

DENBIGH PRIMARY



Dedicated to Excellence **BEHAVIOUR POLICY**

At Denbigh Primary school, our policies are designed to support the ethos and aims of our school. We strive to achieve excellence in all we do, working in partnership with our pupils, staff, parents, governors and wider community. We provide outstanding education for all and value the diverse background of pupils and their families. As a school, we aim to make policies that are inclusive and provide a safe, caring and active learning environment where children can achieve their full potential.

STATUTORY POLICY	
Curriculum Lead: Alan Hodges	Curriculum SLT: Alan Hodges
Policy Adopted by Full Governing Body: March 2023	Review: March 2024

Vision

At Denbigh Primary School we strive to achieve excellence in all that we do by working together. We will promote a positive behaviour for learning strategies to ensure all children attend a safe, happy and thriving school. The school promotes high standards of behaviour for learning to ensure pupils are confident and self-assured learners who take pride in promoting school values. Pupils and staff are committed to upholding the school values.



Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

To ensure children are aware of the following rights:

- (UNCRC - Article 28) Children have the right to an education which is free.
- (UNCRC - Article 29) Goals of an education – Children's education should develop each child's personality, talents and abilities to the fullest.

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school. □ To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.

- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, to be aware of their (special) needs and the possible impact this may have on behaviour.
- To offer a framework for social education.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.
- To ensure that their child has their PE kit in school every week. □ To ensure that homework is completed and returned to school.

Encouraging outstanding behaviour for learning in school:

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. teachers should aim to:

- Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- Plan and include cooperative learning structures into day-to-day classroom practice to ensure children have the opportunity to interact and share ideas.
- be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson;
- continually observe or 'scan' the behaviour of the class;
- be aware of, and control their own behaviour, including stance and tone of voice; model the standards of courtesy that they expect from pupils;
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;
- Make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment; and
- Analyse their own classroom management performance and learn from it. This is probably the most important message of all.

All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for behaviour and discipline and must ensure that continuity exists between all personnel within the establishment.

Where continuity exists so does security. All children in school need to know the rules of the school and indeed to have played a part in creating them.

Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/guardians.

Our School's Philosophy:

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at Denbigh Primary School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school. There is an expectation in every classroom that all pupils have a responsibility to maintain organisation and support the day-to-day running of the learning environment. Pupils should have responsibilities to give out books, collect homework, keep bookshelves in an orderly fashion and support the adults in the room to maintain tidiness. By working together, pupils feel a part of a collective group and are more willing to support others and take pride in supporting the management of the school environment.

Creating the right atmosphere in school arises from good interpersonal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect. All are greeted with a warm welcome each day, setting the right tone for the rest of the day's events. On entry into the classroom each morning, pupils are provided with activities to stimulate and encourage cooperation. Music is used at the start of the day as a means of creating a welcoming environment.

Good manners cost nothing and children, and grown-ups alike, should use them within the contexts of this school at all time.

Creating the right climate practical strategies:

Children should be greeted each morning by their class teacher as they wish them all a good morning. This process should be carried out at all play times and dinner times.

Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the session, lessons should begin promptly

As children leave the classroom for assembly or to move to another part of the school, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage point

During break times and lunch times, allocated staff members will be on duty and will be stationed at different areas to ensure full visibility of the playing area. Adults on duty will encourage children to play together and will always speak to pupils politely. When managing playground disputes, staff should follow the procedures for managing behaviour stated later in this document.

On the playground during break times and lunch times, staff members will ensure that they have full visibility for all areas of the outside space. They will engage with children in their activities or join them in conversation. Pupils will be encouraged to cooperate, to be supportive of each other and to take responsibility for play equipment.

At the end of the school day, staff will speak positively to the pupils before releasing to parents and carers (or to walk home in the case of upper school children) with ending the day with the right tone.

Senior Leaders are available on the school playground to ensure all the pupils leave school safely, especially our most vulnerable pupils.

The Head teacher and Senior Leadership at all times should be highly visible around the building to ensure that all these procedures are operative.

Practical strategies to support and reinforce outstanding behaviour:

Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone.

By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.

It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.

Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.

Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand".

Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.

Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child with problems is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

Celebrating Outstanding Behaviour

Denbigh Primary School has rich and varied curricular and enrichment programme for students to participate in, ranging from community and charitable work, to musical, dramatic, sporting and artistic activities. There are so many ways in which our students engage in the wider life of the school that it seems only fitting to ensure that the house system is used as a vehicle to reward student participation. The House system aims to: build relationships; foster a sense of pride; and encourages students to take on leadership roles.

House System

House points can be awarded to students for a variety of reasons. For example:

- Respect for peers
- Determination and effort in a piece of work
- Being honest and fair
- Supporting each other

- Confident and positive attitude to work
- Polite, good behaviour
- Outstanding attendance
- Academic and/or sporting achievement
- Representing the school

A House Cup awarded in July each year to the winning house. The House which wins a competition will be awarded with a mini trophy for that subject area. Individual winners for events receive certificates, celebrating as much success as possible.

