



Danegrove Primary School

Behaviour Policy

Review Date:	13th January 2025
Approved by:	Governing Board on 4th March 2025
Next review date:	4th March 2026
Person/s responsible:	Senior Leadership Team

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Appendix 1: Danegrove Behaviour Code

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1. Introduction and Rationale

This policy is designed to be used by all staff for reference and guidance and for parents of pupils at Danegrove Primary School. It is important that all stakeholders understand the shared vision we have in supporting children's positive behaviours and the processes we use to create a climate for excellence in learning.

This policy sets out how we manage and support pupils in their behaviour and attitudes towards learning. We believe that a positive methodology, based on shared values, respect for the Rights of the Child, a nurturing, child-centred approach rooted in a sound understanding of child development are the best ways of ensuring that children are able to make positive, helpful choices in the way that they behave.

Our Overall Philosophy for Supporting Positive Behaviour

We believe that the best way of securing helpful, positive behaviour for pupils is to create an ethos which recognises and praises effort, good choices and is child centred. We believe that it is our duty to develop positive relationships with all our pupils, and support them in learning to develop positive relationships of their own.

We want children to develop good habits and attitudes, which will help equip them for complex or challenging situations that they may face later in life. Confidence, resilience and empathy are the key factors we aim to instill in our pupils in order for them to deal with complex or difficult choices. Danegrove Primary School's eight core values are: respect, empathy, independence, teamwork, resilience, courage, friendship and kindness, and we expect all pupils to know and live the values through their words, deeds and actions.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Roles and Responsibilities

3.1 The Governing Body

The Curriculum Committee will review and approve this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

3.2 Head teacher and Senior Leadership Team

The Head teacher and other members of the Senior Leadership team are responsible for reviewing this behaviour policy and its effectiveness.

All members of the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- The senior leadership team will support staff in responding to behaviour incidents.

3.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviour concerns with the class teacher promptly and not with other parents or children (see Parent Code of Conduct).
- Support the school's behaviour ethos.

3.5 Pupils

All pupils are expected to follow the school rules and class charters by making positive choices with their behaviour and attitude in and out of the classroom. Children that demonstrate the expected behaviour will be recognised and used as role models for other pupils.

Good choices include doing the following:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Follow uniform expectations.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

4. Definitions in Relation to Misbehaviour

Misbehaviour is defined as:

Making an inappropriate choice and includes, but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Not following adult instructions.
- Non-completion of classwork.
- Poor attitude.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy).
- Physical violence or verbal aggression directed towards an adult or pupil.
- Use of object/weapons to hurt others.
- Serious/ continued bullying incidents.
- Vandalism leading to significant damage of school property and resources.
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5. A positive climate and culture for learning relationships

Our first principles are high expectations and positive relationships. All staff must be gentle, respectful and positive in all of their dealings with children of any age. Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children, modelling good manners at all times. We are mindful of our body language and facial expressions: we remember to smile!

5.1 Positive Choices and Rewards

Staff members seek opportunities to actively recognise effort and success. Praise and encouragement are used so that positive choices are reinforced through rewards and active noticing. We emphasise the positive rather than negative in all we do. Members of staff positively reinforce good behaviour choices in a number of ways including:

- Setting high standards and having high expectations of all children.
- Building open and constructive relationships that are sustained with humour and friendliness.
- Establishing trust and the belief that children will act responsibly, respecting each individual and valuing their contributions.
- Teaching the eight values that make up the school's ethos. These values model and uphold a sense of right and wrong, with an understanding that behaviours have consequences.
- Developing the skills in children to manage difficulties in a calm and appropriate manner.
- Listening to all children's views and endeavouring to be consistent and fair.
- Protect and develop children's self-esteem.
- Fostering a sense of caring for one another.
- Helping children to develop a pride in themselves and their achievements.
- Immediately recognising good behaviour and giving specific praise and appreciation.
- Working with children to create a Class Charter that illustrates the specific values and principles that are important to each class.

5.2 Rewards

The school rewards positive approaches to behavior and learning by:

- encouraging pupils to develop a pride in themselves and their achievements
- pupils receiving praise from all members of the school community
- being awarded Star of the Week
- earning house points towards individual merit badges (awarded over that academic year)
 - 100 house points = house colour
 - 200 house points = bronze
 - 300 house points = silver
 - 400 house points = gold
- earning house points for the school houses: Neptune, Saturn, Jupiter & Mercury; with the winning team enjoying a termly treat
- encouraging team work to achieve a 'Teacher Treat'
- helping their class to win the Attendance Award
- achieving termly individual Attendance Awards
- receiving a Head teacher Award
- being awarded the termly Artist in Residence Award
- receiving an end of year award: Class Award, Maths' Magician, Literacy Legend, Music Maker, Sports' Star or the Friendship/Citizenship Award.

We communicate positive news through our monthly newsletters and our school website.

