



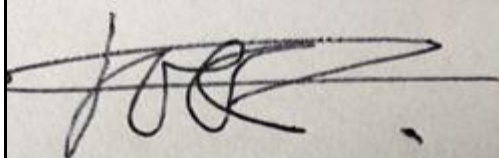

## Darell Primary and Nursery School

# Behaviour Policy

**Purpose:** The purpose of the policy is to define the methods and approaches we use to promote positive behaviour in school, employing a wide range of strategies. The policy also explains the process by which a child may be excluded following recommended procedures.

This policy contains the following appendices:

- Think sheets
- Positive Touch
- Exclusion Guidelines

Governors' Committee Responsible	Pupils and Community Committee
Status	Statutory
Review Cycle	Every 2 years
Date written/last review	February 2023
Date of next review	February 2025
Approved By: Joe Porter Headteacher	
Approved By: Janet Deboo - Chair of Governors	

At Darell, our values drive everything that we do. As a school, we value:

*Equality*



*Responsibility*



*Enjoyment*



*Aspiration*



- Equality - we celebrate our differences and treat everyone equally and fairly.
- Responsibility - we take responsibility for our behaviour. We are kind and caring to ourselves and others.
- Enjoyment - we are passionate about learning and look for enjoyment in everything we do.
- Aspiration - we place no ceiling on what we can achieve. We challenge each other to be the best that we can be.

### Aims of the policy

- to give pupils an understanding of how to show initiative, act responsibly and develop sound relationships within a caring environment.
- to encourage pupils to develop a sense of self worth
- to enable pupils to respect and tolerate the feelings and opinions of others
- to create an environment in which pupils feel safe, secure and respected
- to become successful and well-motivated learners

### Objectives

For pupils to develop

- self confidence
- self control
- sensitivity and consideration for others
- a pride in themselves, their school and their environment
- responsibility for their learning
- an understanding and ownership of the need for rules

### Introduction

At Darell we provide a framework of expectations and rules allowing a structure within which relationships develop in a positive way. At Darell we take responsibility for our behavior. We are kind and caring to ourselves and others.

Behaviour is not an isolated action but rather a series of choices. As a school, we train our staff to understand that behaviour is communication and that in order to successfully support children's behaviour, we need to understand what is being communicated. We use the language of choice when teaching our children about behaviour. We do not label our children. Instead, we identify negative behaviour choices and work with our children to enable them to make the right choices.

Darell is a Rights Respecting school and our behaviour policy reflects this. In particular all staff and children are aware of and abide by the following right:



UNCRC Article 12- All children have the right to have their views heard and for them to be taken seriously.

## Implementation

### All staff

- We celebrate our differences and treat everyone equally and fairly irrespective of gender, race, culture, religion or disability
- We actively encourage a sense of community
- We have a responsibility to model acceptable behaviour
- We set clear boundaries for behaviour
- We 'label the behaviour and not the child'
- We will be alert to signs of bullying or harassment and will address this with the individual and alert other staff to such problems
- We will support each other in maintaining good classroom management
- We will follow the whole school reward and sanction system
- We will respect the rights of every child and ensure that when dealing with behaviour 'All children have the right to have their views heard and for them to be taken seriously.'
- We will ensure that parents are informed about any serious behaviour issues that concern their child.

### Pupils

- Pupils will adhere to the clear boundaries for behaviour set by all staff
- There will be regular opportunities to acknowledge achievements and to develop a sense of community and celebration
- Pupils will make a difference inside and outside of the school community

### Parents

- Will be expected to work in partnership with the school to promote good behaviour
- Will inform the school if they have any concerns about behaviour within the school.
- Where possible, keep the school informed regarding any factors that may affect the behaviour of their child/children.

Underpinning our whole school approach is our belief that behaviour is managed best when we deal sensitively with pupils in distress by listening to them and dealing with any incident appropriately. Our approach is driven by our ethos as a UN Rights Respecting School.

