



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, October 2024):

“Pupils are polite and considerate to each other and with adults.”

“The school is calm and orderly. Pupils are happy and safe here. Lessons are rarely disrupted.”

“Pupils behave well. Lessons are rarely disrupted by poor behaviour. There are clear systems in place to manage behaviour and these are followed consistently. Relationships are strong between pupils and adults.”

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. When the class reaches their target they get to choose an appropriate reward.

Star of the Week

Every week, we celebrate achievements made by children as part of our Proud Assembly. One child per year group is selected and is awarded a certificate for shining a light for others and exhibiting positive learning behaviours.

Leading Lights Collective Worship

Every half term, children from each year group are selected to be 'Leading Lights.' During this special collective worship, parents and carers are invited to share and celebrate the achievements and children are presented with a certificate. A copy of the certificate is also put on display on the main corridor for the next half term.

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.

- 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 as a suspension or a permanent basis.

Lunchtime and Break

All systems used in classrooms are also extended to break and lunch times. Children may be given some 'cool down' time by standing at the side of the playground, sitting on the bench or standing with a member of staff. Any member of staff in response to inappropriate behaviour can initiate this. Lunchtime supervisors and on duty teaching staff are responsible for maintaining these systems throughout break and lunch times. A member of the Senior Leadership Team is always available during break time and lunchtime and can be consulted if support is required during these times. We do not tolerate aggressive verbal or physical behaviour targeted at another child or adult, and each incident is dealt with seriously and according to individual circumstances. In extreme circumstances, or aggressive behaviour displayed over time, a suspension will be given. 'Suspensions' may help to preserve the right to education of the other pupils. This decision will always be robust, fair and defensible.

Exclusions

Under exceptional circumstances, the Headteacher may issue a fixed term or permanent exclusion.

If the Headteacher excludes a child, they will inform the parents, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Headteacher will follow DfE guidelines and would inform the LA and the governing body.

Exclusion would only be considered when all other reasonable strategies available to the school have been considered and found to be inappropriate or ineffective e.g.

- If the continued presence of the child was considered to be unsafe, either for the child or for others.
- Exclusion was necessary to deal with a crisis or emergency.

Pupil Support Systems

We recognise that some children will display more challenging or persistent behaviours and do not respond to strategies which are effective for most of the class. Our approach responsive to different children's contexts and includes management of behaviour as well as support for improvement. In such instances, strategies may include:

- Specific programmes of work to address emotional/behavioural development
- Involvement of outside agencies for supportive measures for the child/family and advice for staff
- Implementation of advice and strategies from outside agencies
- Behaviour risk assessments to identify triggers and pre planned responses to anticipated behaviours
- Individual Behaviour Plans (IBPs)
- Individual rewards and incentives matched to clear targets and monitoring of these.

As part of our inclusive ethos, our Christian Values and through the curriculum, we raise awareness that everyone is different and that different responses may be necessary for different children within the same core framework of our expectations and code of behaviour. This is important so that other children do not perceive these individual systems to be unfairly rewarding unacceptable behaviour. This mirrors our approach to inclusion and differentiation of work and working periods for children with specific learning needs.

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	29.04.25
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