



Behaviour Policy
Darrington CE Primary School

Vision
Shine, Share, Flourish.

We **shine** our light for each other.

We **share** peace, respect and friendship.

We **flourish** and grow together

‘Your word is a lamp to my feet, a light to my path.’ Psalm 119

The behaviour and attitudes of pupils at Darrington CE Primary School are Good (Ofsted, December 2019):

“Pupils say that they feel safe in school and that staff care about their well-being. Pupils generally behave well. They know whom to talk to if they have any concerns and trust staff to always help them.”

“Staff have high expectations of pupils’ behaviour. There is a calm atmosphere throughout the school. Pupils’ learning is rarely interrupted by poor behaviour.”

Principles:

At Darrington CE Primary School, we believe that it is the responsibility of all school staff to set high expectations of behaviour; to model a good example to pupils at all times and to recognise positive behaviours. We believe that positive, caring relationships are the key to a safe, happy learning environment where all pupils can achieve success. This policy is based on the principle that by recognising and rewarding positive examples relentlessly, pupils will be encouraged to reflect this behaviour.

Three things every adult will do every day:

1. Remind pupils of our high expectations.
2. Engage in caring conversations.
3. Pass on the positive.

School Rules:

At Darrington CE Primary School we have three simple behaviour rules for children that are relevant to all aspects of school life:

1. Be Ready
2. Be Respectful
3. Be Safe

Rewards:

Recognition Boards

Based on the work by Paul Dix in ‘When the Adults Change, Everything Changes’ we will aim to focus on a positive behaviour reward system. Each classroom will have a recognition board and children will be recognised each week for displaying a particular learning muscle, showing elements of our school vision or a Christian Value. The aim is to recognise all children throughout the week and now place the names on the board or draw attention to positive behaviour throughout the day.

Golden Box

Throughout school, teachers and support staff promote positive learning behaviours by making reference to growth mindset behaviours and ‘learning muscles’ (Guy Claxton: Building Learning Power). Pupils are rewarded for displaying positive learning behaviours by having their name placed in their classroom golden box. Names from the golden box are read out in Proud Assembly on a Friday and children’s achievements are celebrated. Each week, the children from the golden box are added into a raffle and one child is drawn out to become the ‘Golden Child’ for the following week

Postcards Home

Each week, class teachers choose one pupil from each year group to receive a postcard home, recognising their positive effort, achievement and/or behaviour.

Sanctions:

We strive to have a praise in public, reprimand in private approach. Whilst we celebrate positive behaviours as much as possible we do recognise the occasional needs for sanctions when children do make the wrong choice. We employ sanctions to ensure a safe and positive learning environment where all can achieve. Each sanction is applied appropriately to individual situations.

- We use 'The Way to A' language and visual displays to explain to children the importance of making the correct choices and the consequences of making the wrong choice. It presents a simple, logical, and systematic strategy that clarifies and sequentially teaches the child how to manage their behaviour by engaging in forethought and self-analysis before acting out.
- Children will be spoken to if they make poor choices. They will be given warnings and if they do not improve their choices, they will be asked to miss some of their free time and speak to a member of SLT. During this time, a restorative conversation will be held.
- We communicate poor behaviour to parents and discuss ways forward with parents to secure positive outcomes for the child. We also record instances on CPOMs.
- If negative behaviour persists, the child may be sent to another classroom for a period of time with some work or a written task to complete
- If negative behaviour continues over a longer period of time, the child may be placed on a behaviour report card. They may also be placed onto a Positive Handling Plan.
- Where misbehaviour is recurring and the behaviour report cards have not impacted on this, special help may be sought from the educational psychologist and/or the LA Behaviour Support Team.
- For serious behaviour, the Headteacher may use their discretion to exclude the child either on a fixed term or a permanent basis.

Exclusions

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. The decision to exclude a pupil *must be lawful, reasonable and fair*. The government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Headteacher will inform the chair of governors of these actions and notify the LA. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure the policy is administered fairly and consistently. **DfE Exclusion from maintained schools, academies and PRUs in England, September 2017)**

Pupil Support Systems

For pupils who are having persistent behaviour difficulties the school will provide targeted support or mentoring by adults or peers. Individual Behaviour Plans (IBPs) will set small and achievable targets and possible resources and strategies will be identified. Half termly meetings to discuss progress towards individual targets will take place alongside staff and parents. Referrals to the Educational Psychologist may be necessary to ensure that appropriate support is in place.

Using reasonable force or other physical contact

Staff only intervene physically to restrain pupils to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils and follow the 'Team Teach' positive handling guidelines. Please refer to 'The use of reasonable force' policy.

Confiscation and searching both with and without consent

The Headteacher and the SLT can search a pupil or their possessions with or without consent where they have reason to suspect the pupil has weapons, alcohol, illegal drugs or stolen items. It may be more appropriate to call outside agencies such as the police.