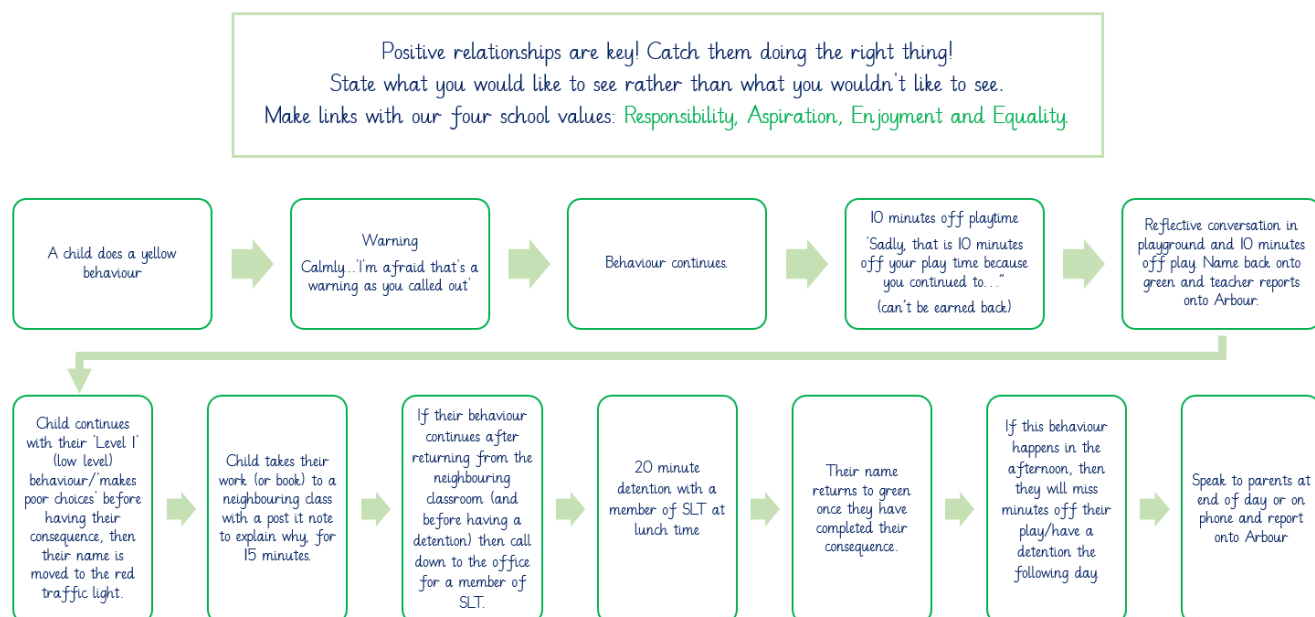
### Poor behaviour choices

These include;

- showing a lack of respect to members of the school community
- fighting or deliberately hurting others
- bullying or harassing others
- interfering with or damaging any school or individuals' property
- use of inappropriate language
- inappropriately touching another member of the school community without consent.

## Consequences

All pupils need to know and understand that there are consequences for every action. We provide pupils with the opportunity to learn right from wrong, the consequences of inappropriate actions and the understanding that they are responsible for their behaviour. Staff will deal with unacceptable behaviour as it occurs, in the following stages:



- For any behaviors that involve the child being asked to move to another class the class teacher or a member of the SLT will contact parents/carers and inform them about their child's behaviour. This will be a solution focussed phone call and the measure taken to modify the behaviour will be shared with the parent. In the first instance the class teacher will make this call. If there are subsequent incidents a discussion will be had with the SLT and an appropriate staff member will be allocated to make the call.
- Pupils are given time to reflect about their choices and think about how best to resolve the situation and ensure it is not repeated.
- An escalation in behaviour can result in the child receiving an internal or fixed term exclusion

The beginning of every day and session indicates a fresh start for the pupils; we do not refer back to inappropriate behaviour from an earlier session. When responding to second hand information staff use discretion and listen to all parties prior to making any judgment. Pupils are expected to behave well and we use praise and reinforcement to accentuate positive behaviour. It is our philosophy to catch the children being good and thank them. We aim to give specific praise, draw attention to and emphasise desired behaviour.

For any serious, unacceptable behaviour a pupil may be sent straight to the senior teacher or headteacher who will deal with the matter accordingly.

## Rewards

Rewards for good behaviour can be given individually or collectively as a group. At Darell our Home School Agreement makes it clear to parents and pupils the rewards and sanctions that occur at school.

- Specific verbal praise
- Stickers and certificates
- Sharing our success as a class
- Photocopies of good work sent home to parents
- Teacher to tell carer/ parent how well the child has done - phone calls, emails, meetings
- Star Assembly sharing successes
- Show another teacher/ phase leader/ assistant headteacher or headteacher to share success
- Work display on the school website/Twitter feed and in the school or newsletter
- Letter home to parents
- Each class teacher to send a positive postcard home to two members of the class per week. These postcards are for children who consistently display good behaviors (This reward was chosen as a direct result of school council input to this document.

Each class teacher has a degree of flexibility with how they reward their class which will be agreed with the leadership team.

