

Danbury Park Community Primary School



Behaviour Policy

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Be wise, be happy, belong

Danbury Park Community Primary School

Behaviour Policy

1. Aims

- 1.1. At Danbury Park Community Primary School our priority is to promote the all round well-being of every child.
- 1.2. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive manner. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3. The school aims to ensure that its high expectations of behaviour, work and dress are adhered to as this provides a positive framework within which good behaviour can flourish.
- 1.4. The school complies with its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

2. Principles

- 2.1. The school's Behaviour Policy is based on the following principles:
 - Respect and tolerance for others as individuals;
 - Regard for the safety and well-being of others;
 - Preventing bullying and discrimination;
 - Respect for the property of others including the fabric and equipment of the school;
 - A positive attitude towards work;
 - The ability to make good decisions and choices;
 - Independence and self-discipline.

3. Equal Opportunities

- 3.1. At Danbury Park Community Primary School we have a clear commitment to promoting equal opportunities in all aspects of school life. No child may be discriminated against or denied any opportunity on the basis of gender, race, ability, cultural background or faith.
- 3.2. It is recognised that children have individual needs and that inappropriate behaviour may be the result of a far deeper problem, the cause of which may need to be addressed.
- 3.3. It is recognised that some children may present continuing difficulties. It is the responsibility of all staff to give support to their colleagues over such issues.

4. Role of Adults, including Staff, Volunteers and Visitors, within the School

- 4.1. All adults, including staff, volunteers and visitors, in the school are required to uphold the values advocated within the school's vision and aims and to act as good role models at all times. We believe that good relationships foster positive behaviour so all adults endeavour to value each individual child. As a community we value each other, are polite and show respect for both people and property. The full expectations for the conduct of staff and adults working in school are clearly explained in the school's Code of Conduct Policy and the Handbook for Volunteers.
- 4.2. All adults are expected to address any incidents of inappropriate behaviour that they witness or that are reported to them, following the principles of this policy.
- 4.3. Volunteers and visitors are expected to address minor indiscretions and refer incidents other than this to a member of staff, usually the class teacher, for action.

5. Dealing with Inappropriate behaviour of parents, visitors and other adults in school

- 5.1. The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.
- 5.2. Danbury Park Community Primary School sits on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.
- 5.3. Inappropriate behaviour includes causing any kind of nuisance or disturbance, such as:
 - Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard;
 - Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site;
 - Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.
- 5.4. The school can respond in the following ways:
 - Verbal (oral) warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given orally, the information will be recorded.
 - The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
 - Warning letter – serious incidents are followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
 - Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
 - Legal proceedings.

6. Encouraging Good Behaviour

- 6.1. The expectation of good behaviour is shared with the school community through our School Code which is displayed in all classrooms and throughout the school building as well as through our mission statement which appears on all school documentation (see Appendix 1).
- 6.2. The School Code is reinforced through school assemblies and through PSHE lessons.
- 6.3. Specific rules for the use of the outdoor space at playtimes and, in the case of inclement weather, for wet play held in classrooms are shared with pupils at the beginning of the school year and are displayed in all classrooms.
- 6.4. The school believes that children need to be aware of the rights and responsibilities of each other (see Appendix 2) and exactly what is required of them regarding acceptable behaviour and what is unacceptable:
 - Appropriate behaviour is that which allows other children to work, play and be respected in a safe and secure way without interference or hindrance. It also allows the views of others to be heard and respected. It ensures all property is safe;
 - Inappropriate behaviour is that which either physically or verbally interferes, hinders, belittles or makes unsafe any person or property.
- 6.5. The school views praise as being an integral part of this process. Strategies vary from class to class dependent on the age and needs of the pupils. By using a selection of the following strategies the school seeks to develop a framework for positive behaviour:
 - Verbal praise,
 - Writing positive comments,
 - Stickers for good work, caring attitude, helpfulness etc.
 - Reading work to the class with the child's permission,
 - Displaying children's work,
 - Showing work to other staff or to the headteacher,
 - A note or oral commendation to the child's parents/carers,
 - Golden time,
 - Good work assemblies,
 - House points.

