



Behaviour Policy 2024-2025

Date adopted by Governing Body	October 2024
Date for Review	September 2025
Lead Professional	G Billing

1. Policy statement

Denby Dale First and Nursery 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. Our behaviour for learning policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Our school values of **Encourage, Enjoy, Achieve** are built upon with our three behaviour values; **Ready, Respectful, Kind**.

The adults will provide positive learning environments, engaging learning and consistent approaches which will allow the children to follow our non-negotiable behaviours:

- **Ready**

Ready to learn, contribute and show positive learning behaviours

- **Respectful**

For each other, adults, visitors and property

- **Kind**

Showing empathy for everyone in school

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

4. The Adult's Role

The adults will:

- Meet and greet at the door
- Model positive behaviours and build relationships
- Praise 'wonderful walking' and 'legendary line ups'
- Plan lessons that engage, challenge and meet the needs of all learners
- A mechanism for positive recognition is used in each classroom throughout the lesson
- Refer to 'Ready, Respectful, Kind' in all conversations about behaviour
- Be calm and give time when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners showing negative behaviours
- Promote "one voice" rule in group discussion

5. Recognition

The aim of this policy is to recognise positive behaviours rather than advertise negative behaviours.

Star of the Day – Each day the class teacher/room will chose one child who has shown positive social and/or learning behaviours to get the star of the day certificate.

Positive Postcards – any member of staff can send home a positive postcard for a child who has gone 'over and above'. For example a child may help a younger child clear their dinner plate, give 100% all day.

Hot Chocolate Fridays – Children who consistently model positive behaviours every day will be chosen to go to hot chocolate Fridays with SLT.

Class Points – Individual children, groups and a class as a whole can earn 'class points' and these are recorded in the hall. At the end of the week the class with the most negotiates a small reward with their class teacher.

Recognition Board – The class teacher/room leader will choose a behaviour they want to see e.g. sharing ideas and children who do this brilliantly have their names put up by the behaviour.

Badges of Honour - Each half term one (or two) badges will be chosen as a focus. At the end of each half term 3-5 children from each class will be awarded that half term's badge(s) of honour in the form of a pin badge.

Badges can be awarded for projects/work/behaviours in or outside of school at the discretion of the class teacher. These awards will be tracked and the intention is every child will receive all/most badges in their time at DDFNS. Specific badges can be awarded outside of the half term focus e.g., if the focus is Science and a child makes huge progress in handwriting, they could still be awarded the Writing badge at the end of that half term. Additional badges may be awarded outside of the above core group.

Over and Above Assembly – Class teachers/room leaders will chose 3 children each week to receive a certificate in assembly. Parents/carers are invited.

Wonderful Walking – All adults will actively look for and praise individuals or groups of children who are showing their 'wonderful walking'. There is no specific actions to this e.g. hands clasped behind backs but adults will know it when they see it.

Legendary Line Ups – Groups of children/classes will be expected to line up in a 'legendary' fashion and adults will actively look for and praise this.

6. Negative Behaviours

The above points will support the prevention of negative behaviours. If negative behaviours occur adults will respond in a calm manner that addresses the primary behaviourⁱ and ignores the secondary behaviour.

This policy lays out the steps to success to manage these situations:

Step 1

Reminder – A reminder of the three simple rules, **Ready, Respectful, Kind** delivered privately/discreetly where possible. Adult to take the initiative to keep things at this stage.

Step 2

Caution – A clear verbal caution delivered privately/discreetly where possible making the pupil aware of the consequences if they continue – use the phrase “**think carefully about what you need to do next, thank you.**”

Step 3

Script – 30 second intervention –

I can see you are finding _____ difficult. - **Empathy**

It would be nice if we didn't have to do _____ **or** it would be nice if _____ could happen. - **Dream**

However in school we have to _____, think about what you need to do next. - **Rule**

You will wait behind two minutes at play/lunch/home time thank you” - **Sanction**

Attach two minutes from next playtime – this cannot be removed, reduced or substituted.

Step 4

Time Out – If the behaviours do not cease or worsen children to move away from others and reflect on their final opportunity to engage for no more than 5 minutes.

Step 5

Restoration – A conversation to be held with the child about how those behaviours did not match our values, Ready, Respectful, Kind but that we know they can do _____ (something super!) in the next activity.

If step 4 is unsuccessful in promoting positive behaviours then a second adult (TA/SLT) to be called, where possible class teacher/room leader to continue the intervention/sanctions however this policy recognises that a fresh face can help resolve negative behaviours. Parents/carers to be contacted by class teacher/room leader.

Serious behaviours e.g. hitting, spitting, swearing etc move straight to step 4.

Delivered consistently this process should meet the needs of all pupils. However any pupils showing regular or serious negative behaviours may have an individual behaviour plan (IBP) created alongside the child and parents/carers.

7. Early Years

Due to the adult/child ratio being higher in Dragonflies and Dragons instances of positive or negative behaviour will be celebrated or resolved by staff in the moment. Children can earn “treasure” and the pot is full (which happens at least once a week) they will have a collective treat. Any negative behaviours are dealt with an initial reminder of the desired behaviours e.g. remember your walking feet, inside voice, kind hands. Any serious negative behaviours e.g. biting, hitting, spitting will result in a one minute time out for that child followed by resolution work and parents/carers will be informed.

8. Exclusions and Alternatives to Exclusions

In very rare cases where application of the school behaviour policy has not worked or following serious incident the Head will decide if the following last serious sanctions are necessary:

1. Short term suspension or exclusion.
2. Long term suspension.
3. Transfer to a setting more suitable for the child.

More information can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/

[Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](#)

9. Use of Reasonable Force

'Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.' (DfE 2013)

Please refer to the DfE guidance '[Use of reasonable force in Schools 2013](#)'. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on any visit organised by the school.

10. Reasonable Adjustments

DDFNS will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupil in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

The reasonable adjustments could include adjustments to the steps to success, amending behaviour 'triggers' or extending the timeline before consequence take place. All pupils and staff will be supported to understand reasonable adjustments.

11. Monitoring and Evaluation

The class teachers/room leaders will record all incidences of Step 4 or beyond on CPOMS including any observed triggers.

SLT/SENCO will speak with staff/children/parents/carers where appropriate to provide additional provision to support behavior e.g., an individual behaviour plan.

The Governing Board will evaluate the impact of this policy by receiving data from the Headteacher in his written report when requested by the Governing Body.

As part of the review of this policy, Governors will seek feedback from the School Council, staff and parents on the effectiveness of this policy.

12. Anti Bullying/Child-on-Child Abuse

At Denby Dale First and Nursery school we pride ourselves on the pastoral curriculum we offer the children. Our PSHE planning is themed along with linked assemblies. PSHE lessons are delivered on Mondays to set the focus for the week. We have differentiated waves of support and intervention to support children with social skills or incidences of bullying/abuse.

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from

spreading and assist in removing offensive or upsetting material from circulation.

- This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the child who has caused upset, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

All children can abuse their peers. This can manifest itself in a whole spectrum of behaviours including:

- Physical abuse
- Prejudice-based and discriminatory bullying
- Bullying including cyberbullying
- Youth produced imagery (sexting, sharing nudes and semi-nudes)
- Abuse in intimate personal relationships between peers
- Criminal and sexual exploitation
- Up skirting
- Initiation/hazing type violence and rituals

See the schools Child on Child Abuse Policy 2024

ⁱ An example of a primary behaviour may be hitting another child, a secondary behaviour may be shouting at the sanction given. The issue is the hitting and the adult will not engage (give attention to) the shouting, unless it disturbs the learning of others.