## Playground rules

All staff supervising in the playground will follow a common behaviour plan:

- the first time a rule is broken, a verbal warning is given to the pupil
- the second time a rule is broken, the pupil will receive a 5 minute time out
- the third time a rule is broken, the pupil is sent to a member of SLT
- Staff supporting during playtimes aim to catch the children being good and thank them. We aim to give specific praise, draw attention to and emphasise desired behaviour. Responsibility stickers will be used to reward those who are displaying positive behaviours in the playground.

During lunchtime the school rules, rewards and consequences will apply

The supervision of the children at lunch time will be the responsibility of the midday supervisors, along with the leadership team. Clear and effective communication between staff on duty at lunch time and other staff is essential.

Any child who consistently chooses to behave in an unacceptable manner will be reported to a member of SLT by the lunchtime supervisor.

Children will be supervised at all times. The staff on duty at lunch time will provide appropriate activities for the children.

## Bullying

Bullying is aggressive or insulting behaviour by a person or group of people that is meant to

deliberately harm or hurt you. It can harm your body or your feelings, or both. Bullying can happen over quite a long time. Stopping bullying remains a priority for the school. It is, however, important that children can distinguish between bullying and disagreements between friends. Children are encouraged to resolve minor disputes and take responsibility for their actions.

### The Role of Parents

Parents have a vital role in promoting good behaviour and so effective home / school liaison is very important. The school expects that parents will give their full support in dealing with their child's behaviour. We expect parents to keep us informed of any relevant information that may affect their child's behaviour in school.

The school endeavour to achieve good home / school liaison by providing a welcoming environment within school, communicating with parents and involving them at early stages regarding any behaviour problems.

### Internal Exclusions

When the behaviour of a pupil is persistently disruptive or challenging, the pupil may be given an internal exclusion where they work away from their peers for the remainder of the session or day.

### External Exclusion

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupils, a child may receive a fixed term/ or permanent exclusion at the discretion of the head teacher (see Appendix 3).

Following fixed term exclusions the child, with their parents/guardians will attend a reintegration meeting upon returning to school.

### Behaviour team

A behaviour team comprising the SLT, nurture team, a teacher and a TA will meet on termly basis to monitor behaviour across the school and respond to any issues. All staff will be encouraged to raise any issues they would like to be discussed at this meeting. The behavior team may hold ad hoc meetings during a term if issues arise that need immediate co-ordinated action.

### Nurture team

We recognise that early intervention is key to promoting positive behaviour and have a two person nurture team in place. Their aim is to work with children to remove any emotional barriers to learning. We profile every child at the end of the school year using the Boxall profile. Morning and afternoon groups are subsequently run throughout the year to equip children with the tools that enable them to be ready to learn. The team also have a role in supporting children with their behaviour on a day to day basis and will work with a variety of children throughout the year. The nurture team are an integral part of the behaviour team and meet on a half termly basis to monitor behaviour across the school and respond to any issues that arise.

### Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians

### Use of positive handling

The school reserves the right to use positive handling with a child if they are putting themselves, other pupils or staff at risk if all other avenues of behaviour management have been ineffective. This will be undertaken in line with the positive touch training that all staff have received and in accordance with the guidance set down (see Appendix 2)

### Racist, sexist, homophobic and extremist behaviour

This behaviour is not tolerated at Darell. Such occurrences will be dealt with in line with the school's policies. Please note that an incident is classed as racist if the victim perceives it to be racist, regardless of what you perceive the incident to be.

All incidents which appear to have racist connotations should be reported to the Headteacher or Designated Safeguarding Lead at the earliest opportunity. A written record will be made of each instance and it is the responsibility of the Headteacher to inform the Governors and the LA

### Off site behaviour

It is expected that Darell pupils uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

### The power to discipline beyond the school gate

The headteacher has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The headteacher in dealing with the incident outside school will consider the following:

If the behaviour has repercussions for the orderly running of the school.

If the behaviour poses a threat to another pupil, staff member or member of the public. If the behaviour could adversely affect the reputation of the school.

The headteacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate.

### Misconduct of parents on school site

In the event of a parent displaying misconduct on school property the headteacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

Misconduct of staff members:

In the event of a staff member being accused of misconduct the headteacher will follow the guidance and advice in the Dealing with Allegations of Abuse against Staff Policy. Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with advice from the Local Authority





## Darell Primary 'Think Sheet'



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Circle your answers



What happened?

 not listening	 not working	 unkind words	 shouting	 running	 hitting
 kicking	 pushing	 biting	 climbing	 throwing	 something else?

