

## **Values and Behaviour Policy**



Reviewed and Approved by the LGB during the term: Autumn Term 2019

Next Review date: Autumn 2021



*\*This policy should be read in conjunction with our Anti-Bullying Policy and Online Safety Policy\**

## **A. This Values and Behaviour Policy aims to encapsulate our school vision:**

to provide Outstanding Learning, within a Glittering Curriculum where  
**Everyone Matters.**

In order to achieve this vision, we believe that our children must present with truly excellent behaviour. In their time at Dulwich Hamlet, children develop and grow into young people with a *clear moral purpose, excellent communication skills, an understanding of their place in the world and an inclusive attitude.*

To that end our **core values**, chosen by children, parents/carers and staff and constantly referred to in school, are:



1. We show **RESPECT** for each other, the school, our parents/carers, the staff and the planet. This includes showing gratitude for what we have, celebrating differences and having empathy when dealing with others.
2. **INTEGRITY** guides our behaviour. We strive to do the right thing, are honest and open in our words and sincere in our actions.
3. We demonstrate **RESILIENCE** in the face of challenges. We approach all tasks with enthusiasm, open-mindedness and ambition.



### B. Adults Help Children Become Successful Hamleteers

In order to live the vision that Everyone Matters, we understand that adults are the key. We firmly believe that every *member* of our school community including staff, parents/carers and visitors have a responsibility to promote socially acceptable behaviour. Consistent adults provide a safe space for everyone to thrive. They do this by:

- Adopting a **Firm but Fair** approach
- Modelling and expecting **High Standards** of behaviour
- Taking a **Keen Interest** in the behaviour of the children
- **Celebrating Differences** in our community
- Using **Praise and Positive Reinforcement** to encourage excellent behaviour

### C. Choice, Routines and Language

Clear routines are the foundation of good behaviour. Routines that are followed provide children with safe spaces and transitions. Children make choices and we use the language of choice when discussing their behaviour decisions. When children demonstrate our core values, we say that they are 'Hamleteers'.



## D. Praise and Rewards

We encourage children to behave well and praise them when they do. We praise effort; share high quality work with other classes, adults and parents/carers; and work hard to foster a positive learning environment where the learning potential of mistakes is highlighted. Teachers may wish to create incentive systems in class.

### **Achievement Assembly**

Each Friday a school Achievement Assembly shares the successes of the pupils that week. Subject specific and one-off prizes and certificates are handed out and House Captains report back on any points totals and results of sporting competitions.

Achievement Certificates are used solely to highlight where children have produced a piece of work which demonstrates particular element of excellence which we wish to highlight to the whole school.

Each week class teachers will also nominate a child's behaviour for a 'Values Award' for presentation in assembly. The Head of School will pick one or more outstanding representatives to receive a values pen – a chance to celebrate the behaviour which embodies our school values.

### **Houses**

The House System is of long standing at The Hamlet and children are proud of their houses, sharing the same House as siblings. Houses will assemble at least once a term with their House Teachers and Captains to discuss the inter-house challenge.

Ruby Fire	Village Hall	Ms Harris	2 x House Captains
Sapphire Air	Turney Hall	Ms Shreeve	2 x House Captains
Topaz Water	Pickwick	Ms Plant	2 x House Captains
Garnet Earth	Griffin Hall	Mr Salomonson	2 x House Captains

### **House Challenges**

Each challenge will be taken from an aspect of school or community life:

- Ecological/ Climate Change
- School Environment
- Health
- Charity
- Local Community Engagement



- Music
- Sports

An impartial panel of School Leaders, PTA and Governor Representatives will choose the winning house.

### ***House Points***

There are also small sporting competitions that are held throughout the year and the Inter House Sports Cup. House points can be earned through participation in early sport clubs and music events such as choir and ensembles etc. The tone of the competition should be light-hearted and friendly and the winning house will be revealed at the end of each term.



## E. Classroom Behaviour Management

### **Non verbal**

Remind children to make the correct behaviour choices non-verbally. This could include eye contact, finger to lips, walking to the child, hand on desk, silently removing object of distraction etc.

Or... Praise adjacent children e.g. "Thank you *NAME OF CHILD* for working in silence"

### **General Statement**

Make a general statement to the class indicating the correct behaviour choice. This should be positive – e.g. "Thank you for putting pens down"

### **Directed statement**

Use child's name in a statement – e.g. "\_\_\_\_\_, put the book down." This is a *verbal warning*.

### **Step 1 - Warning**

On the next infringement, the child's name shall be recorded.

### **Step 2 – Time Out**

Write a 5 next to their name – child stays in for 5 minutes at break and is spoken to by the class teacher. In the afternoon, teachers may defer to the following morning or move the child for an in-class time out.

Warnings and time outs are wiped at the start of each am/pm session

N.B. If this happens **3x in one week**, refer to team leader for recording on the Management Information System (MIS)

### **Step 3 – Reflection Time**

15 minute reflection time at lunch (or the following day if in the afternoon) – refer to team leader who will record on the MIS and provide appropriate support to teacher.



## Reflection Time



Refer to Team Leader who can update the MIS and decide on appropriate use of e.g. completing work, tidying a mess they have created, apologising or writing a reflection on their behaviour choices (pro-forma sheet kept in the library).

