



# **Denton Community Primary School & Nursery**

## **Behaviour Policy**

*This policy was adopted on: 1<sup>st</sup> September 2024*

*Next review date: 31<sup>st</sup> August 2025*

## **Principles**

The Governors of Denton CP School believe that high standards of behaviour lie at the heart of a successful school. A successful school enables all of its pupils to make the best possible progress in all aspects of their school life and work, and enables its staff to be able to teach and promote good learning without undue interruption or harassment.

All pupils and staff have the right to feel safe at all times. There should be mutual respect between staff and pupils, and between pupils. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Denton CP School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy.

Parents and carers should be encouraged and helped to support their children's education. Pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. Responsibilities must be outlined in the Home School Agreement which parents and carers must be asked to sign when a pupils joins the school.

## **Introduction**

Teaching children positive learning behaviours is central to our vision and values at Denton Primary School. We believe that every child should be given the best opportunities to learn. This document outlines our positive, therapeutic approaches to learning behaviours that promote resilience, responsibility and independence and is designed to give a clear summary of approaches and procedures.

### **At Denton we aim to:**

- have good communication and co-operation between home and school;
- develop pupils' self-esteem and a sense of self-worth, respect for themselves and the needs of others;
- foster in pupils a respect of the world and the people within it;
- ensure that pupils have equal access to all areas of the curriculum without discrimination;
- promote pro-social behaviours (see Appendix 1), self-discipline and respect;
- prevent bullying and address bullying issues;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

We believe that each pupil should be given every opportunity to take responsibility for and to make a full contribution to improving behaviour in school.

### **Children will:**

- be considerate and respectful towards others by treating them as they would like to be treated
- arrive in class on time with the necessary equipment
- follow adult instructions
- show good listening
- do their best and allow others to do their best
- let someone know if they have any problems
- take care of their classroom and school environment

At all opportunities staff promote a Therapeutic Thinking approach and have high expectations for behaviour. We treat pupils with respect and model the behaviours which we expect in the school. This expectation is also developed through work through RSE in class as well as targeted and additional support where needed.

### **Staff will:**

- understand that behaviour is a form of communication and that behaviours can be external or internal
- have high expectations of behaviour for learning and promote pro-social behaviours (see Appendix 1)
- address unsocial and anti-social behaviours (see Appendix 1) in an agreed way
- have clear systems and routines in place
- establish a classroom environment which is calm and purposeful
- interact with pupils in a calm and consistent way, using positive language
- build trusting relationships with pupils and nurture self-esteem
- be consistent and fair

- be alert to racism and avoid stereotyping and sexism alongside teaching and promoting diversity and acceptance
- interact with the children when on playground duty
- be prepared for the lesson
- make sure that tasks are well matched, differentiated, stimulating and delivered with pace enabling children to achieve their potential
- support each other to manage behaviour
- look after their own well-being and recognise when another member of staff may be better placed to manage a situation
- request a debrief of a situation when needed
- put in place appropriate educational and safety consequences when needed

**Parents will:**

- support the school in positive and therapeutic behaviour approaches
- engage in conversations and pro-active support linked to their child's behaviour
- make the school aware of anything out of school that may impact their child's behaviour
- celebrate success with their child

**Teaching and Learning**

Denton's Teaching and Learning Policy sets clear guidelines which outlines the approach to teaching and learning throughout the school. There is a strong correlation between behaviour and the standard of teaching and learning and strong classroom management.

Children and staff have an entitlement to work in a positive learning environment. No child should prevent another from working. Pupils should have an environment where learning can take place and all children should be aware of their responsibility to ensure this occurs.

**Behaviour in the classroom**

- The majority of anti-social classroom behaviours are minor and will be dealt with by the class teacher.
- It is the class teacher's responsibility to maintain a positive learning environment in the classroom and promote pro-social behaviours

If there is a recurrent difficult behaviour within a class, teachers should consider the following areas:

- Have trusted relationships with adults been formed?
- Is there a consistent approach from all adults in line with this policy?
- The physical organisation of the classroom:
- Is the room organised to maximise:-
  - accessibility of materials?
  - ease of movement?
  - positive interaction?
- Is the room stimulating?
- Does the work match the needs of the child?
  - e.g. is the task too easy?