Was your behaviour:

 expected?	 unexpected?
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How did other people feel?

 Sad	 Sad	 Anxious/Worried	 Annoyed	 Silly	 Angry
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What tools could you use to help?

 Talk to Adults	 Stand on Line	 Self-Verbal	 Inner Speech	 Calm a Friend	 Size of Problem	 something else?
 Equality	 Responsibility	 Empowerment	 Anger/Aggression			



## Darell Primary 'Think Sheet'

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Describe what happened. What choices did you make?

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Where were you? \_\_\_\_\_ Was your behaviour: Expected ☐ Unexpected ☐

Why? \_\_\_\_\_

What were the consequences of your choices?

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Who was affected? How did your behaviour make them feel?

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How do you feel about yourself now?

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What tools could you use to help you?

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What would be a better choice to make next time? Why?

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Equality



Responsibility



Enjoyment



Aspiration



## **APPENDIX 2**

### **Positive Touch**

#### Introduction

At Darell Primary and Nursery School we believe that pupils need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently.

For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective Behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

The Law allows for teachers and other persons authorised by the headteacher to use Positive Handling to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property

Positive handling should be applied as an act of care and control with the intention of reestablishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort.

When positive handling becomes necessary:

#### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

## DON'T

- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Act in temper (involve another staff member if you fear loss of control)

## Actions after an incident

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed verbally of any incident as soon as possible and all interventions should be recorded on the school CPOMS system. (Child Protection Online Monitoring System).

The senior leadership team will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behaviour plan, which may include an anger management programme, or other strategies agreed by the SENCO. Any behaviour plan should always be discussed and agreed with the parent.

### **Appendix 3**

#### **Exclusion Guidelines**

It is the policy of Darell School to try to deal with all behavioural issues in an active positive way, employing a wide range of strategies. However, should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the following recommended approach:

- The child will be excluded, initially for a fixed term of 1-3 days
- Parents, guardian or carers will be notified immediately by telephone and asked to remove the child from school
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure
- The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies at Achieving for Children
- The school will also work to put in place a support programme for the pupil on his/her return
- The package will include input from staff at the school, parents, school support team, attendance service and if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency.

Vulnerable learners – pupils for whom guidance gives particular protection

- Pupils with special educational needs: Guidance is that schools should avoid permanently excluding students with an EHCP, other than in the most exceptional circumstances. Schools should also make every effort to support students on the SEND register
- Disabled students: Schools have a duty under the Disability Discrimination Act 1995 not to discriminate against pupils by excluding them from school because of behaviour caused by their disability. Discrimination is seen as occurring where a disabled pupil is treated less favourably than other pupils for a reason relating to

their disability, without justification. Discrimination can also occur where a school fails to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers

- Pupils from racial minorities: The law places specific duties on schools to ensure they do not discriminate against pupils on racial grounds. Schools should monitor and analyse exclusions by ethnicity to ensure they do not treat some groups of pupils more harshly than others. Schools are required to assess whether policies that lead to sanctions, including exclusions, have a disproportionately adverse impact on pupils from particular racial groups. If an adverse impact is identified that cannot be justified, then the policy and practice should be reviewed.
- Children in care: Exclusion of children in care should be an absolute last resort. Before exclusion, schools in conjunction with the LA should first consider alternative options for supporting the child. No child in care should be excluded without discussion with the LA.

### Steps taken to avoid exclusion

We acknowledge that exclusion from school is a serious step to take and will work in partnership with the child, the family, all staff and other appropriate agencies to ensure that this step will only be taken if other measures have been ineffective. Steps taken to avoid exclusion may include but are not limited to:

- Meeting between class teacher and SLT
- Bespoke behaviour plan implemented
- Support from outside agencies – EHS, EISS, Educational psychology, CAMHS
- Use of Nurture Team
- Meeting with parent and child (where appropriate)

Exclusion from school is a serious step to take, however this step is sometimes the only course of action available to the school. Actions for exclusion from the school day should be considered when a child is responsible for any of the following actions:

- Physical assault on another child or a staff member
- Constant disruption to the education of other children
- Deliberate and wilful damage to school property

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to the school to discuss the seriousness of their

child's actions.

The headteacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a meeting of the SLT will be convened to consider the possibility of a permanent exclusion. The school will provide work for the child to complete at home.

#### Staged returns to school

Consideration should be given to the staged return of a child into school. However, the school recognizes that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given the re-integration plan will be carefully staged and monitored by the headteacher. At all times work will be provided for the child when not in school and free school meals provided in the form of sandwiches.