



Darell Primary and Nursery School

Behaviour Policy

The status of the policy: Statutory

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:

- Classroom rules (p7)
- Positive Touch (p8)
- Exclusion Guidelines (p9)

Links with other documents:

- Safeguarding and Child Protection Policy
- Good to be Green
- Home School Agreement
- Uniform Guidelines
- Anti-Bullying Policy

Monitoring and evaluation:

This policy is reviewed annually in the autumn term and will be monitored by the Full Governing Body .

Date of approval by governing body:

December 2018

Date of next review:

December 2019

If you require a copy of this document in large print, Braille or audio format, please contact the School Office.

Signed: Chair of Governors	Signed: Headteacher
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Introduction

At Darell we provide a framework of expectations and rules allowing a structure within which relationships develop in a positive way. These expectations are included in our Home / School Agreement.

At Darell we have three school rules:

- We follow instructions
- We keep our hands and feet and other objects to ourselves
- We are kind, polite and respectful to everyone

Behaviour is not an isolated action but rather a series of choices. We use the language of choice when teaching our children about behaviour. There is no bad behaviour rather poor choices are made and these need to be turned around so that the pupils make the right choice.

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 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

Implementation

All staff

- will treat all pupils equally, irrespective of gender, race, culture, religion or disability
- actively encourage a sense of community and consistently apply the agreed standards of behaviour
- have a responsibility to model acceptable behaviour
- will endeavour to 'label the behaviour and not the child'
- will be alert to signs of bullying or harassment and will address this with the individual and alert other staff to such problems
- will deal sensitively with pupils in distress by listening to them and dealing with any incident appropriately
- will support each other in maintaining good classroom management
- will follow the whole school reward and sanction system

Pupils

- pupils' achievements will be recognised
- rewards will be accessible to all pupils
- assembly will be taken as an opportunity to acknowledge achievements and to develop a sense of community and celebration

Care of school premises

Everyone in the school is responsible for the care of the school premises. Pupils and staff are encouraged to feel a sense of ownership for the school and its environment.

Definitions

Unacceptable behaviour includes:

- deliberate rudeness or disobedience
- fighting or deliberately hurting another
- bullying or harassing others
- interfering with or damaging any school or individuals' property

Consequences

All pupils need to know and understand that there are consequences for every action. A hierarchy of consequences is displayed alongside the rules in each classroom these are explained to pupils so that they can make appropriate choices (see APPENDIX 1 poster for the three school rules). 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:

- take child to one side and discuss quietly and calmly
- short time out within classroom (10 minutes of playtime)
- time out in another classroom (15 minutes)
- parents made aware by the class teacher
- alert member of the Senior Leadership Team
- take child to Headteacher / Deputy to discuss the incident
- Headteacher to contact parents and arrange a meeting to resolve the situation and discuss behaviour
- Placed on the code of practice for SMEH and refer to an external agency as necessary
- Pupils are given time to reflect about their choices and makes changes if necessary
- An escalation in behaviour can result in the child receiving an internal or fixed term exclusion (see APPENDIX 3 for further details)

The beginning of every day 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 them 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.

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 be asked to walk with the adult on duty for five minutes
- the third time a rule is broken, the pupil is sent to a senior teacher

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 the Deputy Head or Headteacher by the lunchtime supervisor after consultation with other activity leaders.

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 and we annually dedicate a week in November to working on this in school. It is, however, important that children can distinguish between bullying and falling out between friends. Children are encouraged to resolve minor disputes and take responsibility for their actions. They are guided using the Restorative Approach. (See Anti-bullying Policy.)

Restorative Approach

This is a process of conflict resolution that ensures all parties have their say and agree on the way forward.

When resolving any disputes or falling outs at school we commit to always asking all involved the following Five 'magic' questions:

- What happened?
- What were or are you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

Rewards

Rewards for good behaviour can be given individually or collectively as a group. At Darell our Home School Agreement and our Good to be Green Booklet make 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
- Whole Class Reward
- Star Assembly sharing the success
- Special time with a special person
- Set to another teacher/ phase leader/ deputy or headteacher to share success
- Given responsibilities'
- Work display on the school website, in the school or newsletter
- Letter home to the parent
- Tea with the headteacher
- Certificate at the end of the half term and celebration activities for displaying Green Behaviour

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.

