



Danemill
Primary School

Only the best is good enough.

Behaviour Policy

Vision: Nurturing children to achieve their full potential in a happy, safe environment.

Key Learning Values:

*Curiosity, Communication, Reflection, Resilience,
Motivation, Creativity, Collaboration, Bravery.*

This behaviour policy should be read in conjunction with the schools:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

Approved by:
Advisory Board

Date: 28.08.2020

Last reviewed on: August 2020

Next review due by: September 2021

Rational

At Danemill Primary School we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive-free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibility. This policy supports the Danemill community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.

- **Adopting de-escalation strategies:** Through in-school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

At Danemill our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

- ⇒ *To follow instructions the first time.*
- ⇒ *To keep hands, feet and other objects to yourself.*
- ⇒ *When moving around the school, walk quietly and sensibly.*
- ⇒ *Listen carefully and respect other people's point of view.*
- ⇒ *Be kind and polite to others at all times.*
- ⇒ *Always try your very best.*

Our Vision Statement:

"Only the best is good enough"

We aim to thread our school motto throughout all aspects of school life.

Intertwined into daily learning are all of our key values:

Motivation – children enjoying all aspects of school life and always giving 100% effort in everything that they do.

Bravery – children taking risks with their learning, exploring and not being afraid to make mistakes.

Creativity – different ways of approaching tasks, recording tasks and sharing learning.

Resilience – a 'never give up' attitude present and evident in all children and staff.

Collaboration – children that can work together to achieve.

Communication – children sharing experiences and discussing their thoughts.

Curiosity – children asking questions and finding answers.

Reflections – always thinking about prior learning and building upon this day by day.

Roles and responsibilities

The advisory board

The Advisory board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Developing & maintaining a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Moving up the traffic lights to the STAR
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ House points / Class dojos
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Special Mentions / Headteacher Stickers
- ✓ Letters, texts or phone calls home to parents

- ✓ Special responsibilities given

House points will be totalled at the end of each week and will be added to the House display tubes during both Celebration assemblies.

Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal/pictorial reminder
- Moving a child's name to amber. At this point, the children are able to modify their behaviour and move back to green. This can only happen once in any day.
- Moving a child's name to red. At this stage the incident will be logged onto our school behaviour system and parents will be informed. Children will lose some of their break/lunch time to allow a child some formal time for them to reflect on their behaviour.
- This will reset the traffic light back to GREEN ready for the afternoon session.
- If a child receives more than three red traffic lights within a week then their parents will receive a letter home to come in for an immediate meeting. This may also have an impact on trips and privileges within school.
- Sending the pupil to another class
- Expecting work to be completed at home, or at break or lunchtime
- Attending Wellbeing Club at lunchtime
- Missing some of their social time to reflect
- Referring the pupil to the pastoral team or a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off-site visits on health and safety grounds which must be discussed with the headteacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

Lunchtime Procedures – The following provision is on offer during lunchtimes: Wellbeing, Library, ICT Suite, Lego Club & Mindful Colouring Club.

Good lunchtime behaviours rewarded as follows:

House points / Dojos will be awarded to individuals who demonstrate positive lunchtime behaviour, these will then be placed in the team jars in the hall. Certificates will be awarded to children whose behaviour has stood out for being good.

Sanctions at lunchtimes

1. Restorative Conversation. If behaviour continues ~ straight into Wellbeing.
2. For severe incidents, such as, bullying, violence and incidents where pupils refuse to follow instructions, the child will be sent into school to see a senior leader. (Wellbeing Club)

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (Laura Higham) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Exclusions

On rare occasions there may be a need to directly exclude a pupil. This means that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

- 1) **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration.
- 2) **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- 3) **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all of the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat towards a member of the public, in which case the police will be informed.

Malicious allegations against school

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and

sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

Physical Restraint

A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the Care, Welfare, Safety and Security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. Possession of any prohibited items include: Knives or weapons, Stolen items, Tobacco and cigarette papers, Fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the advisory board every year. At each review, the policy will be approved by the headteacher.