



# BEHAVIOUR POLICY

## Derwent Primary School

Reviewed by: Liz Burke

Behaviour Lead: Liz Burke

Date: September 2022

Nominated Governor:

Review Date: September 2023

At Derwent Primary School we believe that every member of the school community has the right to feel valued and respected. We aim to create a welcoming, caring environment where relationships are based on respect. Children's wellbeing is at the centre of our life in school and the key to academic success. We have high expectations for every child including those who are disadvantaged and are committed to providing a safe and secure learning environment for every child in our school.

We place strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents/carers.

We believe that we make a difference by creating a safe, healthy and stimulating environment of quality provision where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a context rich curriculum that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on real goals, do not give up and work hard to overcome obstacles.

Above all, we aim to develop positive, confident, reflective children who:

- Take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose.
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong.
- Are able to think creatively and independently in order to have aspirations for the future.
- Are proud to be part of British society.

### **Aims of the policy**

- Create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all pupils know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed
- Allow pupils to take ownership for their learning and have a pride in their work and achievements.

At Derwent Primary School, we want to help pupils grow up with a clear view of what is right and wrong and an appreciation of the needs of others and society around them.

We, as adults, are the role models for the pupils and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

### **Expectations of staff**

We expect all staff to recognise;

- Good behaviour is an essential condition for effective teaching and learning to take place.
- Effective teaching, learning and assessment supports good behaviour.
- High self-esteem promotes good behaviour, effective learning and positive relationships.
- Independence and self-discipline is promoted so that each pupil learns to accept responsibility for their own behaviour.
- There must be a consistent approach to behaviour throughout the school on a daily basis.
- Clear codes of expected behaviour and positive feedback when pupils are behaving well must be communicated.
- Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times.

- Every pupil should be made to feel valued regardless of disability, nationality, ethnicity, culture, gender or sexuality.

All staff have the responsibility of ensuring that these key features are promoted throughout the school day.

### **British Values**

As a school we incorporate these values through the planned taught curriculum as part of their links with spiritual, Moral, Social and Cultural aspects of learning.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through PSHE and RE curriculum.

### **Our Classroom Rules:**

Classroom rules are agreed at the beginning of the year and displayed in the classroom. They are referred to throughout the year and children are expected to follow them so that every child has a positive learning experience in the classroom.

### **Our Playground Rules:**

- Always ask an adult if you need to go inside.
- Always speak to an adult if there is a problem.
- Stay where you can be seen by an adult.
- Move to your line when you see the hand signal.

All staff are responsible for dealing with behaviour in a fair and consistent manner.

To support children who have difficulty with unstructured times, we offer support in the form of our Learning Mentor.

### **In partnership with children**

To succeed children must see themselves as achieving. It is important that children have a positive approach to themselves. At Derwent we do this through everyday contact with children and speaking to them in a manner we would wish our own children to be spoken to. At Derwent we believe that good manners are essential. All staff are expected to demonstrate the highest standards in terms of manners, acting as role models for pupils. Pupils demonstrating good manners are praised for doing so. The Class Dojo system is used to identify pupil's achievements and good behaviour. All children also receive weekly input through PSHE lessons, class assemblies and whole school assemblies; this fosters good emotional literacy across the school. We run a range of support programmes that are delivered by a range of staff.

### **In partnership with parents/carers**

Parents are an essential part in the management of good behaviour and therefore we endeavour to involve them fully in promoting positive pupil's behaviour.

- Parents/carers are provided with a personal log in for Class Dojo in order that they can track their child's achievements throughout the day or review with their child at the end of the week. In addition, teachers may decide to message parents to share good work.

- Good work and progress in any aspect of learning, including behaviour is additionally celebrated on Class Dojo.
- Teachers are encouraged to speak to / call / Dojo message parents about their child's positive behaviour choices.
- Weekly certificate winners are published on the website.
- Parents/carers are invited into school to discuss any poor behaviour choices their children have made.

## **Promoting Good Behaviour**

Our emphasis is celebrating positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. Strategies adopted at Derwent include the following;

- Staff will reward good behaviour or achievement through use of Class Dojo, stickers and communication with parents/carers.
- When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be acknowledged in the "Celebration Assembly" where a certificate of achievement is awarded.
- Weekly rewards linked to Class Dojo in recognition of a good attitude towards school life and learning.