Recording and Reporting Procedures

- All serious behaviour incidents (e.g. physical or verbal assaults) will be recorded on CPOMs (a resource used for monitoring behaviour or safeguarding issues).
- Specific behavioural incidents should be recorded by an adult alongside the pupil, using an 'ABC Behaviour Incident Form' (Appendix 2) as part of the 'restorative conversation' process.
- When there is the need for the use of reasonable force, the staff will record the details in the Positive Handling Report book and a letter will be given to the parents informing them of the incident.

The Role of All School Staff in Managing Positive Behaviour:

To promote high standards of behaviour, all school staff will:

- ✓ Treat all pupils courteously and with respect.
- ✓ Promote courtesy and good manners between and among all adults and pupils. This is especially important at lunchtime and social times.
- ✓ Always expect quiet, focused attention and body language in class, bearing in mind the different concentration spans of different age groups. We use the terms 'Ready', 'Respectful', 'Safe'.
- ✓ Use consistent, standard cues as a signal throughout school to be still and silent (a raised hand and verbal cue: "1,2,3 Eyes on me"). Use positive feedback to praise those ready; use polite reminders to prompt others, e.g. "Eyes and ears this way".
- ✓ Always use a calm, controlled voice when speaking to children; never shout at a pupil or at a class.
- ✓ Phrase instructions positively (e.g. 'Walk', rather than 'Don't run').
- ✓ Use positive reminders to refocus a child's behaviour (e.g. "Everyone is working quietly; you are trying to catch ---'s attention. Now turn around, look at your work and get on quietly."); never ask direct, confrontational questions as part of discipline (e.g. we don't ask, "What do you think you're doing?").
- ✓ Give first attention to positive conduct.
- ✓ Remember that calm, consistent adult behaviour is key to all that we do.

Four things all staff will do when dealing with unacceptable behaviour:

1. Speak to the child privately where possible.
2. Keep calm and, where possible, match the child's eye-level.
3. Give choices and thinking time.
4. Remind the child of examples of their good behaviour and achievements.

Restorative Conversations:

After incidents of unacceptable behaviour, a restorative conversation between the pupils and adults involved should take place. The aim of this is to support pupils in understanding their behaviour choices and the consequences of their actions. We encourage pupils and staff to develop mutually respectful relationships with one another so that good teaching and learning can flourish. The following questions can form a useful part of the conversation:

Questions to support a restorative conversation:

1. **What happened?** *Listen without interrupting or disagreeing, then give your account without judgement.*
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?** *Support the child with considering their impact on others.*
5. **Who has been affected?** *Provide gentle encouragement for the child to consider others' perspectives.*
6. **How have they been affected?**
7. **What should we do to put things right?**
8. **How can we do things differently in the future?**

Responsibilities:

Pupils are expected to:

- ✓ work to the best of their abilities and allow others to do the same
- ✓ treat other pupils and adults and belongings with respect
- ✓ follow instructions and cooperate with children and pupils throughout the school day
- ✓ behave in a way which keeps them and others safe
- ✓ take care of property and the school environment
- ✓ be tolerant of others, irrespective of race, gender, religion and age
- ✓ attend school regularly and on time, ready to learn and take part in school activities.

Parents are expected to:

- ✓ discuss, agree and sign the home school agreement with their child
- ✓ be aware of school rules and expectations
- ✓ develop positive, respectful relationships with the school
- ✓ support the school in implementing this behaviour policy
- ✓ support their child's learning
- ✓ ensure their child attends school regularly, on time and ready to learn.

All school staff will:

- ✓ Create a positive and purposeful atmosphere which gives opportunities for all pupils to succeed.
- ✓ Set high expectations of all our learners.
- ✓ Foster caring attitudes towards others and the environment.
- ✓ Provide a school curriculum which is stimulating and challenging and promotes self- esteem and self -motivation.
- ✓ Help children to make informed choices about their behaviour by enhancing self-awareness and developing empathy.
- ✓ Help the pupils to develop an awareness of right and wrong.
- ✓ Make clear boundaries of what is acceptable and appropriate behaviour.
- ✓ Allow pupils to develop a keen awareness that our behaviour affects others.
- ✓ Maintain a consistent approach in dealing with behaviour, adhering to the school behaviour and discipline policy.
- ✓ Follow legal and procedural guidelines.

The SLT will:

- ✓ Support the Headteacher and all staff in the implementation of this policy
- ✓ Seek opportunities for staff to improve practice if felt necessary.

The Headteacher will:

- ✓ Implement and monitor the school behaviour policy consistently and to report to governors, if requested, on the effectiveness of the policy.
- ✓ Conduct regular monitoring of CPOMs
- ✓ Ensure the health, safety and welfare of all pupils in the school.

The Governing Body will:

- ✓ Ensure that their functions are carried out to safeguard and promote the welfare of pupils, ensuring this policy is working in practice.
- ✓ Support the Headteacher and staff in the implementation of this policy.
- ✓ Ensure that the policy is reviewed annually, and discuss and approve any changes made.

Policy title	Behaviour Policy
Monitoring and review	Annual
Links	Use of reasonable force, SEND, Inclusion
Staff responsible	Headteacher/SLT
Committee responsible	Full Governing Body
Date approved	December 2023
Review date	December 2024

