



Nurture-Believe-Inspire-Achieve

Danson
Primary
School

Behaviour Policy



Danson Primary School Behaviour Policy

Background

At Danson Primary School, we strive to maintain a safe, inclusive and equitable environment in which all children are treated fairly and feel valued and respected. Consequently, our behaviour management system is based on positive reinforcement strategies and restorative justice approach which focuses on mediation and agreement. This equips children with the skills and language to reflect on their behaviour and work together to find solutions to everyday conflicts. We strongly believe this deepens and develops children's understanding of spiritual, moral, social and cultural aspects of life thus enabling them to become caring and responsible members of the school and wider community.

Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school restorative approach to maintaining high standards of behaviour that reflect the values of our school
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Nurture children's self-confidence, self-value and self-esteem through praise and recognition
- Encourage children to work together to resolve conflict
- Encourage self-discipline through good role modelling and example
- Encourage children to grow into responsible citizens

Behaviour Management System

Reward System

At Danson we believe praise is the most important and effective behaviour strategy. When praise and rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. Assemblies and other whole school events are used to reinforce and share the expected behaviour by thinking about our Golden Rules and core our values.

o Danson Golden Rules

- Do and be the best you can at all times
- Think before you speak and act
- Respect all staff and peers
- Always follow the school rules
- Walk along the corridor in single file, calmly and on the left

o Danson Values

- Kindness
- Respect
- Collaboration
- Resilience
- Honesty
- Equality



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Children learn that these rules, alongside our core values, will guide and support them in their choices of appropriate behaviour. We highlight and promote these positive behaviours through the following rewards:

- House Points
- Verbal praise
- Stickers
- Moving up the class behaviour cards - each class uses a behaviour ladder which includes five steps - red, amber, green, silver and gold. Children have an opportunity to progress up the ladder to silver and then gold by making good behaviour choices. Sharing praise with parents
- Positions of responsibility such as book monitor, etc.
- Sharing work with class / other children
- 'Pupil of the Week' Certificates
- Head Teacher Award – end of term

Consequence System

Our aim is always to change undesired behaviour in a positive way, e.g., praising other children to highlight expected behaviour; friendly reminders; moving children to a space where they would be more focused; offering assistance; tactical ignoring; etc.

Consequence Ladder

However, should a child continue to display undesired behaviour and not respond to more positive strategies then Consequence Ladder will be used to determine appropriate next steps. Personal circumstances of the pupil will be taken into account and consequences may be adapted to meet their individual needs. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The Consequence Ladder includes the following steps:

- **First warning:** a staff member will talk to the child about making better choices.
- **Second warning:** a staff member will talk to the child about making better choices again and remind them they will move to the yellow card should this behaviour continue.
- **Yellow card:** moving the child to yellow card is a visual sign to the child that they need to change their behaviour and earn their way back to green. The child might also need to have time out at playtime / lunchtime or continue to work at playtime / lunchtime.
- **Red card:** moving to a red card is rare and is a visual sign to the child it is a serious offence. If a child receives a red card the member of staff dealing with the incident will inform a member of the Senior Leadership Team as soon as possible.
The child will be given some time for reflection at playtime / lunchtime when a staff member will support the child to think about their behaviour using a restorative justice approach. We believe restorative justice approach is particularly effective as it gives pupils a chance to:
 - share their point of view and feelings



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- o reflect on their behaviour
- o navigate conflict resolution
- o take ownership of their behaviour and practice empathy, understanding and forgiveness.

Parents will be informed the child has received a red card at the end of the school day.

- **Informal and Formal Procedure:** if unwanted behaviour continues, the staff member dealing with the situation will complete a Behaviour Incident Form. The child will then be sent to a member of the Senior Leadership Team (SLT) with the completed form. The SLT member will discuss the form with the child using the restorative justice questions.

The child might then need to complete reflection / work with a member of SLT or be internally secluded depending on the seriousness of the incident.

Once the child returns to class, they stay on red as a reminder until the end of the day, at which time, the teacher will encourage the child to show improved behaviour the following day.

Parents will be informed that the child has been seen by a member of SLT due to their behaviour. The class teacher and / or member of SLT who dealt with the incident will phone home, send a letter to the parents or invite them for a meeting with the school staff.

If the child performs a dangerous or deliberate action that shows no respect for property or person such as: racism, homophobia, discrimination, biting, kicking, hitting, fighting, leaving the classroom without permission, climbing over the toilets' partitions, then informal / formal procedure could be initiated immediately, at the discretion of the class teacher or a member of SLT, and appropriate procedure must be followed. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson. It is against our policy to give whole class punishments for the acts of one child/ small group of children.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see anti-bullying policy).

- **Pastoral Support Plan** – if the child persistently misbehaves in class or at playtime, they will be placed on Pastoral Support Plan. Targets for the plan will be set after discussion with the child and / or parents and the child's progress towards them will be reviewed regularly and shared with parents.
- **Exclusions** - Serious or continuous breaches of the known and accepted behaviour policy may result in a pupil being excluded from school. It may be necessary for the Health and Safety of all and general good of the pupil to be asked to leave the school on a temporary or permanent basis. A fixed-term exclusion may last up to five days, the length determined by the severity of the behaviour at the discretion of the Head Teacher. A first offence of sufficient gravity may lead to permanent exclusion.



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In the case of fixed-term exclusion, the pupil will only be accepted back into school when returned by the parent/carer and following discussion (reintegration meeting) to ensure the future good behaviour of the pupil.

A fixed-term exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head Teacher's duty to notify parents, apply in all cases.

Positive Handling

Positive Handling covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use positive handling strategies, in the following circumstances, to prevent a pupil from:

- Causing severe disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of positive handling 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/carers

Searching and Confiscation

Headteacher and authorised staff have a statutory power to search pupils and / or their possessions without consent, where they have reasonable grounds for suspecting pupils may have a prohibited item as listed in DfE guidance on Searching, Screening and Confiscation. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

Confiscation:

- Any prohibited items (listed in guidance) found in a pupil's possession as a result of a search will be confiscated.
- These items will not be returned to the pupils. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.



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Roles and Responsibilities

The governing body:

- Approving and reviewing this behaviour policy in conjunction with the Head Teacher/s
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

The Head Teacher/s

- Reviewing this policy in conjunction with Governors and the School Leadership Team
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with undesirable behaviour using the restorative justice approach
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training for all staff in using restorative justice to manage pupils behaviour and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Teachers and Staff:

- Creating a calm and safe environment for pupils
- Maintaining stimulating environment that encourages pupils to be engaged
- Praising and rewarding the expected behaviour
- Modelling expected behaviour and positive relationships
- Implementing the behaviour policy consistently
- Addressing concerns regarding behaviour with children quietly, fairly and proportionately
- Using the restorative approach questioning when dealing with conflict and unwanted behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly
- Concluding the day positively and starting the new day afresh



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The senior leadership team (SLT) will support staff in responding to behaviour incidents. SLT will ensure that the data from the behaviour log is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy

Parents and carers:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Support actions of the school in regards to behaviour consequences
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

Pupils

- Follow our Golden Rules
- Live by our values
- Treat the school buildings and school property with respect
- Reflect on their behaviour
- Accept consequences given
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Monitoring and Reviewing

The policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance. This policy is communicated and made available:

- On the school website
- From the school office
- To all new staff
- On 'Every' for staff



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Links

This policy is closely linked with several school policies:

Anti-Bullying Policy

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Equality Policy
- SEND Policy
- Social Media Policy
- RSE Policy

Legislation, statutory requirements and statutory guidance

This policy is based on the following legislation and advice from the Department for Education:

- [Behaviour in schools: advice for headteachers and school staff updated 2022](#)
- [The Equality Act 2010](#)
- [Searching screening and confiscation guidance for schools September 2022](#)
- [Keeping Children Safe in Education September 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023](#)
- [Working together to improve school attendance September 2022](#)
- [Mental health and behaviour in schools Nov 2018](#)
- [Mental wellbeing and teacher training module June 2021](#)
- [Transforming children and young peoples mental health and wellbeing programme May 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online