



# Darell Primary and Nursery School

## Behaviour Policy

<b>Governors' Committee Responsible</b>	<b>Pupils and Community Committee</b>
<b>Status</b>	<b>Statutory</b>
<b>Review Cycle</b>	<b>Every 2 years</b>
<b>Date written/last review</b>	<b>January 2026</b>
<b>Date of next review</b>	<b>September 2026</b>
<b>Approved By: Joe Porter Headteacher</b>	
<b>Approved By: Laura Morgan - Chair of Governors</b>	

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



- 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.

Review: Jan 26 – Added appendices for:

- **Exclusion Guidelines and**
- **Positive handling**
- **DfE Guidance Compliance Note (for SLT)**

## 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

## 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.

We are currently using this simplified version.

#### **Keep it simple.**

**Rationale:** We are a rights respecting school. Every child has the the right to an education.

No tolerance of disrupting others learning.

1. **Verbal reminder** (preferably given on a 1:1 basis)  
Time given for take up.  
Behaviour continues
2. **Reflection/thinking time in another classroom.** 10 mins.  
Child returns to class. 'Are you ready to learn?'  
Behaviour continues
3. **10 minute reflection at break time. Phone call home to Parents. (Recorded on Arbor)**  
Behaviour continues
4. **SLT called to class.**

**Article 28**  
Right to an  
education



## Behaviour levels to be reported on Arbor

### Level 4 - to be reported on Arbor

- Abuse against adult (verbal/threatening behaviour)
- Physical assault against adult

### Level 3 - to be reported on Arbor

- Bullying
- Damage of school or the property of others
- Fighting
- Physical assault against a pupil
- Racism
- Swearing
- Violence towards others
- Persistent disruption of learning
- Use of unkind language towards others

### 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
- Make a Difference - Award Merit
- 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/Instagram feed and in the school or newsletter

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. Please see the school anti-bullying policy for reference.

### 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 endeavors 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 a 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: \_\_\_\_\_

Describe what happened. What choices did you make?

\_\_\_\_\_  
\_\_\_\_\_

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

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

What were the consequences of your choices?

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

How do you feel about yourself now?

\_\_\_\_\_  
\_\_\_\_\_

What tools could you use to help you?

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_



## 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?

How did other people feel?  Start  Sad  Annoyed  Angry

What tools could you use to help?

Equality Responsibility Enjoyment Aspiration

## Appendix 2:

### Positive Handling Policy

#### 1. Introduction & Ethos

At Darell, we believe in "labelling the behaviour, not the child." We recognise that behaviour is communication, often stemming from distress. Our primary goal is to maintain a safe environment through de-escalation and the work of our Nurture Team.

Positive Handling (the use of reasonable force) is only ever used as a last resort when all other "Positive Touch" and de-escalation strategies have been exhausted. Its use is a matter of **Responsibility**: our responsibility to keep the child and the community safe.

#### 2. Core Values in Practice

- **Equality:** We recognise that some pupils (particularly those with SEND or high Boxall profiles) may require specific sensory or physical support. We treat all children fairly, ensuring interventions are proportionate to their needs.
- **Responsibility:** Staff have a "Duty of Care" to intervene if a child is at risk. Pupils are supported afterwards to take responsibility for their choices through restorative conversations.
- **Aspiration:** We aspire to be a "restraint-free" school by using early intervention and nurturing environments to reduce the need for physical intervention.

#### 3. When is Positive Handling "Reasonable"?

In line with DfE guidance, staff may use **reasonable force** to prevent a pupil from:

- Hurting themselves or others (e.g., fighting, self-harm, or putting themselves in danger).
- Causing serious damage to property.
- Causing a serious disruption to the learning of others (where the pupil refuses to leave a room and their presence is a risk to safety/order).

"Reasonable" means using no more force than is absolutely necessary for the shortest period of time.

#### 4. De-escalation First

Before physical intervention is used, staff will employ "Low-Level" strategies:

1. **Verbal Redirection:** Using the "Language of Choice."
2. **Change of Face:** Swapping staff members to lower the temperature of the incident.
3. **Planned Ignoring/Space:** Giving the child the "Right to be Heard" (Article 12) once they have calmed down.
4. **Positive Touch:** As per our Positive Touch training, using guiding touches (e.g., hand on the elbow) before moving to a hold.