6. How we Take Action in Response to Behaviour

Each class displays the Behaviour Code and Rights & Responsibilities Posters that are regularly referred to and easily accessible to all the pupils. Larger copies of the Behaviour Code and are displayed around the school to provide reminders to pupils of our high expectations for their conduct in and out of the classroom. (Please see Appendix 1 for the School Behaviour Code, Appendix 2 for Rights & Responsibilities Posters and Appendix 3 for the weekly behaviour chart).

All teachers are expected to remain calm and respectful when dealing with behaviour situations, and be mindful to take a 'coaching' role when solving problems rather than a combative/judgemental/'refereeing' role. At the same time, being clear that some behaviour has to be challenged as unacceptable/unhelpful/inappropriate.

Class teachers will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter (developed in consultation with the pupils)
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.1 Behaviour and Sanctions

In the first instance, teachers will use positive language to redirect a child's behavior with minor indiscretions challenged gently and swiftly with reminders. We always positively acknowledge when pupils engage with this process. Each class will have a behavior chart that uses either a colour card system or symbols (sun, cloud etc.) depending on the age of the children.

All children start each day with a bonus house point, with the expectation that they behave appropriately and therefore keep the house point.

If behaviour persists, staff will follow clear steps:

- **Step 1 - A Clear Instruction**
The adult will give a direct instruction (using the child's name) explaining the behaviour they would like to see. *"Joe, if you wish to speak then please put your hand up and wait to be asked."*
- **Step 2 – A Yellow Warning**
The adult will explain clearly why the child has a yellow warning and their name will be added to yellow/come off the sun on the behaviour chart. This gives children a chance to reflect on their behaviour and make the decision to follow the class charter.
- **Step 3 – An Amber Warning - we lose our bonus house point**
The adult will add the child's name to the amber/cloud section on the behaviour chart. If the behavior improves then a tick is put against the child's name to show that their behaviour has improved.
- **Step 4 – A Red Warning – consequence**
The child's name will be added to the red /rain cloud section of the behavior chart and they will have to miss some of their lunch or break time.
 - 10 minutes for years 1 – 3
 - 15 minutes for years 4 - 6
- **Step 5 – Year Group Leader Intervention**
A child will be sent to the Year Group Leader for a maximum of one hour and their behaviour will be officially recorded on the School Behaviour system.
- **Step 6 – Head teacher/Deputy head teacher/Assistant head teacher Intervention**
The behaviour will be officially recorded on the School Behaviour system and an appropriate sanction will be set. This can include: the loss of a playtime or a lunchtime, a half day/full day in another class, community service, being put on internal school report or a home/school report, missing an after school club, missing a school trip, internal exclusion, or in extreme circumstances an external exclusion (please refer to the exclusion policy).

If a child's behaviour puts other members of the school community or themselves at risk, then they will move straight to Step 5 or 6.

All behaviour incidents are recorded in the class behavior log. The pattern of incidents are regularly monitored by the class teacher, year group leader and the senior leadership team.

As part of our Behaviour Policy we recognise that Parents/Carers should be appropriately informed about any concerns regarding their child. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be a cause for concern, Parents/Carers are contacted and the situation explored in order to support the child.

6.2 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil.

We recognise that 'one size does not fit all', so in collaboration with the class teacher, Senior Leadership Team (includes the Wellbeing Lead), SENCo, Learning Mentor and parents, alternative approaches to support positive behavior will be implemented. These give pupils with challenging behaviour the opportunity to reflect and develop strategies. Approaches may include:

- Behaviour based wellbeing sessions with the Learning Mentor or Wellbeing Lead
- Small group work or 1:1 programmes such as:
 - **Fun Friends or Friends for Life:** to develop communication skills, listening effectively rather than simply waiting to speak, learning how to express feelings and opinions in a way that is non- confrontational.
 - **A Volcano in My Tummy** – recognising frustrations and signs of anger and developing strategies to self-regulate
 - **Presley the Pug** – helps children to regulate emotions and to find calm.
 - **The Feelings Art Book** – this programme allows children to express themselves through drawings and art work.
 - **Transition to Secondary School Support** – this encourages personal development for a smooth transition into a new environment.

6.3 Recognising the impact of SEND on behavior

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will always consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

For pupils that are not on an EHCP or Send Plan the school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child.

6.4 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned

- never be used as a form of punishment
- always be recorded

6.5 Off-site Behaviour

We expect pupils to uphold the same high standards of behaviour when they are off site as they do within the school premises. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips, sports)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- takes place online
- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7. Parental Involvement

At Danegrove Primary School, we believe in the involvement of the whole school community to help our children to become positive, well-rounded world citizens and to help us to achieve this we request that parents:

- Ensure that the child attends school every day, and is punctual. Parents need to recognise that the time spent away from school can hinder the learning process.
- Explain to children that they must value and respect all members of the school community.
- Explain to children that school is a place for learning and that they must work as hard as possible to gain as much as they can from the opportunities presented by the school.
- Ensure that the child is in the best possible frame of mind for learning – e.g. by making sure that the child has had enough sleep, has had breakfast and that the child is not exposed to inappropriate forms of media.
- Ensure that children are taught to respect the environment around them, and in the event of damage to school property parents contribute to the cost of repair or replacement of any damage caused by their child.