- Step 3 – Child has continued low-level misbehaviour after a Time Out
- Refusing an instruction from an adult or responding inappropriately to an instruction
- 5-minute Time Out applied more than twice in a week
- Speaking impolitely or acting unkindly to an adult or another child
- Rough play or forgetting to use words rather than hands
- Not respecting school property or learning spaces
- Forgetting to put mobile phone in office
- Forgetting PE kit 2 weeks in a row

## Year Group Behaviour Support



If a child makes behaviour choices that warrant Reflection Time twice in a term:

- **Parents/carers will be informed by a face-to-face conversation, phone call or email.**
- At team meetings, the year group team will discuss support strategies.

## Internal Referral



Children removed from the playground for between 1 and 5 days at the discretion of the Head of School. This will be marked on the MIS under 'Incidents'. **Parents/carers will be called in for a meeting or spoken to on the phone.**

If the offence is serious enough: a member of the Core Leadership Team (CLT) will be assigned to the child to manage their support programme; children will not be allowed to represent the school in sporting fixtures or non-curriculum opportunities (e.g. year group parties, sports days, Hamlet's Got Talent, pantomimes etc.) until the child has proven they are making the correct behaviour choices.

- Repeated breaches of the school rules (3 Reflection Times in a Term)
- Use of sexual language - including online
- Use of swear words with intent to shock or injure - including online
- Any form of bullying - including online (Section I below)
- Vandalism
- Theft
- Hurting others physically
- Fighting
- Prejudice-related incidents (nine protected characteristics) - including online
- Possession of any prohibited items such as knives or weapons; alcohol or drugs; stolen items; fireworks; pornographic images;
- Sending or possessing inappropriate digital images



### F: Bullying Behaviours (see also DHJS Anti-Bullying Policy)

The governors, staff and children of Dulwich Hamlet Junior School accept the following definition of bullying: “Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). Bullying behaviour is deliberate and repeated, children in our school will recognise **STOP** (Several Times On Purpose) as a way to define whether or not bullying is taking place. Whilst children who use bullying behaviour and their victims can be of any age, size or physical strength, bullying involves a power imbalance. When bullying takes place, it is likely that others will see it happening; this will probably include other children and possibly some adults (teachers, support staff and/or parents/carers). We are clear that children should be *upstanders* not *bystanders*. Children who tacitly support the bullying behaviour of another will be treated in a similar way to the child who has chosen to take part in bullying behaviour.

Bullying and cyber-bullying may include:

- Physical assault (hitting, kicking, pushing)
- Name calling of an insulting and / or personal nature
- Verbal abuse and threats
- Abusive or threatening emails, texts, instant messages or calls on mobile phones
- Hacking into or cloning email or social networking accounts, or using email or social networking to pretend to be another person
- Sending images from mobile phones that are intended to upset, scare or embarrass others
- Demanding money, possessions or favours using threat or force
- Laughing at someone because of the way they look, the amount of money they have, their sexual orientation, race, culture, religion or academic ability
- Spreading hurtful and untruthful rumours
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or Youtube)
- Encouraging others to join in with acts of bullying
- Prejudice-related incidents (including the nine protected characteristics)
- Deliberate exclusion or isolation of another child or a group of children



### **G: Behaviour in The Playground**

We recognise that the playground is the place where most problems occur in terms of behaviour and therefore it is the place where most Learning to Behave takes place. As such we recognise that specific and clear playground rules are required. These are the responsibility of School Council to review each year.

We expect to see children playing with respect for each other and the fantastic facilities available to them. We see our Hamleteers as pupils with high degrees of integrity and therefore trust them to make good behaviour choices, developing their own independence in managing social situations. We give them responsibility to make their own choices, solve problems and work together. And we work hard to support them to make the correct behaviour choices.

### **H: Vulnerable Pupils and Pupils with SEND.**

During their time at school, some pupils will require extra support in managing their behaviour. At these times we may adapt strategies to support vulnerable pupils. Year group leaders will monitor behaviour through the MIS. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- Individual Education and/or Behaviour Plans
- Pastoral Support Programmes/Early Help Provision
- Support from the SEND Team

### **I: Behaviour Online (See also DHJS Online Safety Policy)**

Whilst children are members of Dulwich Hamlet, they are expected to abide by the codes of behaviour at all times not just when in school. This is particularly pertinent to the online realm, where two or more children may be communicating with one another. Positive communication will have positive benefits for school life whilst any negative behaviours often have a negative impact on learning.

The three policies: *Online safety*, *Anti-Bullying* and *Values and Behaviour* are interrelated and cross-referenced documents which work together.



### **J: Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but on rare occasions, this may be necessary. The Trust has therefore adopted the standard national list of reasons for exclusion, and the DfE statutory guidance on school exclusions (Exclusions from maintained schools, academies and pupil referral units in England, September 2017). We refer to this guidance in any decision to exclude a child from school.

Only the Head of School has the power to exclude a child from school but this decision will be made in consultation with the Executive Head and Chair of Governors. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The law does not allow for extending a fixed-period exclusion or ‘converting’ a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. In extreme and exceptional circumstances, the Head of School may exclude a child permanently.