



**Daven
Primary School**

**Rights Respecting School
Behaviour Policy**

Approved July 2018

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1. Our Ethos

Daven Primary School is a Rights Respecting School.

We have developed a set of shared values through collaboration with children, parents, governors and staff in the school.

Our vision is that:

At Daven Primary School:

- ❖ **children are happy and excited by their learning;**
- ❖ **children develop aspirations for their present and their future;**
- ❖ **children succeed in a safe and welcoming environment;**

because parents, staff and governors work together as a supportive team to nurture our children and to inspire them achieve their goals.

We believe that through striving for these values we are able to ensure our commitment to UNCRC Rights Respecting School's work that form the basis of whole school policy and practice to ensure that all the children's rights with the convention form part of everyday life for all our children at Daven Primary School. These are:

- The right to be listened to A12.
- The right to be safe A19.
- The right to be healthy A24.
- The right to an education A28.
- The right to become the best we can be A29.
- The right to relax and play A31.
- The right to be treated fairly A37.

We believe that through our RRBP all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others.

2. Respect

We believe that our vision relies on the school being able to establish a whole school culture that promotes mutual respect amongst us all, makes us feel safe in all situations and induces a lifelong love of learning.

In collaboration with the children, parents and staff we developed a set of four golden rules which underpin our approach to behaviour management.

At Daven Primary School:

- We **respect** ourselves, other people and our environment
- We follow instructions first time
- We show good listening skills
- We keep our hands, feet and unkind words to ourselves

We believe that our Rights Respecting Behaviour Policy (RRBP) is an integral and crucial policy that enables the school to fulfil its vision and to ensure the wellbeing of us all.

In consultation with the children, staff, parents and governors at Daven Primary School we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

Being a values-led and Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4. 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](#)
- [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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

5. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors and at break times and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Rudeness
- Bullying behaviour towards another child

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Aggression (physical or verbal) towards pupils and adults
- Arguing with a member of staff or other adult in school or answering back
- Swearing or other inappropriate language
- Stealing
- Spitting
- Hiding
- Intentionally running away from supervising adult

- Any form of bullying- individual or group; verbal or physical abuse; taunting; mimicking; cyberbullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

6. Bullying

At Daven Primary School we take the issue of bullying seriously and we will act immediately upon receipt of the allegation to find out what has taken place. We are very mindful that in today's world children use the term 'bullying' for incidences of falling out and other unacceptable behaviours in school.

The following is our definition of bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Daven Primary School's approach to preventing bullying:

Reporting Bullying

Children:

Children are encouraged to report incidences of bullying immediately to the staff member responsible for their supervision at the time of the incident. Where a child has been unable to report the incident immediately, they are encouraged to report it to a responsible adult as soon as they are able to do so. All children have been taught to share any incidences of bullying they have witnessed or heard about with an adult in school as soon as they can.

Parents:

When a child has informed their parent at home about an incident of bullying that has not otherwise been reported, parents are asked to inform school immediately either via telephone, email or in person. Parents are asked to encourage their children to report the incidents in school whenever possible.

Staff:

All incidences of bullying must be taken seriously and recorded on CPOMs. If the disclosure is made in the middle of a lesson, time must be made as soon as is reasonable to take full details of the incident. If it is not possible to do so in a timely manner due to teaching responsibilities, another member of staff should be called to record the details and take further action. The teacher will judge using the information given at the time by the child whether this course of action should be followed.

Investigating reports of bullying

Staff members will take information from all parties separately to ascertain as closely as possible the exact nature of the incident without another child's account impacting upon subsequent witness statements. Where it is acknowledged that bullying has taken place written notes of these investigations will be kept and recorded on CPOMs by the deputy head teacher.

If the incident occurs on a lunch time then the mid-day assistant are responsible for ensuring that it is logged on CPOMs by completing an incident report form and handing it to a member of teaching staff.

Written statements of any adults who may have witnessed the incident will be recorded.

Any witnesses to the incident will be asked to give their account of what has happened.

Parents of both the victim of bullying and the perpetrator will be informed of the incident and the investigation as soon as possible.

Records of previous incidents recorded on CPOMs will be taken into account.

A member of the SLT will lead the investigation.

Sanctions and procedures

Depending upon the severity of the incident there are several sanctions that can be used in the event of bullying. The priority is for the victim of the bullying to be made to feel safe and secure in school.

Initially the schools normal sanctions will be used (see section 7).

In more extreme cases the perpetrator will be asked to undertake their learning in a separate location to the victim.

Parents of the perpetrator will be informed of the incident via a face to face meeting wherever possible and by a letter.

Further support for victims of bullying

Children who have been bullied will be given a mentor if necessary to follow up on their wellbeing daily and then less frequently as is appropriate.

We have a nurture room in school that victims of bullying will be given free access to for an agreed amount of time following the incident.

Proactive strategies to prevent bullying.

The following is a list of strategies used in school to educate children about anti bullying and to empower children to speak up when they felt that they, or somebody that they know, is a victim of bullying:

- Jigsaw PHSE scheme of work
- KiVa lesson plans
- KiVa surveys
- Wellbeing surveys
- Teacher led assemblies
- School Council led assemblies
- Activities during Anti bullying week

7. Roles and responsibilities

The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher 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.

