

Aims

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy

Standards of Behaviour

We recognise that schools have a central role in children's social and moral development just as in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. Pupils bring a wide variety of experiences and behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

Nurturing, Supporting, Believing, Achieving

At Drighlington Primary. We believe in the use of positive praise as a key motivational tool and as a very effective means to raise pupil self-esteem. Wherever possible, adults look for opportunities to celebrate successes, praise pupils and build a positive culture that emphasises the importance of respect for each other and our school, building resilience and reaching high.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children. Adults in our school should embody our ethos of nurturing, supporting, believing and achieving in all that they do.

At Drighlington Primary, adults:

- realise the importance of building outstanding relationships with pupils as a key determinant of behaviour in school;
- have consistently high expectations of themselves, each other and pupils;
- pro-actively model the attitudes, values and behaviours that they expect to see in pupils;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;

- promote, through example, honesty and courtesy;
- provide a nurturing and supporting learning environment;
- encourage relationships based on respect, kindness and understanding of the needs of others;
- ensure fair treatment for all;
- show appreciation of the efforts and contribution of all.

Curriculum and Learning

An appropriately structured curriculum, effective learning and teaching contribute to good behaviour. Careful planning for the needs of individual pupils, the active involvement of pupils in their own learning, exciting and challenging learning, and structured feedback all help to avoid the alienation, disaffection and low self-esteem which can lie at the root of poor behaviour.

Classroom Management

Classroom management and teaching methods have an enormous influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have an important bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage positive feelings, enthusiasm and active participation for all. Positive learning behaviours should be expected, and visual prompts referred to to support the children in achieving these. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour, good work and to build self-esteem and resilience.

In instances where children may be having difficulty in regulating their emotions, the Zones of Regulation should be used to support them in recognising how they are feeling and using appropriate strategies agreed with them to support them in self-regulation.

School Rules and Procedures

School Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures are:

- inclusive of every member of the school community;
- kept to a necessary minimum in order that they are easily understood by all pupils;
- positively stated, telling the children what to do rather than what not to do;
- actively encouraging;
- clear and explicit;
- consistently applied and enforced.

At Drighlington Primary, we teach our children to:

Respect each other and our school.

Develop **Resilience**.

Reach high.

These are our 3 R's which form our school rules.

Behaviour

The policy, its principles and beliefs will be implemented throughout Drighlington Primary School. The classroom is the starting point, but the policy applies equally inside the rest of the building, outside in the playground, during after school activities, on school visits and at any other time our children are representing the school.

The focus of the policy is to encourage children to take responsibility for their own actions and not blame others. Throughout school and the wider world, life is about making the right choices, and this is what we want to support the children with through our restorative approach.

Rewards:

Children are actively and positively encouraged to co-operate, to behave well, work hard and make a positive contribution to our school. We use a range of positive consequences or rewards, as outlined below:

- Non-verbal praise such as a smile or positive body language.
- Verbal praise (genuine, specific and all children must receive some).
- Special mentions by staff to parent.
- Showing praiseworthy work to other teachers or to the head or deputy.
- Sharing work on the Classdojo and/or Twitter.
- In-class rewards.
- Dojo points. Each week, the total of dojo points for each house will be collected and added to the display in the hall. The winning house each week will have an additional playtime. At the end of each term, a special event will be planned for the overall winning house.

- Each day, class teachers will award two children five dojos for being 'always children.' At the end of each half term, always children, who have 100 or more dojos, will celebrate with their class.
- Certificates e.g. Lunchtime behaviour etc.
- Rewards for good attendance
- Recognition in assembly or on Classdojo/Twitter for achievements outside school e.g. sport etc.
- Recognition in superhero assembly.

It is essential that all children are able to receive positive encouragement and gain the positive consequences.

If a child is not following instructions, the child will first be given an informal reminder such as a look at the child or a non-verbal cue. If this does not work the following steps will be taken and recorded on our steps chart:

Step 1 – A verbal reminder of the expected behaviour.

Step 2 – A second verbal reminder and the loss of 5 minutes playtime (morning break or lunch).

Step 3 – Time out in another classroom, 10 minutes loss of playtime and parents/carers informed by the class teacher at home time or via telephone call.

Step 4 – Child works in isolation for an agreed period of time, usually half a day.

Where a playtime or lunchtime incident results in a step 4, isolation will be for the next playtime or lunchtime and should be proportionate.

All incidents where a child loses part of their playtime or works in isolation, will be followed with a restorative conversation. During this conversation, the child will be encouraged to take responsibility for their actions and think about what they could do the next time they are faced with a similar situation.

Children who reach step 2 and step 3 over the lunch period, will complete their time-out in the designated area. Any time out will be followed with a restorative conversation with a member of lunchtime staff.

The steps will be re-set after lunch each day.

Also...