Personal Support Plans (PSPs)

The school, pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and other agencies work together for 8 weeks addressing the pupil's behaviour through a detailed action plan.

Seclusion Room

If a child is being disruptive and unable to self-regulate their behaviour they may be placed in an area away from pupils for a limited period of time. This is to allow the child time to calm down and reflect upon the behaviour in a safe environment.

Internal Exclusions

When the behaviour of a pupil persists beyond stage 1 (see APPENDIX 3) the pupil may be given

an internal exclusion where they work away from their peers for the remainder of the session or day. There is a maximum of three internal exclusions in a half term period; any incidents beyond this will result in a fixed term exclusion.

External Exclusion

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 internal exclusions within a half term, then exclusion procedures may commence in accordance with the procedure described in APPENDIX 3.

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, the sanctions in the behaviour policy will be escalated immediately the child will receive a fixed term/ or permanent exclusion at the discretion of the head teacher.

Following fixed term exclusions the child, with their parents/guardians will attend a re-integration meeting upon returning to school and a PSP will be put in place to support the pupil.

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 reasonable force

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the positive touch training that all staff have received and in accordance with the guidance set down to the teaching staff by the governing body. See APPENDIX 2.

Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the governing body.

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

Racist, extremist and sexist behaviour

This behaviour is not tolerated at Darell. Such occurrences will be dealt with in line with the school's policies. Racist incidents will be recorded and reported to the local Authority.

Off site behaviour

It is expected that Darell pupils will 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 misbehaviour has repercussions for the orderly running of the school.

If the misbehaviour poses as a threat to another pupil, staff member or member of the public. If the misbehaviour 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. If the headteacher feels the misbehaviour is linked to the child suffering then the school's safeguarding policy will be followed.

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 Darell's policy, 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 the Local Authority.

APPENDIX1

Classroom Poster

Each classroom displays a poster listing the three school rules:

Follow instructions

Be kind, polite and respectful

**Keep your hands, feet and other
objects to yourself**

APPENDIX2

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.

Definition of 'restrictive physical intervention'

The Law allows for teachers and other persons authorised by the headteacher to use Restrictive Physical Intervention 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
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors.

APPENDIX 3

Introduction

Exclusion Guidelines

It is the policy of Darell Primary School and Nursery 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 period of 1 - 3 days
- Parents, guardian or carers will be notified immediately by telephone and asked to remove the child from the 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 eg appeals procedure
- The Chairman of Governors will be notified at the time exclusion is decided, as with the appropriate agencies of Surrey County Council eg Attendance Service.
- 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 ie 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. It is hoped that in most cases following and exclusion, the child will be able to return to school with a more positive attitude and a subsequent improvement in behaviour.

Vulnerable learners – students for whom guidance gives particular protection

- Pupils with special educational needs: Guidance is that schools should avoid permanently excluding statemented students, other than in the most exceptional circumstances. Schools should also make every effort to support students at School Action Plus of the SEN Code of Practice, including those undergoing assessment for a statement. (DfE§63)
- Disabled pupils: 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. (DfE § 68)
- Students 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 exclusion, 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. (DfE § 73-76)
- 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. (DfE § 77-83)

Steps taken to avoid exclusion

Children whose behaviour is causing concern are the children who regularly fail to respond to the expectations set out in the Behaviour Policy. At this stage the class teacher should alert the Head to these concerns and a decision should be reached about the best course of action to be taken. Teachers of the younger age groups need to be aware that the policy is there to support all children and to act as a deterrent to all children who regularly breach reasonable expected standards. If the agreement is to place the child on the behaviour register the procedures outlined below should be followed:

Preliminary Step

The headteacher gives a verbal warning to the child, who is placed on a behaviour chart for two weeks. The teacher will use the circle time and other strategies to reinforce the behaviour policy of the school.