7. Dealing with Inappropriate Behaviour

- 7.1. Incidents involving inappropriate behaviour are dealt with in a calm, controlled and positive manner.
- 7.2. At all times the adult should:
 - Be sensitive to the child,
 - Listen to conflicting reports of the incident,
 - Take relevant factors into account,
 - Be vigilant for deterioration in work, behaviour or physical appearance, and discuss any problems with the child,
 - Focus on the act rather than the child.
- 7.3. Consequences may be required when the positive approaches favoured throughout this document have failed. Appendix 3 gives examples of inappropriate behaviour and

consequences. This system is applied in a fair and consistent manner, bearing in mind there may be extenuating circumstances.

- 7.4. In the case of persistent inappropriate behaviour parents will be requested to attend a meeting at the school, initially with the class teacher, and a plan of support for the child will be agreed. This will involve clear identification of the behaviour that is to cease, acknowledgement of progress towards targets (e.g. the use of smiley faces for each session) and how progress will be communicated with parents. In some cases these meetings may also involve a senior member of staff.
- 7.5. Although every effort will be made to follow this whole school policy, there may be specific complex situations where this is not deemed to be the most effective course of action. If this is the case, the course of action to be followed will be discussed and agreed with the pupil and parents concerned.
- 7.6. Where a pupil displays continuous disruptive behaviour and the school has exhausted its repertoire of strategies, a multi-agency assessment will be made in partnership with parents.

8. Physical Intervention

- 8.1. In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (i.e. no more force than is needed), in order to avert danger by preventing or deflecting a child's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (e.g. standing between pupils), or restraint (e.g. physically holding in order to bring a pupil under control). It should only be used as a last resort after other methods to de-escalate the situation have failed and after a verbal warning has been issued that unless the behaviour stops physical intervention will be used.
- 8.2. The use of force as an integral part of a child's daily physical management care is always defined by a specific individualised programme.
- 8.3. The policy on The Use of Force in School contains further details and should be read in conjunction with this policy.

9. Screening, searching and Confiscation

- 9.1. Under the Danbury Park School Code the bringing into school of items which could cause harm or damage to persons or property is prohibited. These include knives, weapons, alcohol, illegal drugs and stolen items.
- 9.2. If a member of staff has reasonable grounds to suspect that a pupil has a prohibited item in their possession, the headteacher and authorised members of staff are permitted to search pupils. All members of the senior leadership team, teachers and learning support assistants are authorised by the headteacher to search a pupil. Any search will be conducted with two members of staff present.
- 9.3. Where a member of staff suspects that a pupil has a prohibited item, the pupil will initially be asked to turn out his/her pockets and empty their bag and drawer. Where a pupil refuses, a search can be carried out without consent.

- 9.4. The member of staff has the power to confiscate and retain any prohibited item found. Items will either be returned to parents or the police.
- 9.5. Pupils are not permitted to have mobile phones in school. Where parents have consented to their child having a mobile phone for use before and after school, the equipment is given to the class teacher as the pupil enters the classroom and is collected at the end of the school day as s/he leaves. Exceptionally, and with the permission of the headteacher, a pupil with a diagnosed medical condition such as diabetes may discreetly carry a mobile phone connected to the internet for the sole purpose of monitoring of his/her condition.

10. The Role of the Class Teacher

- 10.1. It is the responsibility of the class teacher to ensure that the School Code is enforced in their class, and that their pupils behave in a responsible manner during lesson time.
- 10.2. The class teacher treats each pupil fairly and enforces the expectations of good behaviour consistently. The teacher treats all pupils in her/his class with respect and understanding.
- 10.3. If a pupil repeatedly displays inappropriate behaviour in class, the teacher keeps a record of all such incidents. In the first instance the class teacher deals with incidents her/himself through the use of consequences and meetings with parents to establish a behaviour plan. If there is no improvement or behaviour deteriorates, the teacher seeks advice and help from the headteacher and senior leadership team.
- 10.4. Teachers have the power to discipline pupils for inappropriate behaviour and bullying outside of the school premises following the principles of this policy. This behaviour may be witnessed by a member of staff or have been reported to the school.
- 10.5. Teachers may discipline pupils for
- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity;
 - Travelling to or from school;
 - Wearing school uniform;
 - In some way identifiable as a pupil at the school.
 - Misbehaviour at any time, whether or not the conditions above 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.
- 10.6. The pupil can only be disciplined on the school premises or elsewhere when the pupil is under the lawful control of the member of staff.