- is the task too difficult?
- is the work adequately planned?
- is the style of teaching appropriate?
- does the task consolidate or extend in an appropriate way?
- has the task been presented in an interesting way?
- does the child know the purpose of the activity?

## **Approach to behaviour**

At Denton we use a Therapeutic Thinking approach to managing behaviour incidents whereby pupils feel valued and understood and have time to talk to trusted adults and each other. They will have opportunities to reflect on the incident and find a way of moving forward in a positive way. An appropriate and fair consequence may be agreed and parents may be informed, depending on the situation.

When a child is struggling to follow a behavioural expectation de-escalation techniques will be used (see Appendix 2) as well as attuning to their emotional state:

- Become aware of the child's emotion
- Recognise the emotion as an opportunity for intimacy and teaching
- Listen empathetically, validating the child's feelings
- Help the child find words to label the emotion he/she is having
- Set the limits whilst exploring strategies to solve the problem at hand

Once a child is calm and regulated, they will then be able to reflect on their behaviour and what the next steps need to be (see Appendix 3).

When pupils need to leave class or the playground due to behaviour – they will be accompanied by an adult (where possible) and should be provided with accessible work or appropriate activities. A quiet place can be accessed with a focus on supporting the child to become emotionally ready to engage and learn. This can involve a range of calming techniques and activities. Senior Leadership will support this when needed.

## **Consequences**

Consequences will be directly linked to the behaviour and the child helped to understand the link. They will also be personal depending on the individual child and circumstances. All consequences will be Educational (helping to teach the child to behave in a prosocial way) and some may also be linked to safety.

Examples of consequences:

- Unsafe behaviours on the playground – alternative playtime provision such as separate playtimes which will also involve an adult supporting skills such as turn taking, sharing, following rules of a game, communicating effectively when something does not go their way. Gradual reintegration to main playtimes.
- Refusal to do work when appropriate support has been in place – stay in for part of playtime to complete work with adult support and to talk through what was difficult as well as reinforce classroom expectations
- Repeatedly not following adult instructions – targeted intervention on listening skills. Stay in for part of breaktime to talk through importance of following adult instructions
- Repeated low level class disruption – alternative spaces to work such as work station or out the classroom for short periods of time

- Breaking school equipment – child supported to tidy any mess made as well as helping (where reasonable) to fix anything broken
- Racial/sexual/homophobic language being repeated – targeted intervention on prejudice behaviour during breaktime

### **Why is it important to respond like this?**

- Irritation, anger or even disappointment can have a long term negative impact on a child's well-being and self-perception.
- Children need to feel supported by trusted adults and feel listened to which comes from calm and consistent responses
- When children don't act in a way we want, there's always a barrier –our job as education professionals is to work out what this is and support this in the most beneficial way.
- It is only worth problem-solving and goal-setting with a child when s/he is DEFINITELY regulated and ready to move forward.
- Children who struggle to behave in a prosocial way need support to change their behaviours. Their behaviour will not simply change by being told it needs to.

### **Behaviour outside at play and lunchtimes**

A range of activities and games are available for pupils to join in. Staff will support pupils to join in with these positively, setting clear rules that all pupils can follow. Children need to recognise that the same standards of behaviour are expected outside as well as in classrooms and inside spaces. There are rules for the specific use of some play equipment and in certain outside areas.

Should a child need to reflect on their behaviour at lunchtime then they will be supported to do this in a quiet area with a member of staff.

All staff have a responsibility to ensure that any incidents are followed up after play and lunch. This might mean speaking with the class teacher or a member of the SLT.

### **Additional support**

We recognise that some children may need additional support to understand and develop their behaviour positively. As well as an overall Therapeutic Thinking approach in school, this is provided through Nurture support, social, emotional and mental health groups, access to calm areas, learning breaks, Thrive, or individual Therapeutic plans.

