

## Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

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## Document History

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## 1. Introduction

At Enderby Danemill Primary School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

## 2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

## 3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

## 4. 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](#).

## 5. 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 nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **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 restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **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.

## 6. School rules

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. Our school rules are known as 'The Danemill Way'









- Show **respect**
- Show **resilience**
- Show you are **ready**

In addition to these school rules, we have our school vision: *Only the best is good enough.*



## 7. Learning Characteristics

At Enderby Danemill Primary School, we are committed to the development of character traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing ‘character’ goes hand in hand with high educational aspirations and achievement. A child’s individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment.

	<p><b>Communication</b> – children sharing experiences and discussing their thoughts.</p>
	<p><b>Collaboration</b> – children that can work together to achieve.</p>
	<p><b>Curiosity</b> – children asking questions and finding answers.</p>
	<p><b>Reflection</b> – always thinking about prior learning and behaviours and building upon this day by day.</p>
	<p><b>Motivation</b> – children enjoying all aspects of school life and always giving 100% effort in everything that they do.</p>
	<p><b>Resilience</b> – a ‘never give up’ attitude present and evident in all children and colleagues.</p>
	<p><b>Bravery</b> – children taking risks with their learning, exploring and not being afraid to make mistakes.</p>
	<p><b>Creativity</b> – different ways of approaching tasks, recording tasks and sharing learning.</p>

In every classroom these Learning Characteristics are displayed. Pupils who show our Learning Characteristics are rewarded for their efforts by receiving certificates in our weekly celebration assembly.

## 8. Roles and responsibilities

### The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

### The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Colleagues**

All colleagues in school are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Facilitating a personalised approach to the specific behavioural needs of particular pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils efforts and achievements
- Recording behaviour incidents on internal systems
- Seeking advice if a pupil's behaviour becomes a concern

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

### **Parents**

Parents are expected to:

- Support their child in adhering to 'The Danemill Way'
- 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
- Show that you are ready to learn
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour



## 9. Our responses to positive and concerning behaviours

At Enderby Danemill, we always disapprove of the behaviour, never the person. We believe that being fair is not about everyone getting the same but everyone getting what they need. It is therefore not always possible to respond to behaviours in the same way. However, it is useful to have a guiding framework of responses to good and poor behaviour.

### Responses to Positive Behaviours:

It is vital that the majority of interactions learners have with staff are positive.

- All pupils should be greeted with positivity when they first enter the school building.
- Take the time to find out about their interests and show a genuine interest.
- All pupils should be told something they have done well in each lesson.
- Praise should be specific, eg. "Well done for being able to remember the order of calculations.
- Give praise for effort, eg. "Well done for giving it a go even though you weren't sure."
- Some young people find public praise difficult to accept. Find ways to praise learners on a 1:1 basis
- All pupils should receive feedback at least once a week (dojo points, certificate, sticker, phone call home) of something positive they have done or achieved.

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Golden Tea
- ✓ Positive texts or phone calls home to parents
- ✓ Headteacher stickers
- ✓ Recognition in the fortnightly newsletter

Class Dojo points are linked to our school behaviour system, children will receive additional rewards when their number of class dojo reward points are equal to key milestones:

- 100-200 extra 15 mins breaktime
- 200-300 party
- 300+ trip to the park

Class dojo points will be reset each half term. The house with the most dojo points at the end of each term will receive a whole house reward.

## Responses to Concerning Behaviours:

This behaviour system is visually displayed in each classroom alongside reference to 'The Danemill Way'.

# The 'Danemill Way'



1		Positive verbal reminder
2		Verbal warning
3		Talk time to reset
4		Parallel class
5		Behaviour Mentor
6		Pastoral Team

## Resilient Respect Ready

- **Positive reminder:** If a pupil behaves in a way which breaks a school rule (e.g. isn't following an instruction), an adult will give a positive reminder of the specific school rule they need to follow and what they need to do (regarding their behaviour). For example- 'Our school rule is to show respect, so I need you to listen to what I am saying'.
- **Verbal warning:** A verbal warning will be given if the pupil continues to break the school rules. In the same way as before, the adult will explain which rule they are breaking and what they need to do to start following the rules. They will aim to do this in a quiet, personal way (not in a shaming way in front of the class).
- **Talk time:** If a pupil's behaviour continues to escalate in the classroom, the pupil will require to have a restorative conversation with the adult who has given the verbal warning. This talk time can take place in the lesson (if possible), at the beginning of break or lunchtime or during the afternoon assembly slot.