11. The Role of Support Staff

- 11.1. All staff are expected to uphold this policy and ensure that the pupils with whom they are working or interacting follow the expectations.

- 11.2. Higher Level Teaching Assistants, Learning Support Assistants and Midday Assistants are expected to deal with minor incidents of inappropriate behaviour and to refer other incidents to class teachers.

12. The Role of the Headteacher

- 12.1. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. It is her/his responsibility to implement the school's Behaviour Policy consistently throughout the school, and to report to governors termly on the effectiveness of the policy.
- 12.2. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 12.3. The headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Details are included in the school's Exclusion Policy.

13. The Role of Parents

- 13.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 13.2. We explain the School Code in the prospectus, and we expect parents to be supportive.
- 13.3. We expect parents to support their child's learning, and to co-operate with the school as set out in the school's home-school agreement which is signed by parents when pupils first enter the school in Early Years Foundation Stage or during Key Stage 1. This document is reissued and also signed at the beginning of Year 3, or when pupils enter the school in Key Stage 2, by both parents and pupils.
- 13.4. We aim to build a dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 13.5. If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains after discussions with the class teacher and then the headteacher, they should follow the school's complaints procedure, details of which are available from the school website or the school office.

14. The Role of Governors

- 14.1. The governing body has the responsibility of setting down these general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. This policy is publicised annually in September of each academic year via the school's newsletter.

- 14.2. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues.

15. Allegations and Malicious Accusations against Staff

- 15.1. All allegations against staff will be taken seriously and should be made in the first instance to the Headteacher. Allegations against the Headteacher should be made in writing to the Chairperson of the Governing Body.
- 15.2. The allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the pupil and supports the person who is the subject of the allegation. The school and Local Authority policies and disciplinary measures will be followed.
- 15.3. Where the allegation made by a pupil is found to be false, the Headteacher will write to the parent of the child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (E.g. police if the child is 10years old and above). The Headteacher will then meet with the parent to discuss consequences; the parent will be asked to support the school with an appropriate sanction being applied. This may include exclusion depending on the nature of the malicious allegation and whether this is a repeat occurrence .

16. Monitoring and Record Keeping







- 16.1. The headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body each term on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 16.2. The school keeps a variety of records of incidents of inappropriate behaviour:
- The class teacher records persistent minor classroom incidents.
 - The headteacher records incidents where a child is sent to him/her on account of serious inappropriate behaviour.
 - Records of any incidents that occur at lunchtimes are recorded by the midday assistants and are referred to the class teacher or member of the senior leadership team as appropriate.

Appendix 1

Danbury Park School

Expectations for Good Behaviour

At our school everyone tries to:

-  **Ask questions, solve problems and keep trying, not being afraid to fail;**
-  **Take pride in their work and the work of others;**
-  **Be polite and well mannered, respecting the views and feelings of others;**
-  **Look after our property and that of others, the school and its grounds;**
-  **Contribute to our community, playing an active and positive part in school life;**
-  **Do their best.**

Appendix 2

Rights and Responsibilities

Pupils

We have a right to...	We have a responsibility to...
☞ Be and feel safe in and around the school	☞ Abide by the School Code and class rules and to think about others
☞ an education and to learn according to our ability	☞ allow others to learn without causing disruptions
☞ be treated with respect and fairness by all people irrespective of age, gender, colour, background or status.	☞ respect all others within our community
☞ not to be bullied in any way, shape or form	☞ not to bully others and to report any bullying we see
☞ communicate and to be heard	☞ allow others to express their opinions, value and respect their contributions
☞ use and share equipment	☞ use equipment safely and share with others, respect and care for all belongings and resources