- Some competitions will be student led with staff facilitating. House captains will need to play to their House strengths to ensure all students compete in House activities throughout the year.
- Each house nominates a charity which can be national or local, helping to make a difference in our local and wider communities.
- Cross year house assemblies, timed each half term, to support the calendar of events and competitions.

Class-based Rewards

Class teachers may use weekly class reward time for individual or groups of pupils who have performed exceptionally well over the week. This reward may involve: □ A short, in-class activity, such as a puzzle or colouring

- Time using the ipad
- A cooperative game

Achievement Awards

At the end of each term, class teachers select pupils who have demonstrated outstanding achievement across the term to receive an achievement award. Parents are invited into school and the award is presented in front of the year group.

Management of Behaviour:

There may be occasions where pupils display elements of behaviour that are not acceptable. In order to manage this effectively, staff members will follow a set procedure and will record evidence of unacceptable behaviour where appropriate.

Level 1 Behaviour

Each class teacher will have a notebook in a private drawer where pupil names are listed. Any child who, after receiving a warning, demonstrates disruptive behaviour once more, will have this indicated in the notebook next to their name. The pupil should then be warned that further repetition will lead to consequences. All children start afresh each half-day (morning and afternoon).

All children start a fresh each half day, but any children displaying level 2/3 behaviour; or persistent level 1 behaviour, will be reported to the phase lead and/or senior leader. These incidents should be recorded on CPOMS. A meeting with parents would also be arranged. Any child whose behaviour does not improve, will be placed on a behaviour monitoring record and may also be given a IBP if behaviour does not then improve.

Any child committing a violent, wilfully disobedient or bullying, including homophobic or racist bullying incident, will be referred to the Year Leader and Senior Leadership Team as soon as it is appropriate to do so.

On occasions where pupils display behaviour that goes against school standards, both within and outside of the classroom, staff should follow these procedures:

- In the first instance of disruptive behaviour, the staff member will speak quietly and politely with the individual, indicating what element of disruptive behaviour the child is demonstrating and the impact it is having.
- Following this, should there be no further evidence of this disruptive behaviour, the adult should seek an opportunity to praise the pupil for following guidance and instructions.
- Should the behaviour be demonstrated again but at a much later point in the day (i.e. initial issue was in the first lesson, the next issue was in the final lesson), a reminder of what was spoken about this morning should be shared with the child.
- Under circumstances where negative behaviour is repeated despite an initial discussion, the staff member will take a note of the incident in their record book (or spreadsheet – to be decided) and will inform the child that, if there is more evidence of this behaviour, there will be consequences. The pupil should still be spoken to calmly, politely and, where possible, without bringing to the attention of the rest of the class.
- Following the above stages, should incidents occur once more; the staff member will introduce the most suitable consequence for the displayed behaviour.
- Where there are instances of highly disruptive or offensive behaviour (Level 2/3), then a record of this behaviour should be taken as soon as possible by the staff member and the year leader / senior leader should be informed. If the child is demonstrating racist, homophobic behaviour, the Headteacher should be informed immediately (or the deputy in the Headteacher's absence).
- Behaviour incidents will be monitored and discussed as part of the school's safeguarding strategy meetings.

Recording behaviour incidents (Staff reference):

Recording / Consequences:

- Level 1 Behaviours:**
- i) Discussion with the pupil
 - ii) Discussion with pupil. Behaviour recorded. Warning given of consequences.
 - iii) Consequences given

Where Level 1 behaviours are being repeated, the year leader should be informed and additional intervention may be put in place.

- Level 2 Behaviours:**
- i) Discussion with pupil. Behaviour recorded. Consequences given. Recorded on CPOMS.

Where level 2 behaviours are being displayed, the year leader and parents/carers should be informed. Additional intervention may be put in place.

- Level 3 Behaviours:**
- i) Discussion with pupil. Behaviour recorded on CPOMS. Year Leader and SLT informed.

Behaviour Levels:

Level 1 behaviours:

- calling out in class
- Disturbing others
- Lack of effort with class work.
- Incompletion of class work despite reasonable time provided.
- Not carrying out class responsibilities.