## Four Step Restorative Conversation

1. What happened?
2. What were you feeling?
3. Who was affected?
4. What happens next?



\*If a pupil has an individual behaviour plan, they will have the option to speak to their key adult.

- **Parallel Class:** If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour, then the pupil will be sent to a parallel class. If the parallel class is unavailable or the pupil continues to display escalating behaviours, the school's behaviour mentor will be called.
- **Pastoral:** If the pupil's behaviour continues to escalate beyond the parallel classroom, they will be further supported to regulate with an adult from the pastoral team or SLT (ideally someone who is a trusted adult for the child and has a good relationship with them). They may need to have time away from the class and in turn, a restorative conversation with this adult.

\*If a pupil has an individual behaviour plan, they will have the option to speak to their key adult.

In the instance of a pupil visiting a parallel class or needing to be supported by the school's behaviour mentor and/or SLT, the Class Teacher will communicate this directly with parents at the end of the day. The incident is then recorded on the school's internal recording system (CPOMs) by the class teacher and actioned by the member of staff who dealt with the incident.

The system resets after break and again after lunch providing pupil's with the opportunity turn their behaviour around. Each day is a fresh start and consequences are not rolled over unless the incident was deemed serious or demonstrated a persistent breach of this policy.

### 10. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Expecting work to be completed at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring the pupil to the pastoral team or a senior member of staff
- ✗ Phone calls home to parents
- ✗ Agreeing a behaviour support plan

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to

repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to Pastoral during lessons if the behaviour displayed by a child may be deemed to be a serious incident. This may include but not limited to:

- Hurting another child or a member of staff
- Causing an incident in the classroom which leads to the rest of the children having to be evacuated
- Throwing furniture
- Malicious or false allegations
- Extreme insubordination which leads to the child's or others safety being at risk
- Racist, homophobic or sexually offensive language

In Pastoral, children will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

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 head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

## **11. Lunchtime behaviours**

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. As a result, children are encouraged to take part in colouring or lego clubs. Pupils who need additional support during lunchtime will be identified by the behaviour team and timetabled to have a structured lunchtime. During lunchtime, a member of the behaviour team will be on the playground to support .

Any incidents of verbal aggression, physical aggression or absconding will be dealt with by SLT and the pupils involved will be removed from the playground and sent to wellbeing - see Appendix 3 for lunchtime behaviour examples and potential solutions/consequences.

## **12. Online Behaviours**

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

### **13. Personalised approach**

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 4) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

### **14. 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 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.

### **15. Exclusions and Suspensions**

On rare occasions there may be a need to directly exclude a pupil. This may mean 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 suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/carers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period 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 suspensions 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 is stated in the school's exclusion and suspension policy.

## **16. Off-site behaviour**

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

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being 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
- Causing distress to another child at (insert school name)

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

## **17. Malicious allegations**

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 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.

## **18. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the

circumstances. 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.

## **19. 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, alcohol, illegal drugs, cigarettes, tobacco and cigarette papers, vapes units and/or vape liquid, 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.](#)

## **20. 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 may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

## **21. Staff development and support**

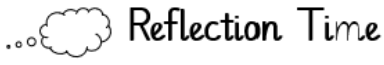







Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

## **22. Review**

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

# Appendix 1: Reflection Sheet

Name:		Class		Date:	
					
<b>What?</b> What happened?			<b>Who?</b> Who did it involve?		 
<b>Where?</b> Where did this happen?			<b>When?</b> When did this happen?		
<b>Why?</b> Why did you choose to act in this way?			<b>How?</b> How could you react differently next time?		



**Appendix 2: Examples of behaviours that fall under each category in 'The Danemill Way'.**

<b>Respect</b>	<b>Resilience</b>	<b>Ready</b>
Listening	Motivation	Participating
Kindness	Bravery	Sharing ideas
Polite	Determination	On task
Manners	Perseverance	Transitioning
Tidying up	Self-Reflection	Correct uniform and PE kit
Looking after equipment		
Turn taking		
Following instructions		
Sharing		

NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.