## **Learning Behaviours**

We recognise that teaching the behaviours we want to develop is essential in the promotion of good behaviour. Therefore, we have agreed upon six key attributes that we wish all children to develop and enhance as part of their holistic development. These are: Focused, Creative, Curious, Reflective, Resilient and Collaborative. These attributes are taught and praised whenever they are seen. Through this, a common language is created for discussion of behaviour throughout the school and in turn understanding of good behaviour within the children. Opportunities to develop these qualities and learning behaviours are embedded into our curriculum.

## **Start from the Positive**

The first line in our behaviour management is PRAISE and there are many ways we do this.

- Stickers
- Dojo points
- Certificates
- Dojo prizes

We also use a range of strategies to help our children remember to behave well. These include:

- An excellent curriculum full of engaging and stimulating lessons.
- Differentiated activities so children are given work to match the needs.
- Teaching our children how to react in day-to-day situations e.g. on the playground and waiting for lunch.
- A range of teaching strategies within classes including pairing children up, group work, distraction, positive praise to encourage children to stay focused and well behaved.
- Trained learning mentors run pastoral interventions (Draw and Talk, Theraplay, friendship groups) Also during unstructured times pupils are encouraged to 'drop in' to talk to the safeguarding manager to discuss any issues/problems they have.
- When investigating difficult situations that may arise, teachers ask children open questions in a non-confrontational way so all children know they will have an opportunity to have their point of view heard.

## What happens when things go wrong?

Children are taught that their actions have consequences and their behaviour will affect their learning and relationships with their peers.

In class the following system is used:

1. **Reminder:** 'Name, this is your reminder to \_\_\_\_\_ because \_\_\_\_\_.'
2. **Warning:** 'Name, this is your verbal warning. I need you to \_\_\_\_\_ because \_\_\_\_\_.'

At this point, the child's name is recorded in a book.

3. **Timeout:** 'Name, you have had a verbal warning and now you are going to have some timeout.'

At this point the child is sent away from the group. They must not be able to disturb others but must be able hear the teacher. Timeout should last 5 minutes maximum but is at the teacher's discretion. After the child has returned to the learning environment, the teacher must discuss the behaviour with the child, to ensure that child's behaviour is addressed and the child has the opportunity to respond.

During these steps positive praise will be used to reinforce positive behaviour.

4. **SLT call:** If a child is responding negatively to timeout then a teacher must send a sensible child to call for a member of SLT (Learning Mentor, SLT Office, Headteacher.)
5. **Timeout with SLT:** 'Name, I can see you are feeling \_\_\_\_\_ and in order for me to help you, you need some thinking time.'

SLT will give the child thinking time at their discretion (as short as possible), after the time they will talk about their behaviour and how it has affected them and their peers' learning.

The member of SLT will then take the child back to class where a short discussion will take place between the SLT member, the teacher and the child. When appropriate, the child will apologise to the teacher.

SLT member to record the incident in the behaviour log. This log is reviewed weekly by SLT and parents are contacted if a pupil regularly reaches this stage to ensure appropriate intervention strategies are in place to support the pupil's behaviour choices.

## Supporting more challenging behaviour

If appropriate a behaviour book may be used, which involves the parents/carers in supporting school to modify their child's behaviour. The pupil will agree to specific, achievable behaviour targets over a limited period of time. Their behaviour for each day is logged in the behaviour book and sent home daily to keep parents/carers informed. If appropriate, a reward may be agreed upon the successful achievement of the targets. After the agreed period the pupil's behaviour is reviewed.

If further support is needed a behaviour plan will be drawn up to support the pupil to improve their behaviour. The child's parents/carers may be asked to contribute active support to the plan. This plan will be reviewed at agreed times.

Additional interventions will be considered including:

- Extra adult support.
- Completing an Early Help Assessment with parents/carers.
- Advice from the Behaviour Support Team or other external agencies (e.g. Educational Psychologist)
- Formal meetings with parents/carers and other agencies when appropriate will be arranged by the Headteacher/Deputy Head to consider the best ways forward.

