



## Danby CE VC Primary School

### Behaviour Policy

(this policy should be read in conjunction with our **Anti-Bullying Policy**)

<b>Effective Date:</b>	February 2020
<b>Date Due for Review:</b>	November 2021
<b>Approved By:</b>	Governing Body
<b>Approval Date:</b>	March 2020 <i>Pending meeting</i>

#### Mission Statement:

A happy and friendly learning community where everyone enjoys the opportunity to achieve their potential within a trusting Christian School.

#### Rationale

At Danby School we believe that every member of the school community has the right to a calm, happy and safe place to work and learn in, where they will be shown the utmost **RESPECT**. We believe that every member of the school community has a responsibility for behaviour. We promote and expect high standards of behaviour from all members of our school community as defined by this policy in order that we may carry out our mission statement.

#### Aims:

This policy aims to:

- Promote positive behaviour and **FORGIVENESS**
- Promote **FRIENDSHIP, TRUST** and **RESPECT** for ALL
- Outline guidance and expectations for all members of the school community to ensure a consistent approach

#### The Headteacher will:

- Work with all members of the school community to ensure high standards of behaviour at all times
- Implement measures to promote positive behaviour, self discipline, respect and regard for authority
- Ensure these measures prevent all forms of bullying and harassment

#### Governors will:

- Review the policy annually
- Support the headteacher and school to address issues and measures related to behaviour management
- Provide the necessary support and committees to follow procedures for fixed term and permanent exclusions

*Learning and Growing together with God*

**Teachers will:**

- Establish and communicate clearly measures to ensure good order, respect, trust and discipline
- Encourage children to show and accept forgiveness in the spirit of our caring Christian Family
- Promote good relationships between different communities and ensure that discrimination does not occur against any child regardless of race, gender, disability or sexual orientation
- Support, praise and reward pupils' good behaviour in line with the School Code of Conduct
- Encourage the thinking of 'What would Jesus think/do?'
- Where sanctions are appropriate apply them in line with the Five Step Plan fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children
- Offer support to children who are finding managing their behaviour difficult
- Model good behaviour and never denigrate pupils or colleagues
- Promote positive behaviour through active development of pupils social, emotional and behavioural skills using the SEAL Project where appropriate
- Keep parents informed of their child's behaviour through the Five Step Plan and Parent Consultations
- Support parents in meeting their parental responsibilities
- Work with other agencies and professionals to promote community cohesion, safety and individuals behaviour management plans

**The children will:**

- follow reasonable instructions given by responsible adults in school
- be expected to obey the School Code of Conduct and Five Step Plan
- accept sanctions and support as appropriate
- act as ambassadors for the school when off school premises
- not bring inappropriate or unlawful items to school
- show respect, care and consideration to school staff, members of the school community, school property and the property of others
- co-operate with help and support that is offered
- wear correct school uniform and sports kit stipulated in the school prospectus
- be encouraged to forgive one another

**Support staff will:**

- Follow the School Code of Conduct and Five Step Plan and this policy
- Model good behaviour and never denigrate pupils or colleagues
- Support, praise and reward pupils good behaviour
- Where sanctions are appropriate apply them inline with the Five Step Plan fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children

**Parents will:**

- Respect the school's behaviour policy and the disciplinary authority of the school staff
- Help to ensure that their child follows reasonable instructions by school staff and responsible adults and adheres to the School Code of Conduct
- Send their child to school every day punctually, with correct uniform and sports kit, fed, rested and ready to learn
- Ensure school staff are made aware of any personal, medical or SEN factors which may result in their child displaying behaviour outside the norm

- Be prepared to work with the school to support their child's positive behaviour
- Attend meetings with school staff if requested to discuss their child's behaviour
- Adhere to the terms of any Parenting Contract or Order that may be put in place
- Ensure that should their child be excluded the child is not found in a public place in the first five days of exclusion and attend a reintegration interview at the end of a fixed period

### **Inclusion**

**Danby C.E. (VC) Primary School upholds an Equal Opportunities Policy. All children will be included in school activities with special provision being made for children with special requirements.**

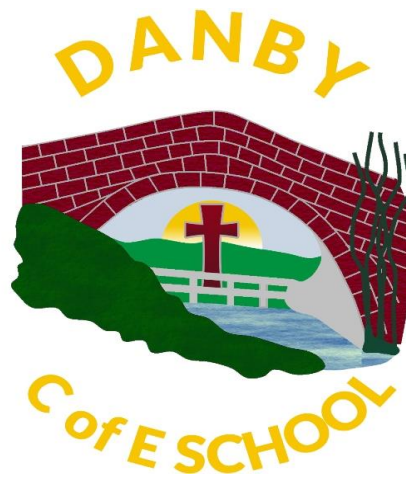
**e.g. disabilities requiring assistance for practical activities**

### **Appendices:**

**Appendix 1            Our Code of Conduct**

**Appendix 2            Our Five Step Behaviour Plan**

**Appendix 3            Guidance for the Use of Force to Restrain Pupils**



## Our Christian Code of Conduct

We TRUST each other and always tell an adult when we are sad or worried and always ask for help from any friend or helper

We help each other and other people when they are sad or hurt and always take care of each other in the playground to keep everyone safe

We always listen carefully to someone who is talking and in return we always speak nicely to people we are with

In our school we always try to keep calm, behave sensibly, be polite and RESPECT other peoples' feelings and belongings

We take special care of our school environment and all the things that we have and use in it, both inside and outside.

