



## Behaviour Policy

***'Getting the culture right is pivotal. With the right culture, the strategies that are used become less important. The culture is set by the way that the adults behave.'*** Paul Dix

### Safe, Ready, Respectful

Charles Darwin Community Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. In order to ensure that all members of our school community feel secure at Charles Darwin, we commit to employing a trauma informed approach to all interactions. We want to create an environment that is **safe**, where everyone is **ready** to engage in learning and where everyone feels **respected**.

#### Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To promote a calm and positive climate for learning
- To ensure that trusting relationships are promoted and all members of the Charles Darwin community are treated fairly and shown respect
- To prioritise attention to positive conduct (first attention to best conduct)
- To support children to self-regulate their behaviour and to be responsible for the consequences of their actions
- To strive for excellent behaviour for all
- To establish a framework for staff that focuses on understanding behaviour not on implementing sanctions
- To ensure that staff are well trained and supported in order to meet the needs of children in managing their behaviour.

#### Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise and positively reinforce behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

#### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008

- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges' (now merged into Keeping Children Safe in Education)
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion'
- DfE (2020) 'Changes to the school exclusion process during the coronavirus (COVID19) outbreak'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Restraint and Reasonable Force Policy
- School Statement on Bullying
- Complaints Procedures
- Safeguarding Policy
- Equality Policy

## **Roles and Responsibilities**

### **Governing body will:**

- Monitoring and implementing this Behaviour Policy and the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds against protected characteristics.
- Supporting the Head Teacher in carrying out this policy.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

### **Senior leaders**

Senior leaders' role is to stand alongside colleagues to support, guide, model and show a unified consistency to the children. Senior leaders do not deal with low-level behaviours (see Appendix 1) in isolation. They work alongside colleagues to support, guide, model and show a unified consistency to the learners. Learners are held responsible for their behaviour. Staff deal with behaviour without delegating.

### **Senior leaders will:**

- Establish the standard of behaviour expected by pupils at the school
- Manage the day-to-day implementation of this policy
- Publish this policy and making it available to staff, parents and pupils at least once a year
- Report to the governing board on the implementation of this Behavioural Policy
- Ensure that this policy, as implemented, does not discriminate on any grounds because of protected characteristics
- Meet and greet children at the beginning of the day, taking the time to welcome children
- Be a visible presence around the school, particularly at times of mass movement
- Support staff by sitting in on restorative meetings where beneficial
- Reinforce praise for children who go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Recognise exceptional practice and communicate this to staff on an individual basis
- Support adults in managing learners with more complex needs including by sourcing CPD
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Periodically offer parental workshops

**SENCO will:**

- Collaborate with the governing body, headteacher and colleagues, as part of the Senior Leadership Team (SLT), to determine the strategic development of the behaviour policy and provisions in the school
- Support teachers in the further assessment of a pupil's strengths and areas for improvement and advise on the effective implementation of support
- Provide professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with key stakeholders including relevant outside agencies
- Refer pupils with SEMH-related behavioural difficulties to external services, e.g. specialist Child and Adult Mental Health Services (CAMHS), to receive additional support and guidance where required.

**All staff will**

All staff will demonstrate consistency, calmness and empathy. They are expected to:

- Provide a personal meet and greet at the door
- Constantly refer to and model 'Safe, Ready, Respectful'
- Reinforce and model the relentless routines
- Make purposeful efforts to build relationships
- Pay first attention to best conduct
- Reprimand in private where possible
- Never walk past children who are making poor behaviour choices (unless stated in SEND child's Behaviour Respond Plan)
- Give pupils 'take up time' when going through the steps (at least 5 seconds)
- Engage in reflective dialogue with learners (step 5)
- Use a TIP (Trauma Informed Practice) approach, recognising the physical, social and emotional impact of trauma on an individual: Recognise, Respond, Avoid re-traumatisation, Build resilience. Further information: <https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model>
- Demonstrate consistency in following the steps outlined to address negative behaviour
- Take responsibility for behaviour interventions, seeking support rather than delegating
- Attend relevant training when appropriate
- Use Child Protection Online Management System (CPOMS) to record incidents of behaviour that have caused concern using the following headings: ❖ Who ❖ Where ❖ When ❖ What happened ❖ Action taken ❖ How was the incident followed up

**Pupils will:**

- Work to the best of their abilities and allow others to do the same
- Follow the behaviour expectations of the school
- Tell the truth when incidents do occur
- Report any unacceptable behaviour to a member of staff
- Engage in reflective dialogue with staff