Level 2 behaviours:

- Persistent name calling (on more than 3 occasions)
- Persistent ignorance of instructions (on more than 3 occasions)
- physically hurting another pupil / fighting
- Swearing
- Stealing

Level 3 behaviours:

- Hate remarks
- Ganging up
- Damaging school property
- Bullying
- Child on Child Abuse

Consequences for repeated behavioural issues:

At Denbigh Primary School we believe that every child has the right to an education and that discipline in school should respect children's human dignity (Article 28 – UNCRC). We use a range of disciplinary measures as suggested in 'Behaviour and discipline in schools' 2014 and 2016. These include:

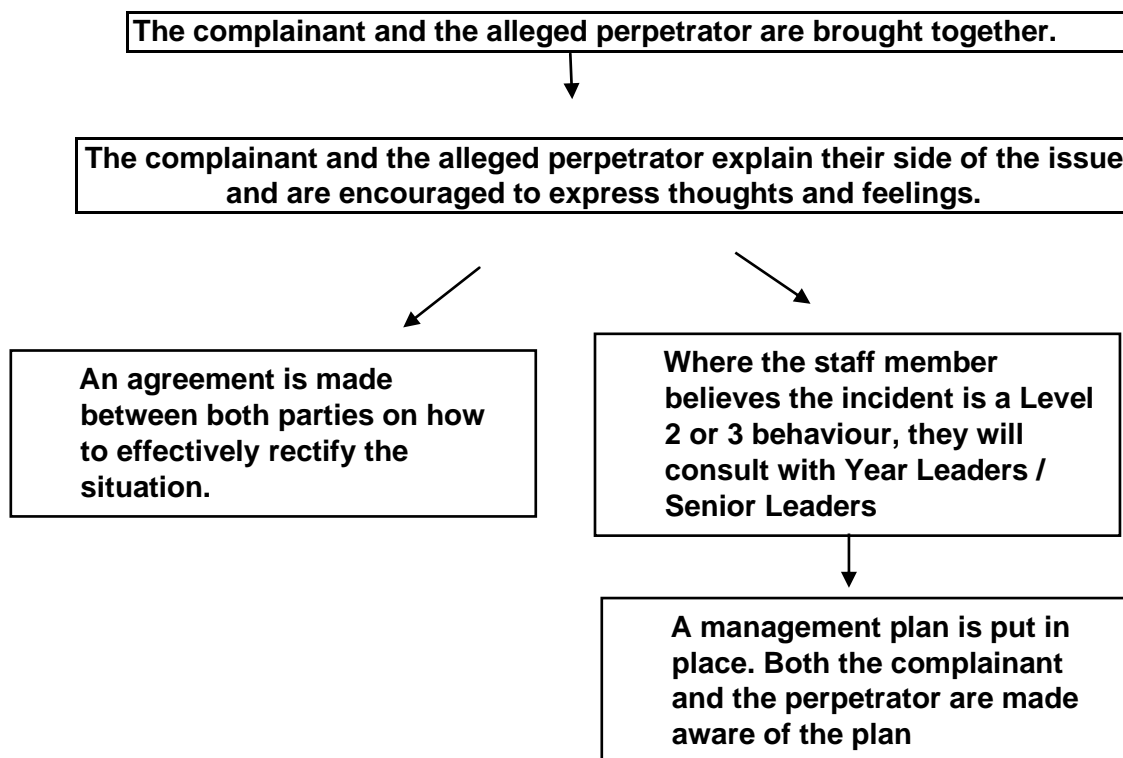
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility / break time
- In-class reflection during break time

Under circumstances where behaviour issues are being repeated or are causing disruption to the running of the class, additional consequences may be employed. These additional consequences should only be employed following consultation with a line manager. These include:

- Informing parents of disruptive behaviour.
- Allocating a meeting between the class teacher, year leader, the pupil and the pupil's parents to discuss the issues.
- Lunch time reflection with the a member of the SLT □ A programme of reflective support put in place.
- An IBP (individual behaviour plan) drawn up between the pupil, parents, class teacher and inclusion manager.

Restorative Justice (UNCRC – Article 12) which respects the views of the child. Children have the right to say what they think should happen and their opinions to be taken into account.

On occasions where one or more pupils raises a concern or makes a complaint about another child, staff members will use restorative justice techniques to manage the complaint:



Procedures for PE kit:

- i) Remind pupils the evening before (although ideally PE kits should be in school Mon-Fri) ii) Ask all pupils if they have their PE kit in the morning.
- iii) Where pupils don't (and there is no medical evidence to prevent them from taking part) parents should be contacted and will be asked to bring PE kits in.

Procedures for Homework:

- i) Remind pupils of homework expectations before the due date.
- ii) Pupils who have not completed homework on the day it is due in should discuss reasons why with the teacher. (There may be a case where pupils have no facility to complete homework due to personal circumstances).
- iii) Pupils who are wilfully failing to complete homework should complete this during the next available break time.

Exclusions

A child will be excluded from Denbigh Primary School only as a last resort as a result of violence, unacceptable breaches of the behaviour policy or of the criminal law. Please see our Exclusions Policy for further comprehensive guidance.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. (See Appendix 1 for prohibited items)

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / Designated Safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Appendix 1, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or draws.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks and draws
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Online Safety Policy

Prohibited Items:

- 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 themselves)