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 on CPOMs
- The senior leadership team will support staff in responding to behaviour incidents.

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 behavioural concerns with the class teacher promptly

8. Pupil code of conduct

Pupils are expected to:

- 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pupils are expected to follow the four golden rules which are:

- We respect ourselves, other people and our environment
- We follow instructions first time
- We show good listening skills
- We keep our hands, feet and unkind words to ourselves

The expectation is that children will follow the four golden rules and therefore they are not rewarded for adhering to them. If children go above and beyond' in following the four golden rules then they will receive a reward.

9. Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Gold tokens
- Letters or phone calls home to parents
- Postcards home (sent each half term)
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- An orange warning
- Sending the pupil out of the class to continue their work
- Expecting work to be completed at home, or at break or lunchtime (paying time back)
- Reflection time at break or lunchtime
- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Using a personalised behaviour log (home school contact)

We may use the calm down room in response to serious or persistent breaches of this policy. Pupils may be sent to the calm down room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class in their own time.

When a child is in the calm down room, the staff member who referred the child to the room is responsible for ensuring that the child is supervised at all times.

For serious breaches of behaviour expectations a child can receive an internal exclusion, a fixed term exclusion or a permanent exclusion.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Behaviour management

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- 3.** As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4.** Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- 5.** Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- 6.** Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
- 7.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- 8.** Avoid telling a pupil off in public place or in front of their peers.
- 9.** Avoid the use of sanctions when support strategies will suffice.
- 10.** Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

1. BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour challenges after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Assertive discipline**
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** .i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Produce a classroom Management Plan at the beginning of each year detailing routines, procedures and behaviour management techniques specific to the cohort
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules in the classroom in the form of a class charter, developed and agreed at the start of every year by all children
- Develop a positive relationship with pupils, which may 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

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
- Be recorded on CPOMs and reported to parents

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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 differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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. We will work with parents to create the plan and review it on a regular basis.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. This training is repeated in a three yearly cycle.

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every two years.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force where necessary are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood and agreed by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every two years.

Appendix 2: Child friendly expectations of behaviour

In the playground we will

- **Always** respect all people
- **Always** look after the younger children
- **Always** pick up litter
- **Always** stand quietly in class lines after the whistle and walk sensibly into school
- **Always** stay off the grass and out of the woods unless given permission
- **Always** stay on the playground
- **Always** play safely and treat each other with kindness and consideration
- **Always** let everyone join in
- **Always** use respectable language
- **Always** walk away from trouble and tell an adult

Around the school we will

- **Always** look after school property
- **Always** respect all grown ups
- **Always** keep the school tidy
- **Always** hang up coats
- **Always** wear correct uniform
- **Always** make visitors welcome
- **Always** smile and be happy
- **Always** walk calmly around school

In the classroom we will

- **Always** be punctual
- **Always** use your manners
- **Always** put your hand up
- **Always** listen to the teacher and one another
- **Always** do your best work
- **Always** walk calmly in class
- **Always** tidy up
- **Always** remember homework
- **Always** sit correctly
- **Always** talk quietly
- **Always** bring PE kit in on correct days

Pupils are expected to follow the four golden rules which are:

We respect ourselves, other people and our environment

We follow instructions first time

We show good listening skills

We keep our hands, feet and unkind words to ourselves

Appendix 3: Home / School Agreement



Daven Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavoring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

The school

The school will endeavour to:

- Nurture your child and care for their safety and happiness
- Provide an exciting and balanced curriculum whilst meeting the individual needs of your child
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- Hold regular Parent's Evenings and provide an annual written report
- Set and mark homework
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of school

November 2017

Signed: _____

Parent of: _____

Signed: _____ Headteacher

Appendix 4: Additional School Rules

- Children must not bring personal possessions, toys or any valuable equipment to School unless directed by a teacher or member of staff
- For safety reasons long hair should be tied back.
- Make up (including nail varnish) and jewellery, including earrings, should not be worn in School.
- Children are not allowed to have patterns or lines shaved into their hair.
- Chewing gum and sweets are not allowed in School.
- Healthy Snacks and Healthy Packed lunches to be provided
- Drinks, not in cans, vacuum flasks or glass bottles, may be consumed at lunchtime only.
- The Governors of the school have agreed that the children concerned should pay for any willful loss or damage to school property.



Appendix 5: School Behaviour Log: ABC

Name:

Place of Incident:

Date:

Time of Incident:

Antecedent: Write an explanation of what happened just before the incident took place.

Behaviour: Now explain what behaviour choices you made which added to the incident.

Consequences: Explain the consequences of your behaviour choices?

How will you deal with a situation like this differently next time?

Appendix 6: Mid-Day Behaviour Record for Bullying Incident

Please give details of the incident.

This will be recorded onto CPOMs

 <p>Daven Primary School Behaviour Record Bullying Incident</p>	Name:				
	Class:				
	Date:				
	Time:				
Incident					
Witness(es) of Incident					
Category (Tick all relevant)	Bullying	Bullying - Direct Derogatory Language	Bullying - Disability	Bullying - Homophobic	Bullying - Sexist
Record Completed by:					