8. Staff Training

Our staff are provided with training on managing behaviour as part of their induction process and as part of our continued professional development programme.

Regular support for managing behaviour is available for all staff from more experienced colleagues.

For adults working with children with more challenging behaviour, bespoke training will be given including proper use of restraint.

Where needed, the school will seek advice from external providers and agencies.

9. How do we Monitor This Policy?

Records of any pupils who have been involved in serious behaviour incidents, including exclusions, are gathered by the Senior Leadership Team, reported to the Head teacher and recorded on CPOMS which is regularly monitored to ensure the effectiveness of the implementation of this policy. At full governing body meetings termly figures for external exclusions are reported to governors, who hold the Head teacher and school staff to account for continuously improving pupil behaviour and safeguarding all pupils.

This policy will be reviewed on an annual basis.

10. Links to Other Policies:

This behaviour policy is linked to the following policies:



- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy



Danegrove Behaviour Code



All members of our school community have a responsibility to ensure that there is a safe, secure and positive environment in which to learn.

We all start each day on green  or the sun  and receive a bonus house point.

If we choose not to follow the class/school charter, or instructions given by adults, then the following steps will be taken:

Step 1 - A Clear Instruction

The adult will give us a direct instruction (using our name) explaining the behaviour they would like to see. "Joe, if you wish to speak then please put your hand up and wait to be asked." If we continue to ignore the adult then we will move to Step 2.

Step 2 - A Yellow Warning

The adult will explain to us clearly why we have a yellow warning and our name will be added to yellow/come off the sun on our behaviour chart. This gives us the chance to reflect on our behaviour and make the decision to follow our charter. If the negative behaviour continues then we will move to Step 3.

Step 3 - An Amber Warning - we lose our bonus housepoint

The adult will add our name to the amber/cloud section on our behaviour chart. It is our responsibility to make the right choice and correct our behaviour; if we do then we will get a tick against our name to show that our behaviour has improved. If we choose to continue with the negative behaviour then we will move to Step 4.

Step 4 - A Red Warning - consequence

Our name will be added to the red /rain cloud section of the behavior chart and we will have to miss some of our lunch or break time.

- 10 minutes for years 1 - 3
- 15 minutes for years 4 - 6

Step 5 - Year Group Leader Intervention

We will be sent to the Year Group Leader for a maximum of one hour and our behaviour will be officially recorded on the School Behaviour system. This will give us another chance to reflect about our behaviour outside our classroom. Work will be provided by the class teacher for us to complete if appropriate to do so. If our behavior does not improve, then we will move to Step 6.

Step 6 - Head teacher/Deputy head teacher/Assistant head teacher Intervention

Our behaviour will be officially recorded on the School Behaviour system and an appropriate sanction will be set. This can include: the loss of a playtime or a lunchtime, a half day/full day in another class, community service, being put on internal school report or a home/school report, missing an after school club, missing a school trip or an internal exclusion.

We understand that if our behaviour puts other members of our school community or ourselves at risk, then we will move straight to Step 5 or 6.

 /  We had a great day and stayed on green /the sun - we keep our bonus house point.

 /  YEAH! We had such a fantastic day that we went to gold/the rocket - we are awarded a second bonus house point.



Rights, Responsibilities and Rewards

We have the right to:

- ❖ *outstanding teaching*
- ❖ *learn whilst we are in school*
- ❖ *to be treated equally and fairly by everyone in the school*
- ❖ *to feel safe in our classroom and on the playground.*

We have the responsibility to:

- ❖ *follow our Class/School Charter*
- ❖ *show our school values through our words and actions*
- ❖ *follow instructions given by any member of staff*
- ❖ *treat others with kindness, respect and understanding*
- ❖ *have the courage to speak up if we feel we are being bullied.*
- ❖ *be an advocate and help those who need a voice*
- ❖ *look after and respect our learning environment*
- ❖ *always participate positively in our lessons and at playtimes.*

We will be rewarded for our positive approach to learning by:

- ❖ *developing pride in ourselves and our achievements*
- ❖ *receiving praise from all members of our community*
- ❖ *being Star of the Week*
- ❖ *earning house points towards merit badges*
- ❖ *earning points for our Houses: Neptune, Saturn, Jupiter & Mercury; with the winning team enjoying a termly treat*
- ❖ *working as a team to achieve a 'Teacher Treat'*
- ❖ *helping our class to win the Attendance Award*
- ❖ *achieving termly individual Attendance Awards*
- ❖ *receiving a Head teacher Award*
- ❖ *receiving an end of year award: Class Award, Maths' Magician, Literacy Legend, Music Maker, Sports' Star or the Friendship/Citizenship Award.*

Weekly Behaviour Chart

Week Commencing: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
					
#P  					
Consequence  					
Year Leader/SLT					
2 nd Bonus HP  					

