



Values

At Darrington CE Primary School, our Christian Values: Peace, Friendship and Respect, and the four principles of our mission statement are at the heart of our behaviour policy as we strive to equip pupils with the skills to become lifelong motivated, independent learners in a happy, safe and secure environment.

Our mission statement:

- ✓ We aim to put the spiritual development of all stakeholders at the heart of everything that we do.
- ✓ We strive to provide an environment where each individual grows in the love of God and each other.
- ✓ By sharing friendship, peace and showing respect for each other, we look to develop and explore our Christian faith.
- ✓ We foster skills such as co-operation, tolerance and understanding of others and respect for differences.

The behaviour and safety of pupils at Darrington CE Primary School is Outstanding (Ofsted, June 2015):

“Leaders and staff ensure that the school is exceptionally safe and pupils are taught to behave safely and with respect for the safety of others.”

“The behaviour of pupils is outstanding and pupils have excellent attitudes to learning as well as to adults and to each other.”

“When not in lessons, behaviour is equally excellent and pupils proudly report that behaviour is always very good in their school. Pupils are very courteous and behave very well in the dining hall and in the playground.”

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:

Class Dojo

Class Dojo is a digital classroom management tool designed to help teachers improve pupil behaviour. The aim is to create a praise-rich environment that all staff contribute to in a pro-active manner. Each child gets an avatar which acquires points throughout the school day. Children will be awarded positive Dojos for a whole range of behaviours including: links to BLP, values and effort. If pupil's behaviour is unacceptable, then a teacher may give the child a negative DoJo. Each child's points can be displayed via a smart board, and teachers can generate reports to send home to parents.

There is an option for parents to download an app to message teachers. However, we feel that our current systems

of speaking to teachers face-to-face is more suitable and because of this, we will not be sharing the parent login details.

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 Celebration Assembly on a Friday and children's achievements are celebrated. All pupils whose names are entered into the golden box also have opportunity to take part in a raffle at the end of each half term; one winner from each class can then choose a treat from a box of special prizes.

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.

Team Points

There are 3 colour teams within school. Children earn points throughout the school day for demonstrating good behaviour, manners, effort and work. Each child has a reward card to collect their points on. Certificates are awarded after every 100 points collected. The team in school that has collected the most points each week, decorates the trophy with their team ribbons in Celebration Assembly. At the end of each half term, the overall winning team has a dress down day.

Sanctions:

The following steps will be taken to sanction unacceptable behaviour:

1. Reminder

2. Caution

3. Last chance (*Lose DoJo/s and immediate consequence issued.*)

4. Time out

5. Repair (*A restorative conversation with the adult and others affected by the behaviour, with an appropriate consequence or 'payback', e.g. lost learning completed as immediately as possible.*)

For more serious instances of inappropriate behaviour (e.g. physical assault, swearing), an immediate consequence can be issued and/or time out as appropriate. On these occasions, a restorative conversation is of even greater importance to support pupils in recognising the consequences of their actions and support them to make amends.

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 services such as: the Educational Psychologist, SEMH, CFIT 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 'React UK Personal Safety Training' school positive handling guidelines.

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 involving pupils with an IBP should be recorded by an adult alongside the pupil, using an 'ABC Behaviour Incident Form' (Appendix 2) as part of the 'restorative conversation' process.
- The 'Personal Statement' form (Appendix 3) and 'Incident Witness' form (Appendix 4) can be completed as appropriate by the pupil(s) or adult(s) involved.

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: "High five"). 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.

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

1. Keep calm and, where possible, match the child's eye-level.
2. Give choices and thinking time.
3. 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.

This policy should be referenced alongside the following school or LA policies: Anti bullying, E safety, Attendance and Punctuality, Use of reasonable force, Equal opportunities, Health & Safety, Safeguarding, Special Educational Needs. The school behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. Punishment must be reasonable and account must be taken of the pupil's age, any special educational needs or disability they may have. (Section 91 of the Education and Inspectors Act 2006).

Monitoring and review This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed annually and appropriate to new legislation or to the needs of the school.

Signed: (Headteacher)

Signed: (Chair of Governors)

Date: November 2018