#### 5. Staff Training & The Nurture Team

- The **Behaviour Team** and **Nurture Team** identify children who may require a **Positive Handling Plan (PHP)**.
- A PHP is a proactive document created with parents and the child (Article 12) that outlines specific triggers and the safest ways to support that child physically if they lose control.

#### 6. Post-Incident Procedure

Every instance of Positive Handling must be treated with the utmost seriousness:

1. **Recording:** The incident must be recorded on **Arbor** and in the school's Bound Book/Physical Intervention Log within 24 hours.
2. **Notification:** Parents/Carers must be informed on the same day.
3. **Support (The Debrief):** \* **For the Child:** A restorative "Think Sheet" session once they are calm to discuss the "negative choice" and how to make a "right choice" next time.
  - **For the Staff:** A debrief with SLT to ensure wellbeing and to review if the intervention was necessary and proportionate.
4. **Reporting:** The Headteacher reports the frequency of positive handling to the Governing Board termly.

#### 7. UNCRC Article 12 & The Child's View

Following any physical intervention and when appropriate, the child is given the opportunity to explain their feelings. We listen to their perspective on why they felt they lost control. This information is used by the Behaviour Team to update the child's Boxall profile and adjust their support plan.

## Appendix 3: Exclusion Guidelines

### 1. Our Values-Led Approach

At Darell, we view exclusion as a last resort. In line with our commitment to **Equality**, we recognise that exclusion can disproportionately affect certain groups, and we work tirelessly to avoid this through early intervention and our **Nurture Team** support.

We believe that **Responsibility** applies to both the pupil and the school; we have a responsibility to maintain a safe, calm environment so that all children can find **Enjoyment** and **Aspiration** in their learning. We follow the DfE statutory guidance on *Suspension and Permanent Exclusion* to ensure all processes are lawful, reasonable, and fair.

## 2. Decision-Making Process

Only the Headteacher (or the Acting Headteacher) can exclude a pupil. When reaching a decision, the Headteacher will:

- **Conduct a thorough investigation:** Collate evidence and consider the "balance of probabilities."
- **Article 12 (The Child's Voice):** In line with our Rights Respecting status, the pupil will be given the opportunity to present their views and have them taken seriously before a final decision is made.
- **Consider Context:** Account for any contributing factors, such as bereavement, mental health issues, or unmet SEND needs, ensuring compliance with the Equality Act 2010.

## 3. Types of Exclusion

### A. Internal exclusion

A child may be removed from their class because of the behaviour and given an internal exclusion. They will be given the same work as their peers but be working under supervision in another room. Parents will be informed of this and invited into a meeting to discuss the internal exclusion.

### B. Suspension (Fixed-Period Exclusion)

A suspension is for a specific number of days. It is used in response to Level 4 behaviors (as defined in our policy) where a "cooling off" period is required to maintain the safety and order of the school.

- A pupil may not be suspended for more than 45 school days in one academic year.
- Work will be provided and marked for the first 5 days of any suspension.

### C. Permanent Exclusion

This is a final, very serious step. It is typically only used when:

1. There has been a "serious breach" or "persistent breaches" of the behavior policy.
2. Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## 4. Reintegration (Responsibility and Aspiration)

Following any suspension, a **Reintegration Meeting** is mandatory.

- **Purpose:** To reset expectations and provide the pupil with the tools to take **Responsibility** for their future choices.
- **Support:** This may include a "managed return," a support plan from the Nurture Team, or a temporary period in internal exclusion to ensure the pupil can return to a state of **Enjoyment** in their learning.

## 5. Legal Rights and Appeals

The school will notify parents/carers immediately by telephone, followed by a formal letter.

- **Governing Board:** The Governors will review certain exclusions (e.g., those over 15 days in a term or permanent exclusions).
- **Right to Representation:** Parents have the right to make representations to the Governing Board. For permanent exclusions, if the Board upholds the decision, parents have the right to request an Independent Review Panel (IRP).

## DfE Guidance Compliance Note (for SLT)

To ensure this appendix remains fully compliant with the 2024–2026 DfE updates, the school acknowledges:

- **Canceled Exclusions:** The Headteacher can "cancel" an exclusion that has not yet begun, but must notify parents and the LA immediately.
- **Remote Access:** Parents may request that Governing Board meetings or IRPs be held via remote video link.
- **Off-site Direction:** The school may use off-site direction to another mainstream setting to improve behavior as a preventative measure before exclusion becomes necessary.