**Appendix 3: Lunchtime behaviour examples and potential solutions/consequences.**

Behaviour	Rewards/Consequences
Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Class dojos</li> </ul>
<ul style="list-style-type: none"> <li>• Not sharing equipment</li> <li>• Using equipment inappropriately</li> <li>• Running around school</li> <li>• Being disrespectful</li> <li>• Not listening to adults' instructions</li> <li>• Being in an area which they shouldn't be in</li> <li>• Not asking to go to the toilet</li> <li>• Rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning/reminder</li> <li>• Reinforce appropriate behaviour 'Well done for making the right choices' etc.</li> </ul>
<p>A child may be referred straight to SLT in wellbeing if they show:</p> <ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Verbal aggression</li> <li>• Absconding</li> </ul>	<ul style="list-style-type: none"> <li>• Well Being</li> <li>• SLT to speak with the child.</li> <li>• Recorded on internal systems with a reason.</li> <li>• Parents contacted</li> </ul>

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

## Appendix 4: Pupil Behaviour Plan

	Behaviour	Rewards/Consequences
Green		
Yellow		
Red		

*NB: This replaces the whole school behavior system. This is not a complete list and there may be other incidents that are not covered here. If incidents/behaviour occurs this will be reviewed. However, all adults must use consistent approaches with him.*

## **Appendix 5: Personalised Approaches that may be used**

### Golden time:

Visual board which consists of 6 stamps, 3 for work and 3 for behaviour, each stamp is worth 3 minutes of time. After each work session (register – break, break – lunch, register – home time) the child will receive 1 stamp for behaviour and 1 for completing their work, if however, they don't achieve good behaviour or completed work then they not receive the stamp for that session. At the end of the day the stamps are added up. The children will first sit out with a timer for time needed to be used for reflection and then will get the rest of the time to choose an activity they would like to do.

### Individual timetable/Portable timetable:

Pupils will have a personalised timetable in a clear pencil case. Some will put their daily timetable on the outside of the case, this is more for pupils who move around regularly eg: F1, F2. Other pupils will put their timetable on their desks. All pupils will remove the lesson card once it has been completed. This should also be done with the whole class visual timetable that is usually located at the bottom of each class's whiteboard.

### Individual Zones of Regulation:

All pupils have a standard ZoR on their table but some pupils have a more detailed one that consists their own name, how they feel and which zone they are in. This can be changed throughout the day so that adults are aware of how they are feeling. Sensory/Fidget boxes: Each pupil who has these have 5 items in their boxes. These are changed weekly so as not to get bored with them. They are to be used when a pupil is feeling stressed, anxious, fidgety, A good time could be during class input as sitting for long periods of time can be difficult.

### Now and next cards:

This system is for pupils who have very low concentration. They will have a task on now and a task on then. It shows them they need to complete the first task (now) before moving on to the next one (then). 5 Minute system: The pupil will have a chart that is split into 5-minute sections. Three 5-minute ones for breaktime and twelve 5 minutes sections for lunchtime. If the pupil refuses to work, misbehave or ignore adults they will lose 5 minutes of break or lunch. However, they can earn these back by showing they have turned things around and do as they are asked. It is very important that you catch the pupil making the right choices and reward them for this. This system was designed as pupils were losing far too many lunchtimes not only on the same day but for advanced days.

### Draw system:

This system ties in with the pupil's individual timetable. On each draw there is a number, in each draw there are work activities to do. On the timetable there will be alternative numbers and activities that the pupil wants to do. The pupil will take the first number card and place it on the draw that the number matches, then will lift the work out and complete it, once this is finished they will put the draw away and have the activity next on the timetable. This repeats throughout the day. This is to help teach the pupil independent working.

### Work Station:

An individual work space placed away from other pupils and only has one child sitting at it. It will consist of visuals, timetable etc.

### Talk Cards:

All pupils have access to these but some pupils do have them on their desks in case they need to make a quick exit.

**Visual Rules:**

All class rooms have these but some pupils will have them on their desks as a reminder.

**Steps to Success:**

A visual board in front of the pupil. There are three sections, one tells the pupil what lesson they are doing, then what the pupil needs to do and lastly the reward they will receive once work is completed.

**Emotions Board (not Z of R):**

A visual board with all different emotions on. The child will point out which one they are feeling.

**Positivity Book:**

Each pupil has their own work book. At the end of the day they write down one thing that they have achieved throughout the day.

**Ear Defenders:**

Pupil to wear when the noise in the classroom becomes overwhelming.

