- If a child has more than one step 2 in a day (for example, one in the morning and one at lunch), parents will be informed through face-to-face conversation at the end of the day or via Classdojo message.
- If a child has more than three step 3s across one week and the child's class teacher has had to contact the parent on three separate occasions, the child's parents/carers

will be invited for a meeting with the class teacher and phase leader. If there has been no positive changes to a child's behaviour over a fixed period of time (two – three weeks) the child will then be placed on a Positive Behaviour Plan (PBP). This will then be reviewed after two weeks.

- If a child's behaviour does not improve while on a Positive Behaviour Plan (PBP), a member of the senior leadership team will arrange a further meeting with the child's parents/carers.
- After this step, if there is no further improvement, this could result in an internal or external fixed term exclusion- please see our separate Suspension and Exclusions Policy.

Straight to Step 4:

Some incidents of inappropriate behaviour are deemed serious enough to move straight to step 4. Any of the following behaviours should be referred immediately to the Headteacher or other SLT members, who will deal with the child in line with step 4:

- Physical assault, including biting
- Fighting
- Destroying or damaging property
- Any other behaviour resulting in the child being a danger to themselves or others.

Fights:

Fights must be reported to the class teacher and a member of the SLT, who will deal with the situation at step 4 i.e. restorative conversations with the children involved and time spent to reflect on their behaviour. Parents/carers will be informed.

Other serious incidents:

Other serious incidents such as acts of violence, hate incidents, bullying, stealing, carrying weapons, abuse to teachers or adults connected to school etc. must be referred straight to the Headteacher or other members of SLT. Action will be taken at step 4.

Prohibited Items

The law allows schools the power to search without consent for prohibited items.

Any searches carried out will be done so under the guidance of the DFE Searching, Screening and Confiscation document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Misbehaviour at Lunchtime/Breaktime:

Lunchtime and breaktime should be an enjoyable time for all. It is a chance to develop friendships, socialise and to learn and practise the skills associated with play and interaction. However, there are occasions when some children choose to behave inappropriately. The steps will be followed in the same way at playtime and lunchtime. At lunchtime, time out will be taken in a designated area and followed up with a restorative conversation with a member of lunchtime staff. Where this is not possible, for example, if the incident has happened at the end of lunchtime, the restorative conversation will take place at the start of lunchtime the following day.

Fights will be dealt with as outlined above.

Communication and Partnership

We give high priority to clear communication within school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school setting are aware of those concerns, and of the steps which are being taken in response. The key professional in the process of this communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the Headteacher/SLT/Inclusion Leader so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental/carer participation in many aspects of school life is encouraged. This participation assists in the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents/carers. Where behaviour is causing concern, parents/carers will be informed at an early stage and given an opportunity to discuss their situation. Parental/carer support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with parents/carers.

At Drighlington Primary School we:

Respect each other and our environment.

Are **Resilient** – we always face challenges and do our best.

Reach High – we take pride in our work and have high aspirations.

Respect

- We are respectful to others and have good manners.

- We use equipment appropriately.
- When we have finished using something we put it away.
- We follow instructions.
- We listen to others without interrupting.
- We take turns at talking and sharing equipment.
- We walk calmly and sensibly around school.
- We line up straight away when the bell rings at playtime or lunchtime.
- We enter the classroom calmly and on time in the morning, after break and after lunchtime.

Resilience

- We try new things and face challenges.
- We make responsible choices and learn from our successes and failures.
- We make contributions in the classroom and share our thoughts and ideas.
- We use the Zones of Regulation to manage our feelings when they become difficult and/or uncomfortable.
- We understand that our actions have consequences and we take responsibility for them.

Reach High

- We always take pride in the presentation of our learning.
- We take pride in our appearance and wear correct uniform.
- We are proud of our learning and can explain what we have done when asked.
- We show awareness of other people's efforts and achievements.
- We always do our best.

Where incidents are followed with a restorative conversation, we use the following questions:

What happened?

What were you thinking at the time?

What have your thoughts been since?

How do you feel about what has happened?

Who has been affected by what has happened? In what way?

What needs to happen to put things right?

What could you do differently next time?

In incidents where an apology is required, we use the following format:

I'm sorry for....

It was wrong because...

In future I will...

Will you forgive me?

When dealing with behaviour, conversations should be done quietly with the child and should avoid being confrontational. We will use the Zones of Regulation and we have a potential script support document for staff to refer to.

Step 1

_____ you need to *desired behaviour*. This is a step 1.

Step 2

_____ you need to *desired behaviour*. This is a step 2. You will spend 5 minutes at lunch/play thinking about your behaviour.

Step 3

_____ I have asked you to _____. You have not followed my instruction, this is now a step 3. You now need to take some time out in _____ to think about your behaviour.

Step 4

_____ This is now a step 4. You need to speak to _____ about your behaviour and spend some time out of the classroom in isolation.

Restorative Questions

What happened?

What were you thinking at the time?

What have your thoughts been since?

How do you feel about what has happened?

Who has been affected by what has happened? In what way?

What needs to happen to put things right?

What could you do differently next time?

Reviewed by Staff and Governing Body September 2023

Next Review Date September 2024

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