Sometimes a child, and the adults working closely with that child, will need additional support from external agencies if they are going to thrive e.g. CLASS, ESBAS, Educational Psychologist. Staff will speak with parents to discuss which agency may be able to provide the most appropriate support.

### **Exclusion**

Denton prides itself on being a 'no exclusion' school. SLT and staff will work closely with parents and external agencies to create the right support for that child whilst also

keeping other pupils and staff safe. Any type of exclusion will be an absolute last resort. (See Exclusion Policy)

## **Managing Harmful Sexual Behaviour**

Harmful Sexual Behaviour is defined as "Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult."

At Denton we take the view that 'it could happen here'. When harmful sexual behaviour comes to light we will follow the flow chart (see Appendix 4) from the East Sussex document 'Protocol for Managing Child-on-Child Harmful Sexual Behaviour in Schools' (see protocol for further information).

## **Searching**

Searching, screening and confiscation. These guidelines are taken from: Advice for headteachers, school staff and governing bodies January 2018 states that:

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

## **Power to use Reasonable Force**

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force. 'Reasonable in the circumstances' means using no more force than is needed. Reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to prevent pupils from hurting themselves or others; to physically separate pupils found fighting; to remove a pupil if they refuse to leave a room when instructed to do so; to prevent pupils from damaging property or from generally causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school will comply with the legal requirement to make reasonable adjustments for disabled pupils and those with SEN.

Lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Parents will be informed of serious incidents involving the use of force.

### **Confidentiality**

Although behaviour incidents may be apparent to other children the steps taken by the school may not be so publicly apparent. We respect the confidentiality of all children involved in any of the school's behaviour management strategies, and also their families. We rely on other parents also respecting the confidentiality of those involved in such situations. We ask that they trust the school to take action as required. Please refer to our Confidentiality Policy.

### **Support for staff dealing with dangerous behaviours**

Senior Leadership will always be available to support or manage a situation where a child is showing dangerous behaviours which includes a child being physically or verbally aggressive. A member of the Senior Leadership team will be available to debrief if a staff member would like it. Termly Supervision is also available for all staff to discuss any situations they have found difficult.

Senior Leaders are actively involved in supporting and adapting the provision for children who demonstrate difficult and dangerous behaviours.

### **Other linked policies:**

Child Protection and Safeguarding Policy  
Anti-bullying policy  
Exclusion Policy  
PSHE Policy



## **Appendix 1**

### Definition of Prosocial behaviours

Behaviour which is positive, helpful and intended to promote social acceptance

Characterised by a concern for the rights, feelings and welfare of other people

Behaviour which benefits other people or society

### Definition of Antisocial behaviours

Behaviour that causes harm to an individual, the community or to the environment

Behaviour that is likely to cause injury, harassment, alarm or distress

Behaviour that violates the rights of another person

### Definition of Unsocial behaviours

Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others (behaviour is not disrupting or stopping others from doing what they need to do e.g. learning)

Not doing as instructed, but not to the detriment of self or others (behaviour is not disrupting or stopping others from doing what they need to do e.g. learning)

## **Appendix 2**

### De-escalation language

All scripted language is given in a calm and simple way with 'take up' time. As soon as a child complies/makes an appropriate choice, this will be acknowledged e.g. *Thank you for listening/making a choice/coming with me.*

#### Positive phrasing

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Walk with me to the library
- Stay seated in your chair

#### Limited choice

- Where shall we talk, here or in the library?
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

#### Disempowering the behaviour

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready
- We will carry on when you are ready

## De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and ...

## Appendix 3

### REFLECTION FORM

Name:

Date:

Work it out!



What happened?

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What could I have done differently?

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What could I do to sort it out?

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What will the consequence of my behaviour be?

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Adult:

Child:

# resolution check list

name

date

What is happening or has happened

How it makes me feel and why

How I/we have hindered this situation

Why this might be happening

Why I want things to change

Others involved

How I/we have tried to solve the problem

What else I/we could try

Who I can ask for help

What I could have done differently

How to avoid this in future

What I will do next to help solve this dispute

Appendix 4

Flowchart for managing harmful sexual behavior