Stage 1

1. The headteacher gives a formal warning to the child and informs the parent by letter that the school has concerns about their child's behaviour.
2. A copy of the exclusion policy is sent to the parent and a request is made for the child's parents to meet with the class teacher. At the meeting parents will be informed that their child's behaviour will be monitored closely. At this level the child will be rewarded for following class and school rules in line with the schools Behaviour Policy. A Individual Behaviour Plan will not be written at this stage.
3. The headteacher will regularly monitor the situation and subsequent behaviour of the child with a review after six weeks to determine the progress made.

4. The headteacher will monitor the situation reviewing after six weeks. If improvements are seen a decision will be made to remove the child's name from the Behaviour register or to keep it there subject to further improvement. At this stage the child will be given positive acknowledgement of the improvements being seen. At the end of a term the child will either be taken off the register or moved to stage 2.

Whilst the child is at Stage 1 her/his name will not be added to the register of special educational needs for Social Mental and Emotional Health (SMEH)

Stage 2

1. The Head teacher writes to the parents informing them of the decision to move the child to Stage 2 and the reasons for it.
2. The headteacher requests a meeting with the parents, giving suggested times.
3. At this stage the SENCO is involved and the child is placed on the Schools SEND register at School Action for SMEH and an Individual Behaviour Plan will be written. The child is placed on a positive rewards system, which takes the form of positive behaviour chart. These charts are available from the SENCO and are designed to enable the child to experience success over small manageable units of time. This system is communicated to the child and the parent by the class teacher.
4. After half a term the child's behaviour is reviewed. If improvements are seen the child will be told and rewarded. However at this point the child should not be moved back to Stage 1. The remaining half term should be viewed as a period of consolidation of the acceptable behaviours. If after the term the child has continued to show signs of improvement her / his name should be transferred to Level 1 for a further monitoring period then removed. At all stages the parents should be kept fully informed and involved.
5. Where no/ little improvements are reported the child will be placed on Stage 3 of the policy.

Stage 3

1. At this stage the approach towards supporting and modifying the behaviour should still remain positive. The class teacher must make sure that the child's Behaviour Education Plan is realistic and that all support provided is well documented.
2. The documentation should reflect all the strategies being implemented by the school.
3. If no improvement is seen after half a term the child will be referred to outside agencies for additional support and advice.
4. Parents will be kept informed at all times either by the class teacher as a child's stage of SEND changes and by the headteacher when the level of need for the Behaviour Exclusion Policy is reviewed.

5. Prior to placing the child at level 4 the headteacher will inform the parent in writing that exclusion is imminent.

Stage 4

1. A child who is already placed at Stage 3 of the schools Exclusion Policy is receiving a great deal of support, however this should not interfere with the schools decision to exclude a child if the child's behaviour is unacceptable.
2. A child is placed at Stage 4 when the headteacher implements exclusion.

Reasons for excluding a child placed at Stage 4 on the school's Behaviour Register

Parents and children are made aware at the start of the process that failure to modify and control anti – social behaviour in school will result in fixed term exclusion from school. As the child progresses through the stages the likelihood of the exclusion rises.

Parents of children at Stage 3 of the policy, who are not complying with school rules will be sent one warning letter stating that the behaviour changes needed are not in evidence. Part of this letter will explain that one further unacceptable incident will result in an exclusion of between one and three days.

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 implemented when a child is responsible for any of the following actions.

- Physical assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- 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 school to discuss the seriousness of their child's actions.*

Excluding a child not on the Behaviour Register

Occasionally a child not listed on the Behaviour Register seriously breaches the schools Behaviour Policy. In these circumstances, after a thorough investigation by the headteacher, consideration will be given to the use of a one to three-day fixed term exclusion in order to show the child that the school will not tolerate such actions.*Similarly the parents of any other parties involved will be made aware, by letter of the course of events and action taken by the school.

** 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 Senior Leadership Team 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. If this is considered to be a suitable course of action it should be noted in the IEP. However the school recognises 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 to complete when not in school and free school meals provided in the form of sandwiches.

Exclusion at lunchtime

All parents and children should be made aware that inclusion in lunchtime is dependent on the schools ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the headteacher must consider implementing lunchtime exclusion. Prior to implementing exclusion the headteacher will warn the child and will write to the parents expressing the school's concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents.