



Behaviour Policy

This policy link with our PSHE, resilience and emotional health and well-being work. It was written in conjunction with staff and pupils. All children in school took part in a workshop where their opinions were sought on what they thought about the current behaviour in school, current and new rewards and consequences.

This policy was updated September 2023. Governors approved this policy September 2023. The policy is available to parents via the school website and explained at the New Intake Meeting for Reception Parents.

Mission Statement

At Richard Durning's

Each child is at the heart of all we do

We have

High expectations of every child

We provide

A balanced, creative and exciting education

We encourage

Parents, staff, governors and children to work together in creating a safe and caring school

We

Prepare children for life so they are proud, determined and enthusiastic about their learning

We expect

Young people to have a sense of tolerance, respect and an understanding of their place in the world

It is the aim of Richard Durnings to develop positive behaviours and attitudes in pupils, towards themselves and others, enabling them to become effective, resilient citizens of our school community and in the long term, of the adult world.

At Richard Durnings all have a right to learn and work in a safe, caring environment. Every child has the right to feel special and to have their individual needs met. We recognise that behaviours can be learned and within our cognitive awareness, but they can also be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Therefore, our behaviour policy embraces the importance of social and emotional learning. We as adults, working in relationship with children, are able to recognise behaviours, identify the underlying needs and respond in the appropriate ways. The ability to recognise when a child is feeling overwhelmed prevents escalation and enables staff to support emotional and personal needs, enabling learning to take place. We aim to provide an environment where everyone can enjoy and achieve in a happy atmosphere.

This policy should be read in conjunction with other school policies: health and safety, safeguarding, attendance, learning and teaching, home-school agreement, homework, anti-bullying, special educational needs, equality, child on child abuse.

We expect everyone in the school community to:

- ✓ Be kind and respectful to all members of our school
- ✓ Be safe - Look after yourself and others
- ✓ Recognise our own worth and appreciate and celebrate diversity in our school.

Our school rules are kept to a minimum. They reinforce the school's aims and values.

1. To follow instructions with thought and care
2. To show good manners at all times
3. To care for and respect everyone and everything

These school rules will be clearly displayed and referred to by staff to ensure understanding and consistency.

The whole school community is responsible for promoting good behaviour and following this behaviour policy. Staff are guided to manage behaviour in the classroom and around the school by actively promoting and encouraging good behaviour. They will also devise their own classroom rules with the pupils. This will ensure that a common approach is used across the classes but that they are tailored to their age/emotions/ability and background.

At Richard Durnings we will-

Recognise that all children are individuals and have different social and emotional needs, which will be responded to in an appropriate and sensitive way, within an atmosphere of mutual respect and tolerance.

We will actively encourage good behaviour by:

- Promoting and reinforcing positive behaviour by using strategies from resilience lessons.
- Sharing expectations of behaviour with pupils and have these clearly displayed around school and revisited regularly. For example, through PSHE lessons and assemblies.
- Encouraging pupils to recognise sensations and therefore emotions-adults will encourage dialogue about sensations and emotions using emotion scales, therefore creating an emotionally literate school.
- Showing children how to manage their emotions by separating feelings and actions, allowing for opportunities of thinking to take place between the two, using the STOP technique
- Helping children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways.
- Reinforcing behaviour choices, based on our clear, positive and consistent responses within boundaries, which offer safe containment.
- For individuals with Special Needs (SEN/D) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries which are recognised as fair and consistent for all;
- Promoting an anti-bullying ethos throughout the school and also in PSHE lessons on a yearly basis.
- All members of our school community setting an example of excellent behaviour and be good role models.
- Having a culture of no shouting and no sarcasm.
- Sharing the behaviour policy with all members of the school community and most importantly the children so that they know what is expected from them and the consequences.
- Reviewing the policy on a yearly basis and ensuring we listen to pupil voice to help us in this review.

We will reward good behaviour in the following whole school ways:

- Rewards to be given in the form of dojos.

- Children and teachers to make sure dojos are added to the computer system throughout the day.
- At the end of the day there will be a Dojo Champion for each class.
- They will be able to choose a reward for the next day from the agreed class list.
- In Friday's Achievement Assembly the Dojo Champions will be congratulated.
- They will each receive a team point for their house team.
- The winning colour team will have a prize at the end of the half term.

In addition children will be rewarded by:

- Verbal praise/ smiles.
- Adult attention.
- Choices.
- Responsibilities
- Extra play
- Half termly house point rewards- eg, non uniform day for winning team.
- Certificates / Stickers.
- Providing written comments on work.
- Ensuring all children are praised for behaving well.
- Sharing exceptional work with parents and the rest of the school.
- Parent telegrams / texts.
- Sending pupils with good work or behaviour to the Headteacher for praise.
- A child chosen for Star of the Week in each year group for a particular aspect or piece of work. We will text parents to let them know the day in advance.

Dealing with challenging behaviour in school.

Since we are a primary school, pupils will be learning what appropriate behavior is. This means that at times, their behaviour may not be as we expect it to be. Also, there may be times in their journey through school when they are upset and are struggling to focus. We care and make sure our pupils know that we care, no matter what happens. We do what we believe is right for each pupil. This is why we talk to each pupil when they are calm and able to verbalise what has happened. During these times we remain calm and we do not raise our voice. We use a tone of voice to de-escalate situations. At Richard Durning's Endowed Primary School we will not tolerate child on child abuse. See Child on Child Abuse Policy.

In general, the School believes that rewards are much more effective than consequences in encouraging and motivating pupils and should be used as a proactive incentive for success. Where this is not possible or where it has failed, an appropriate consequence will be applied.

We help pupils to learn from mistakes by using the following actions:

- 1) Giving one verbal reminder of good behaviour and / or praising positive behaviour. Adults must be observant, open and inclusive, modelling behaviours and giving descriptive feedback.
- 2) Giving one mild warning by teachers, teaching assistants and welfare supervisors
- 3) Giving verbal warning explaining that there will be a consequence of their actions if they choose to continue.

- 4) Giving a reasonable consequence - at the discretion of the class teacher taking into account the behaviour problem and the child's individual needs. See consequences section below.
- 5) Time out - sent to another teacher to consider their behaviour
- 6) Sent to the Head teacher- who will further discuss the problem.
- 7) If a pattern arises discussing the child's behaviour informally with the parents..

Steps can be missed out if teachers' judge the incident to be of a serious nature. If the staff judge an isolated incident to be serious then the head teacher will inform parents immediately.

Examples of serious incidents-

Physical assault against a pupil/adult

Verbal abuse/ threatening behaviour (including swearing)

Bullying

Racist abuse

Damage to property

Theft

Sexual misconduct

Persistent disruptive behaviour

Consequences

- Provide opportunities for them to reflect on their behavior, such as in a quiet place in the classroom.
- Provide opportunities for them to apologise - Helping them to understand how others see that behaviour.
- This can be done using careful questions creating reparation between those involved.
- Move them to a different seat.
- Time out in another classroom.

Missing minutes of their playtime to make up for any learning time lost or spend time thinking about their actions and resolving them. This will ideally be on the day when the incident has occurred. For example if a child misbehaves in the first lesson of the day and needs to make up learning time. This will be in the following morning playtime. The child is then given a "clean slate."

Lunchtimes and playtimes

The same expectations of behaviour operate at lunchtimes and playtimes.

Each week the welfare staff choose a class who have demonstrated good behaviour outside. They are congratulated in Achievement Assembly, receive the trophy for the week and have an extra 10 minutes play.

At Richard Durnings we will aim-

-to enjoy positive playtime

-to develop social skills

-to have the opportunity to interact, build tolerance and inclusion

-to be healthy

-to have fresh air, exercise and the opportunity to relax

-to have the opportunity to explore and play with adults and peers in a less structured, positive environment

These will be displayed clearly around school to actively promote our aims of play times.

If an incident happens at break/lunchtime, the adult dealing with it, needs to de-escalate the situation (using strategies stated in this policy) and find an appropriate time to inform the class teacher. This maximizes learning time within the classroom.

Resolving any behaviour issues at lunchtime - outside

- 1. The welfare staff initially will resolve any behaviour issues. If the children are playing roughly they will be asked to stand separately for "time out."**
- 2. If it is of a concern or a recurring problem they will bring it to the class teacher's attention that day.**
- 3. Any issues of a high concern (such as fighting, racist language, bullying) must be brought to the Headteacher's attention.**

Resolving any behaviour issues at lunchtime - in the hall

The teacher on duty is responsible for managing any behaviour issues and same actions apply.

Persistent, unacceptable behaviour will result in:

- 8) Formal meetings with the parents
- 9) Formal monitoring strategies put in place, eg, behaviour chart, contract
- 10) Individual Behaviour Plan created
- 11) Behaviour diary with planned meetings with parents and staff
- 12) Contacting external behaviour support services if necessary

If the behaviour does not improve then the option of "fixed" term exclusion may happen. At all times the school will seek to work with parents to resolve any problems so that exclusion is unavoids. However, continuous, unacceptable behaviour could result in fixed term exclusion for a given time.

In exceptional circumstances fixed term exclusion may be given immediately. Following this an Individual Behaviour Plan to help the child improve their behaviour will be put in place. This may involve working with other support agencies such as Educational Psychologist, Attendance Consultant and the Behaviour Support Team. The school will always seek to follow Lancashire County Council's recommendation on exclusions.

School will offer pupils and parents/families help and support if a child shows consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions.

Definitions

Fixed Term Exclusion: If a child continually misbehaves, disturbing his/her own and other pupils' education he/she will be subject to a fixed period of exclusion. The child will be allowed back into school after an interview with the parents, child and headteacher. From this will be the clear understanding that his/her behaviour must improve.

Permanent Exclusion: The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional

circumstances in which the headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

School trips and sports fixtures

Whilst children represent school off the premises or at sports fixtures we expect them to comply with all school rules and be good ambassadors for the school. If a teacher believes a child's behaviour is of a serious and unacceptable nature they have the right to enforce a relevant sanction through discussion with the headteacher, for example, return to school from the trip, missing the next fixture.

Use of restraint by adults

Physical intervention using minimum force necessary may only be used when a child is in danger of/or causing injury to him/herself or others. Staff should not put themselves in danger or risk injury. All incidents of restraint should be reported to the Headteacher immediately and will be recorded. Staff witnessing restraint should also report their observations to the Headteacher. Physical restraint will always be used as a last resort and staff will try a wide range of strategies before restraining any child. It will only be used if there is a risk of the child harming themselves or others or risk of damaging property. We will restrain as we have a duty of care to each child in school. Staff received training on this in March 2016. Please see the school's Care and Control Policy for further information/detail.

The Headteacher also has the authority to exclude any adult, including parents or guardians from the school premises if a serious incident has occurred. All incidents of aggressive, abusive, violent behaviour towards staff will be recorded and advice will be sought from the Local Authority. If necessary, police action will be taken.

Bullying

Bullying will not be tolerated and will always be investigated. Please contact the school if you have any cause for concern. The school actively works hard to promote a "no bullying culture." For more information please refer to the school's Anti-Bullying Policy. This policy clearly outlines what bullying is, the procedures school will take if bullying occurs. Children are encouraged to "tell" an adult if they are either bullied or know that it is happening to anybody else.

Racial Harassment and Equal Opportunities

Racial harassment will not be tolerated and will always be investigated. We will not tolerate discrimination in any form. All incidents will be taken seriously and dealt with quickly. We actively promote a positive, caring atmosphere for all children in our school and aim to foster all races and religions. All incidents of racism are recorded and reported to the Governors and the LEA.

Confiscation

Any items deemed to be illegal or which could potentially danger pupils and/or staff will be confiscated immediately. Staff can search without permission for any items deemed to be illegal. If found these will either be destroyed, police contacted and / or parents depending upon the item. Power to search without consent for prohibited items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, any article likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules, for example, a phone.

Roles and responsibilities

The governing body, in consultation with staff, parents, and pupils, is responsible for setting general principles that inform the behaviour policy.

The headteacher is responsible for developing the behaviour policy and determining the standard of behaviour expected by the pupils and how that standard will be achieved and maintained.

All school staff have a responsibility to follow the agreed policy and have the power to discipline pupils within it.

School will ask all parents to sign a home school agreement which will include reference to this policy. Parents have a clear role in ensuring their child is well behaved at school. If their child is excluded parents must take responsibility for them, ensure they are not in a public place without good reason during school hours and follow the LA guidance. If they do not the LA or school may issue a penalty sanction of £60.

Beyond the School Gates

Anything which is in this policy is covered in all out of school activities. This includes trips, visits, clubs or when children are representing the school in any way. The teacher may also discipline for misbehaviour if there will be repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Complaints procedure

This policy should be read alongside the school's complaints policy which outlines clearly the procedure if a parent wanted to make a complaint. This policy can be found on the school's website or ask for a copy in the office.

This policy was re-written September 2023

Next renewal date: September 2025