**Parents will:**

- Support school staff in implementing the behaviour policy
- Model appropriate behaviour to their children whilst on school premises
- Share information (education, welfare and behaviour) that will help their children at school
- Take an interest in all that their children do in school and attend parents' evenings
- Carry out tasks, as agreed during the formulation and implementation of Individual Behaviour Plans for pupils
- Contact their class teacher if they have any concerns. Parents should follow the guidance in the Complaints Policy if they feel their concerns are not being addressed

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**

- Consistent, calm adult behaviour.
- First attention to best conduct.
- Relentless routines.
- Scripted interventions.
- Restorative follow up.

### **Rules**

Our 3 rules for all members of the Charles Darwin community are that we are always:

- Safe
- Ready
- Respectful

The key is to develop a consistency that ripples through every interaction.

- Consistent language and approach
- Consistent positive reinforcement
- Consistent, simple rules
- Consistent modelling of the rules
- Consistently reinforced and modelled routines around the site

### **Relentless Routines**

**Calm changeovers** - Beginning/end of the day and transition times (morning greeting, register, assemblies, how to collect possessions, saying goodbye, lunchtime and break time processes etc)

**Fantastic walking** - Moving around school

**Attentive listening** - Getting children's attention and demonstrating listening skills using the 3,2,1 hands up approach.

**Recognition for children's effort** - *It is not what you give but the way that you give it that counts.*

We recognise children who meet our behaviour expectations. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. We recognise and reward learners who go 'over and above' our standards alongside efforts towards making good choices. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public award. It is the key to developing positive relationships, including with those children who are hardest to reach.

We recognise **positive behaviour** and achievement in the following ways:

- noticing and thanking children for the positive behaviour, defining the behaviour modelled where possible
- verbal and non-verbal praise
- house points

Where children go above and beyond expectations, teachers should use the following strategies to praise behaviour:

- Charles Darwin Way sticker or certificate awarded to the child
- phone call home or speak to parents at the end of the day

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour. Positive mental wellbeing will be promoted through:

- Embedding the teaching of positive mental health and wellbeing into the curriculum, including through our PSHE curriculum, our myHappyMind programme and Zones of Regulation.
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

- Opportunities for pupils views and feelings to be used to support next steps

### **Unwanted Behaviours** *Please see Appendix A*

Unwanted behaviours may include (this is not an exhaustive list):

- Not following the rules of the classroom or the Charles Darwin Way
- Not following the set task
- Distracting others from their learning
- Lack of cooperation
- Ignoring instructions
- Interrupting
- Shouting out at the detriment of others
- Slow to return to the classroom following breaks
- Disrespectful language to pupils and staff
- Repeated low-level incidents
- Behaviours outlined in the School Bullying Statement.
- Striking another child or adult with intent

### **Mental Health Pass Out**

Some children will have a mental health pass out to allow them to walk out of class when a situation gets too much for them. These are children with a Behaviour Response Plan in place.

### **Managing negative behaviour**

Steps should always be worked through with care and consideration, taking individual needs into account where necessary. Staff will use the following steps for dealing with negative behaviour and will use a calm approach which is personal, non-threatening, side on and eye level or lower.

1. **Reminder** – Safe, Ready, Respectful delivered privately to the child or general to whole class emphasise previous good conduct affirming to them that they can make good choices.
2. **Drive by** – (speak privately to the child): The teacher makes them aware of their behaviour then walks away to give them time to modify their behaviour. ***‘You are not being (name the rule), I need you to.....’*** (30 seconds). **Follow 1,2,3 Magic phrasing “That’s a 1”**
3. **Last chance** (speak privately to the child): ***You haven’t..... You’ve now got a choice. You can either do as you’ve been asked now, or have a cool off for 5 minutes and do it after. Follow 1,2,3 Magic phrasing “That’s a 2”***
4. **Cool off** - If the step above is unsuccessful then they should have cool off time. Ideally, this should be a space in the room away from others or in another designated classroom until the child, with the agreement of the adult in the classroom, feels that they are ready to re-engage (5 -10 mins maximum). Encourage the child to engage in Happy Breathing. **Follow 1,2,3 Magic phrasing “That’s a 3”**
5. **Repair** - When a child has had cool off time, a restorative conversation needs to take place. It should take place at the earliest opportunity. Staff will use the following script or the repair pack:
  - ***The rule you broke was...how did that make you/the other person feel?***
  - ***Usually you are...***
  - ***What happened?***
  - ***What could you have done differently?***
  - ***Could I have done anything differently?***
  - ***How can we make this right (consequence)?***