## **Physical Intervention**

Physical intervention is a last resort and should only be used when there is risk of harm to any people or property or very serious disruption, and other approaches are not working. All members of staff have a duty of care to ensure the safety and wellbeing of all pupils and certain situations may necessitate the use of physical intervention to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors. When using reasonable force in response to risks presented by children with SEN or disabilities or with medical conditions, staff recognise the additional vulnerability of these groups. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from a guide, moving children to safety, to more extreme circumstances such as breaking up fights or to prevent injury or violence. Reasonable in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing in between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil out of the classroom. Training is undertaken annually by the SLT and other specified members of staff on how to manage these situations safely, should they occur. We certificate staff with approved training programmes. If physical intervention is required and the pupil is not suitably calm and ready to return to the learning environment with other pupils, the child may have learning activities provided for them away from their class to ensure the safety and good learning of others. Please refer to our Physical Intervention Policy for further clarification on situations when reasonable force may be used.

## **Exclusion**

A fixed or permanent exclusion is the last resort after a range of measures have been tried to improve a pupil's behaviour. A decision to exclude a pupil for a fixed period may be taken in response to breaches of the schools behaviour policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or the Deputy Head. Where exclusion is used the school conforms to the Local Authority and DFE guidance.

On returning to school, the child, along with their parents will be part of a 'return to school' meeting. This will include organising the provision for this child and a program will be designed specifically suited for the individual child.

## **Anti-Bullying**

Bullying will not be tolerated at Derwent Primary School. We define bullying as repeated and systemic abuse, intended to hurt someone either physically or emotionally. It might be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation and it can take many forms including: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online or social media. Please consult our Anti-Bullying policy as well as our Internet & E-Safety policy for further detail on our zero-tolerance approach to bullying of any kind.

## **Searching and confiscation**

The Headteacher, Deputy Head and Assistant Head have a statutory power to search pupil's or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

## **Equal Opportunities (see Equal Opportunities Policy)**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and

taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **Assessment and Reporting**

Following any incident where a pupil is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form (see appendix D) will be completed and monitored by the Headteacher or Deputy Head.

### **Appendices**

#### **Appendix A – Playground Expectations**

#### **Appendix B –Graduated Response**

Appendix A  
Playground Expectations

Be kind and respectful to everyone

- Share and take turns
- Use good manners
- Stay where an adult can see you
- Look after the playground equipment by using it appropriately and safely
- Keep our playground tidy by using the bins provided
- Stand still and then move to your line when you see the hand signal
- Line up quietly and sensibly





<b>Stage 3 – External Agency Involvement (Response is tailored to the individual child – specific responsibilities and roles will be tailored for the child)</b>		
<b>SLT</b>	<b>SENDCo</b>	<b>Staff</b>
Provide necessary information for funding application forms. Liaise with external behaviour support team / other agencies. Review behaviour support plan regularly. Liaise with parents/teacher/other staff when necessary. Ensure accurate logging of all documentation and behaviour incidents. Ensure all documentation is stored securely and centrally.	Co-ordinate all funding applications and complete all necessary information alongside Behaviour Leads. Liaise with paediatrician/SEND team/Educational Psychologist/other agencies. Ensure all documentation is stored securely and centrally.	Ensure that behaviour plans are followed accurately and consistently. Liaise with Behaviour Leads to adapt these approaches as required. Follow all identified strategies for supporting pupils with SEND. Provide additional information for funding application forms. Update behaviour logs as required.
<b>Stage 2 – In school support</b>		
<b>SLT</b>	<b>SENDCo</b>	<b>Staff</b>
Co-ordinate adaptation of behaviour provision and implementation of behaviour support plans if necessary. Co-ordinate discussion with parent / carer about child's behaviour. Deploy use of learning mentors.	Log concerns raised by a parent or staff member. Pupil profile created as necessary.	Discuss child's behaviour with parent and DHT. Follow agreed actions regarding SEND / Behaviour plans. Liaise with DHT/learning mentors regarding behaviour of child.
<b>Stage 1 – Universal Needs (Quality first teaching)</b>		
<b>SLT</b>	<b>SENDCo</b>	<b>Staff</b>
Monitor consistent use of the behaviour policy. Support teachers and children.	Monitor SEND provision across the school. Support teachers and children.	Quality first teaching. Consistent use of the behaviour policy. Adapt curriculum and learning environment as required.