Appendix 3

Examples of Inappropriate Behaviour and Consequences

Level 1	Level 2	Level 3	Level 4	Level 5
Low level disruption	Disrespect of others or property	Malicious behaviour and refusals	Anti-Social Behaviour	Aggressive, violent and threatening behaviour
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> • Interrupting the lesson, • Not on task, wasting time, • Talking while the teacher is talking, • Distracting other children, • Making unnecessary noises, gestures or actions, • Unsafe movement around the classroom/school, • Dropping litter/food, • Not allowing children to join in games, • Interfering with another's property, • Not lining up properly, • Being inside school at playtimes without permission 	<ul style="list-style-type: none"> • Persistent Level 1 behaviours, • Talking in assembly, • Not accepting instruction/deliberately not completing task set, • Minor damage to property, • Disrespectful dialogue about another child or adult, • Swearing in a non-aggressive way, • Making fun of another child/deliberately provoking them, • Retaliation either verbal or physical, • Misuse of school equipment, • Throwing or flicking things in the classroom, • Misuse of toilets or cloakrooms, • Play fighting 	<ul style="list-style-type: none"> • Persistent level 2 behaviours, • Refusal to follow an adult's request (after first warning), • Malicious poking, pushing, prodding, • Obstructing and jostling another, • Spreading hurtful or upsetting rumours, • Lying in order to get another into trouble, • Disrespectful language used directly to another, • Verbal threats of violence, • Deliberately targeting another child, • Leaving the room/playground without permission 	<ul style="list-style-type: none"> • Persistent Level 3 behaviour, • Any form of fighting and intentional physical harm, • Serious challenge to authority, • Verbal abuse to any child or adult including taunting, harassment, threatening behaviour, intimidation • Stealing another's or school property 	<ul style="list-style-type: none"> • Persistent Stage 4 behaviour, • Physical violence, • Leaving the school site without permission, • Vandalism, • Throwing furniture, • Deliberately throwing stones/other objects at another, • Aggressively swearing at another, • Actions which affect the health and safety, welfare and learning of the community



Level 1	Level 2	Level 3	Level 4	Level 5
Low level disruption	Disrespect of others or property	Malicious behaviour and refusals	Anti-Social Behaviour	Aggressive, violent and threatening behaviour
Consequences	Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • A quiet word from staff with the emphasis on what should have been done, • Reminder of the school Courtesy Code, • Completing work at playtimes 	<ul style="list-style-type: none"> • Talk from staff about what should have been done, putting the offender in the place of the offended, • Time-out in another classroom or work area, • Loss of playtime, • Written letter of apology 	<ul style="list-style-type: none"> • As well as Level 2 consequences, • Loss of playtimes/privileges, • Parents informed, • Behaviour plan set up <p>At this point senior member of staff to be involved</p>	<ul style="list-style-type: none"> • As well as Level 3 consequences, • Lunchtime exclusion (for lunchtime behaviour), • Headteacher involvement, • Multi-agency involvement 	<ul style="list-style-type: none"> • As well as Level 4 consequences, • Permanent/fixed term exclusion
<p>At Levels 1 and 2 consequences must include showing the child:</p> <ul style="list-style-type: none"> • What is appropriate; • How it should have been done; • How better to have dealt with the incident; • That the child can behave properly; • That these rules will always apply. <p>At this point discussion with other staff is advisable.</p>		<p>Consequences and calming down is needed.</p> <p>If the incident leads the child to lose self-control then when possible, the child needs to be taken away from the incident to calm down away from the scene of the incident e.g. the hall. Only when the child is calm should the incident be dealt with.</p> <p>With this scale of misbehaviour the member of staff needs to:</p> <ul style="list-style-type: none"> • Adopt sanctions, • Talk through the positive points of how the child should have dealt with the situation and behaved (before and after the sanction) • Give the child the opportunity to return and behave appropriate <p>At this point discussion with senior staff including the headteacher is essential</p>		