**Examples of consequences** – *please Appendix A for a more comprehensive list*

- Not achieve reward they were working towards
  - Stay in and finish work (supervised)
  - Move places
  - Miss part of break time (supervised)
  - Stand with adult on duty at break time
- **Confirm strategy that both child and teacher will do next time**
  - **I know you can do this**

**Restorative Conversation to be used when conflict arises between two children** (Ask each child the same set of questions or use the pictorial resources):

- **What happened (ask if anyone was hurt)?**
- **Why did you choose to ...[reference previous response]?**
- **Who do you think was affected by your behaviour and how?**
- **What could you have done differently?**
- **Could [other child] have done anything differently?**
- **What do you think you need to do to make things right?**
- **Are you happy with how this has been resolved?**

Staff will always deliver consequences calmly and with care. It is in nobody's interests to confront poor behaviour with anger and frustration.

If this does not improve the situation, a senior leader will become involved to support and, if necessary, facilitate a further restorative meeting between the member of staff. At this point we will also notify parents. This could involve

- Developing a behaviour response plan with the parents/carers and the child (this could include the use of a chart to build towards a phone call home)
- Ensure clarity in expectations with all stakeholders.
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves
- Arrange follow on meetings to monitor, review and mentor using the behaviour response plan

When needed a **Kind, Calm and Consistent Behaviour Response Plan** will be written to support children who have significant difficulties with understanding and managing their behaviour. All plans will be shared with the child, parents and those adults working with the child. If the learner does not achieve the required change in conduct agreed within the behaviour response plan they will move to the **Level 3**

Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. The Local Authority Behaviour Pathway guidance will be followed.

### **Level 3**

The Head Teacher will review the progress through the stepped approach, and in consultation with key stakeholders, will consider whether it is appropriate for the pupil to be suspended/excluded and the length of the exclusion (for a fixed term, an exclusion of anything totalling up to 45 school days in any one school year is permitted, after the exclusion period the child can return to school), or whether the pupil should be permanently excluded (when a child is not allowed to return to that school unless the headteachers' decision is reversed), following Local Authority guidance.

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

### **Exceptional circumstances**

Pupils may move directly to the Final stage for serious misbehaviours which may include (this list is not exhaustive) the following (see below) and Appendix A. In these circumstances, these incidents would be formally recorded using CPOMS.

- Physical aggression towards staff, to other pupils or to members of the school community
- High levels of intentional damage to property
- Bullying through deliberate, hurtful behaviour repeated over a period of time
- Prejudiced behaviour including racism, sexism, use of sexual innuendos, homophobia, transphobia, biphobia, disability prejudice and sexually inappropriate material.
- Verbal abuse
- Theft
- Repeatedly leaving the classroom without permission
- Leaving the school premises without permission
- Deliberately ignoring safety, hygiene and security rules

### **Pupils with increased vulnerabilities, including pupils with SEND**

Under the Equality Act 2010, schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation or because of gender reassignment. For pupils with additional needs, reasonable adjustments will be made to support pupils in making positive behaviour choices, in light of their individual needs. Individual Behaviour Response Plans will be used to support adults in managing learners with more complex needs and to support learners with increased vulnerabilities.

### **Use of Reasonable Force**

In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property. Physical restraint may be appropriate in the following situations:

- To prevent a pupil causing an accident or injuring themselves, others or property
- To prevent a pupil injuring themselves or another person
- To prevent a pupil leaving the school environment at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Staff follow the most up-to-date non-statutory guidance from the Department for Education (currently July 2013): Use of reasonable force in schools - GOV.UK

### **Monitoring**

The implementation and impact of the behaviour policy will be monitored by the Senior Leadership Team in the following ways:

- Staff will be asked to provide feedback on an ongoing basis via staff meeting/training sessions in order to continually assess and review.
- 'Pupil Voice' will be gathered from children on an individual, group and cohort basis. This will allow us to gather feedback from a broad cross-section of the school community. Governors wherever possible will be involved in this process.
- Parental feedback gathered.
- Patterns or causes for concern will be monitored via the CPOMS system.

Consulted with pupil council: 26.6.24

Consulted with parents: 26.6.24

Approved by staff: 29.6.24

Approved by governors – 4.7.24

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