;



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- never resort to physical violence.

School rules:

In order for children to meet Dusit's expectations of pupils, staff must have a consistent approach to ensure school rules are followed. All staff can follow the reward and sanction systems outlined below to promote positive behaviour. Teachers can adapt the language according to their year group.

There are separate classroom and playtime rules due to the differing environments and activities. As the adult on duty may not be the class teacher, reminders to staff about playtime rules should take place in August and translation occurs if required.

Classroom:

- Be an active listener
- Use our inside voices in the classroom
- Raise our hands when we want to speak
- Work together
- Help each other
- Stay on task
- Complete tasks given to me
- Be organised and ready to learn
- Be respectful to others

Playtime:

In addition to the [Break Duty Supervision Guidance](#), which outlines expectations of staff and COVID precautionary measures, children at breaktime are expected to:

- Try to solve our problems by calmly talking them through
- Go to a teacher on duty if we can't solve the problem ourselves
- Behave in a way that does not harm people, clothing or property
- Play safely at all times
- Wear a hat at all times. No hat, no play. Sit in the shade.
- Not enter classrooms without permission
- Play appropriate games – no tackling or play fighting
- Climb only on playground equipment
- When the bell rings, tidy equipment and line up quietly.

Adaptation for Additional Educational Needs:

When enforcing school rules, both in the classroom and at playtime, staff must be mindful of any additional educational needs that a child may have including EAL. They may need to adapt their language and actions in order for instructions to be understood. If required, translation can take place. This is more pertinent when a staff is considering the level of sanctioning. When a LSA provides 1:1 support for a child including at break times, they should be actively involved in behaviour management. It is the responsibility of the SENCo and EAL departments to ensure that the relevant members of staff have an awareness of the learning needs in the classroom and on the playground.



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Rewarding and Sanctioning:

As the school aims to be the happiest community, there is a focus on positive reinforcement of behaviours displayed by children. The teacher's mindset should be to focus on the positives and explore the levels of rewards, prior to enforcing any sanctions.

Both rewards and sanctions have 5 levels, although sanctions have Level 1a to include specific playtime issues.

An internal suspension can involve missing part/whole of a breaktime, not attending an ECA and being provided separate work and spending a day supervised by the Deputy Head.

An external suspension involves a child not attending school or being asked to leave school early that day.

Rewards:

Individual teachers may choose to have behaviour charts, stars or stickers for good work. Examples of encouraged behaviour for each level are outlined on the following page.

Level 1 - Verbal praise; written comment in book

Level 2 - Dojo points linked to behaviours, Dusit Values or performance/work produced (1-3pts)

Level 3 - Class Dojo message to parents commenting on positive behaviour/incident

Level 4 - Superstar of the week

Level 5 - Visit to Head of School/Deputy Head



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Levels of encouraged behaviour

Level 1	Level 2	Level 3	Level 4	Level 5
Meeting expectations of pupils	Persistent Level 1 behaviour	Persistent Level 2 behaviour	Persistent Level 3 behaviour	Persistent Level 4 behaviour
Following of class rule/norm	Positive, active engagement in a lesson	Active engagement in lesson that improves others' learning		
Being a positive role model for others in one aspect	Being a positive role model/ideal pupil in a number of aspects	Supporting others or providing help to adults		
Concentrating for an extended period of time	Maintaining focus/ displaying a strong work ethic	Going above and beyond expectations for age group		
Producing well-presented work	Producing work of a high standard/their full potential	Producing work of an impressive standard, worthy of showing phase leader		



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Sanctions:

Individual teachers may choose to have behaviour charts or clouds. Examples of unacceptable behaviour for each level are outlined on the following page.

Level 1 - Verbal warning in first incidence; relocated within classroom/time out/reflection time in second incidence; moving on class behaviour chart

Level 1a (breaktime only) - 2 minute time out/reflection time; time out for remainder of break

Level 2 - Spoken to by Phase Leader and Class Dojo message sent to parent by class teacher; CPOMS incident added.

Level 3 - Spoken to by Deputy Head, internal suspension and a meeting held with parents and class teacher

Level 4 - Spoken to by Head of School, a meeting held with parents and child placed on a behaviour plan

Level 5 - Spoken to by Head of School and child externally suspended from school; number of days dependent on severity and number of incidences

An incident form is used to record in detail any incident involving a child, or anyone employed in the school, which results in personal injury or damage to property. These include loss or theft, deliberate damage, any other serious incident. These are reported to the Head of School and parents. We record all details fully and accurately. Incident forms are accessible on the homepage and records maintained in the child's personal file, CPOMS document vault and the incident book.



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Levels of unacceptable behaviour

Level 1	Level 2	Level 3	Level 4	Level 5
Interrupting & shouting out	Persistent Level 1 behaviour	Persistent Level 1a & Level 2 behaviour	Persistent Level 3 behaviour	Persistent Level 4 behaviour
Breaking class rules/norms	Theft of low value property	Theft of high value property	Bullying	Racial discrimination/language
Uncooperative behaviour/refusal to work	Refusal to follow instructions	Refusal to go to designated person/area	Hitting, swearing or disrespectful behaviour to a member of staff	Bringing dangerous items into school
Name calling/teasing	Teasing/excluding	Persistently & Deliberately hurting another child's feelings/body	Repeated physical aggression to adult/child	Violence that causes injuries requiring medical attention
Misuse of school equipment	Misuse of furniture/indoor area/play equipment	Vandalism	Inappropriate use of social media	Child-on-child abuse
Leaving playground without permission/playing in toilets	Leaving classroom/building without permission	Leaving school without permission	Sexual/homophobic discrimination	
Unruly playing including arguing over football/a games	Dangerous play that is likely to harm/endanger others	Intent to harm others/endangering safety of others		
	Destruction/spoiling others' property or work intentionally	Swearing/rude/adult language		
		Inappropriate touching		
		Object throwing/intentional dangerous play		