



# Darlinghurst

## ACADEMY

### **Promoting Positive Behaviour**

Date Created:	July 2017
Version:	2
Applicable to:	Whole school
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Valid from:	September 2017
Review date:	September 2019

## **Rationale**

At Darlington Academy we believe that maintaining high expectations for pupils' learning and behaviour is integral to enabling all pupils to make the best possible progress. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy. This policy is designed to support the way in which all members of the school can live and learn together collaboratively, in an environment where everyone feels happy, safe and secure.

This policy applies to all children and adults in the school and underpins the school vision.

## **Aims of the Policy**

- To encourage a calm, purposeful and happy learning environment within the school where everyone feels safe and secure;
- To foster mutual respect and understanding;
- To enable pupils to become successful learners;
- To develop good social skills;
- To promote emotional well-being;
- To enhance pupils' self-esteem, confidence and resilience;
- To provide consistency and structure;
- To encourage pupils to recognise and respect the rights of others regardless of religion, culture, sexual or physical differences. This also includes property;
- To develop pupils' self-discipline and self-control;
- To encourage ownership of behaviour and accountability;
- To enable effective learning and teaching in order to raise standards;
- To ensure that rewards and sanctions are used consistently throughout the school.

## **Objectives**

- For all members of the school community to be treated with respect and to have a responsibility to treat others the way we expect to be treated;
- All members to have the right to learn in a positive environment and have a responsibility to allow others to learn without interference, within one's own ability;
- To build communities in classes, year groups, Key Stages and across the school through Circle Time sessions and value based assemblies;
- To teach children about feelings and emotions and how these can be affected by the behaviour of others;
- To provide children with the skills to rebuild relationships after conflict has occurred;
- To provide targeted support for those children who find it difficult to conform to behavioural expectations.

## **Roles and responsibilities of all staff**

- To listen;
- To lead by example, e.g. treating children with respect;
- To deal with any behaviour issues in a calm and controlled manner;
- To be consistent in dealing with pupils;
- To have high expectations of pupils behaviour;
- To promote high expectations of behaviour within the community;
- To meet the educational, social, emotional and behavioural needs of pupils.

## **Uniform Code**

It is the responsibility of all parents and children to adhere to the uniform code as outlined on the school website. If your child is not in the correct school uniform a request home will be made to rectify this.

Hair accessories must be in school colours, consisting of a headband, bobble, scrunchie, ribbon and hair slides. No holiday braids or oversized bows. All hair must be natural in colour; there must be no extreme styles and no patterns or tram lines cut into the hair.

## **Promoting Positive Behaviour through the curriculum and learning**

We believe that an appropriately structured curriculum, in addition to quality first teaching that ensures effective engagement in learning, contributes to good behaviour by pupils. Through planning for the needs of individual pupils, encouraging active involvement of pupils in their own learning and providing structured feed-back we will help to avoid the alienation and disaffection of pupils which can lie at the root of poor behaviour.

## **Promoting Positive Behaviour in the classroom**

Classroom management and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, layout of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Displays should develop self-esteem and raise aspirations through demonstrating the value of every individual's contribution.

Building positive relationships with pupils is the foundation of good behaviour management. Positive behaviour management

- Reduces stress and anxiety;
- Provides consistency for all;
- Increases the chances of success;
- Helps to maintain positive changes in behaviour;
- Improves the self-esteem of the children

Our aim is to encourage appropriate behaviour with the positive reinforcement of expected behaviours, focusing on pupils' achievements i.e. catching pupils getting it right. It is important that all staff find the opportunity to praise good or improved behaviour, whether or not the child is in the teacher's class. Praise should be frequent, consistent and appropriate. High levels of praise are important when establishing new behaviours. At Darlinghurst we use a variety of strategies to encourage positive behaviour, including:

- Verbal feedback;
- Proximity praise;
- Non-verbal signs e.g. thumbs up, smile;
- Written comments;
- Showing and sharing pupil's work;
- Sharing achievements with other members of staff;
- Phone calls home;
- Use of personal behaviour plans (this should be evidenced in teacher's planning)
- Application of the School's behaviour ladder

Teachers actively show respect for their pupils by

- Commenting on the behaviour without criticising the pupil and are aware of the effects of positive body language (see Appendix 2) Wherever possible and practical this should be done in private to maintain the child's dignity;
- Are aware of the effects of negative body language – avoid pointing and respect personal space;
- Never hold grudges and are prepared to give pupils a fresh start after any incident;
- Remember the basics which are so important – use of child's first name and thank you etc;
- Never shouting – unless absolutely necessary e.g. when a child is placing themselves or others in danger

At the beginning of each school year a classroom code is negotiated and displayed prominently within the learning space.