We FORGIVE each other when things go wrong. In our school family we are good FRIENDS.

## Our Five Step Behaviour Plan

We have agreed that if we choose to behave badly in our school family or show bad manners this is what will happen:-

1. We will get a verbal warning from an adult.
2. We will be moved away from friends.
3. We will miss a playtime and be given an activity to do
4. The headteacher will be told and may speak to us
5. Our parents will be told or called to school.



## Our Five Step Behaviour Plan

We have agreed that if we choose to behave well in our school family and show good manners this is what will happen:-

1. We will get verbal praise from an adult.
2. We will get a raffle ticket or a sticker.
3. We will be able to show another adult or class our work
4. We share our success in a 'Celebration Assembly' and get a certificate and chocolate.
5. Our parents will be told of our success.



## Appendix 3

### Using Force to Restrain Pupils

#### Rationale

All schools should have a policy on the use of force to control or restrain pupils. The head teacher should ensure that this is included in the school's discipline policy, making it clear to staff, parents and pupils what is acceptable and what is not.

The **Education Act 1996** forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

committing a criminal offence

injuring themselves or others

damaging property

acting in a way that is counter to maintaining good order and discipline at the school.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

#### Objective

- to maintain the safety of pupils, staff and visitors to our school
- to prevent serious breaches of school discipline
- to prevent serious damage to property

### Minimising the need to use force

- create a calm environment that minimises the risk of incidents that might require using force arising
- using SEAL approaches to teach pupils how to manage conflict and strong feelings
- de-escalating incidents as they arise and by following the Five Step Behaviour Plan
- when appropriate using risk assessments and positive handling plans for individual children

### Staff authorised to use force

- All teachers and staff authorized to have control or charge of pupils automatically have the statutory power to use force.
- Staff other than teachers and volunteer helpers are also able to use force if necessary, provided they have been authorised by the head teacher to have control or charge of pupils. People with such authorisation might include teaching assistants, midday supervisors, specialist support assistants, education welfare officers, people accompanying pupils on visits, etc.

Deciding whether to use force

Staff should only use force when:

- The potential consequences of not intervening are serious enough to justify considering use of force

- The chances of achieving the desired result by other means were low and
- The risk associated with not using force outweighed those of using force
- Staff will be kept informed by the headteacher of any child who presents a particular risk and how to deal with children who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances such as domestic violence)
- Staff would be expected to call the police should it be suspected that any form of weapon is being held by the pupil and the pupil is likely to resist a search

### **Staff Training**

- Staff will be appropriately trained to deal with a range of situations likely to be encountered from identified individuals
- Training will be provided by the Behaviour Support Service, North Yorkshire County Council

### **Recording Incidents**

- Detailed and up-to-date records will be kept of any incidents where force is used.
- Parents will always be informed of such an incident and to allow an opportunity to discuss it.
- Records of incidents should include the following information:
  - the name(s) of the pupil(s) involved
  - when and where the incident took place
  - why the use of force was deemed necessary
  - details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
  - the pupil's response
  - the outcome of the incident
  - a description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

See record sheet attached

- The Headteacher will decide and action whether it is necessary to inform external agencies such as the police, Children's Safeguarding Board and the local authority

### **Post incident Support**

- The headteacher will make appropriate arrangements for support following the incident including support for immediate medical needs and supporting staff and pupils

### **Complaints and Allegations**

Initially any complaint will be dealt with by informal discussion with teachers and Headteacher. If the matter cannot be resolved in this way, it will be considered as a formal complaint under Section 23, Education Reform Act 1988.



The first formal stage of the procedure is for the Governing Body to consider the complaint. If the person making the complaint is not satisfied with the outcome, he/she can put the complaint to the Local Education Authority (LEA).

**PLEASE NOTE:**

This is a standard procedure. Any complaint should be made to the Headteacher at school in the first instance.

The only exception to this would be if the complaint in some way implicated the Headteacher, in which case the complaint should be made to the Chair of the Governing Body.

**Monitoring and Review**

This policy will be reviewed in line with the review of the behaviour policy.

Should an incident occur where force has been necessary to restrain a pupil this policy will be reviewed to check procedure.