The classroom code is positively phrased and reflects:-

- Respect for selves;
- Respect for others;
- Respect for property.

### **Rewards**

All areas throughout the school display a copy of the Behaviour Ladder (Appendix 1) which outlines procedures for dealing with incidents of positive as well as negative or disruptive behaviour, both in the classroom and at playtimes. This is to ensure that all school staff are able to take a consistent and fair approach and for pupils to know what this approach is.

Examples of rewards used at Darlington in order to promote positive behaviour include:-

- Praise – public and private;
- Student of the Week Awards that run in line with the schools core values;
- Positive comments to parents/carers – by postcard, phone or verbally;
- Opportunities for greater responsibilities;
- Opportunities for pupils to participate in a chosen activity;
- Golden Ticket rewards;
- House point rewards.

### **Dealing with incidents of negative or disruptive behaviour**

Behaviour is a way of communicating. Understanding what a child is trying to communicate through their behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help the situation. The adult needs to ask themselves: "Given what I know about this child and their situation and/or level of development, what is their behaviour telling me?" (See Appendix 2)

At Darlington we recognise the need to promote calm communication within a crisis, however in certain situations communication will only cause more distress and the sensible thing to do is to offer reassurance and quietly listen. Communication may be more appropriate after the crisis has passed. Positive ways of handling behaviour before having to give a consequence can be found in Appendix 3

In accordance with the DfE's Behaviour and Discipline in Schools Guidance (2014) teachers have, amongst other things:

- Statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow reasonable instructions;

- This power applies to all paid staff with responsibility for pupils e.g. LSAs and MDAs;
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including school trips;
- Teachers can also discipline pupils in certain circumstances when a pupils misbehaviour occurs outside school;
- Teachers can confiscate pupils' property.

The Behaviour Ladder works through an escalating scale with more serious or ongoing incidents of negative/disruptive behaviour being dealt with by senior members of staff alongside the pupil's parents.

In exceptional circumstances "time-out" in our Anchor Room for post incident reverie and processing is available in accordance with a child's behaviour plan. The consequences for the behaviour will be implemented by the class teacher or a member of the Senior Leadership Team at a more appropriate time.

Where appropriate, a specific and individually tailored behaviour management programme can be put into place which is managed and monitored by the Inclusion Leader and the school's Pastoral Support Team, including the Well-being Manager and Behaviour Support Assistant, in association with members of the Senior Leadership Team. In addition to this support may be sought from the Parallel Learning Trust's outreach service.

If a pupil does not behave in an appropriate way, the actions within the Behaviour Ladder will be instigated. On occasions it will be necessary to use reasonable force to restrain a child to ensure the safety and well-being of the child, their peers and members of staff. Consequently this policy should be read in conjunction with the Positive Handling Policy

Very rarely we will consider:

- short term exclusion for a fixed period;
- managed move to another school in accordance with the Local Authority's protocol;
- permanent exclusion.

Any exclusion is seen as a last resort after all other attempts to modify behaviour, and adjustments within the organisation to meet the needs of the child, have failed.

If the Principal decides to exclude a child, to secure the well-being and entitlement of other children and staff in school, this will be carried out in accordance with DfE guidelines and as outlined in our Exclusion Policy.

It is vitally important that children know they can "turn their behaviour around" and that they can earn card changes back. All children should be given the chance to save face and turn their behaviour around. Once again, adults should not and cannot hold grudges.

### **Lunch Times**

All Mid-Day Assistants (MDAs) carry a small notebook to record serious incidents, i.e. accidents or infringements of the agreed rules. The Mid-Day Assistant may deal with these incidents themselves or, if appropriate, refer the matter to the Senior MDA, Principal, Vice Principal, Inclusion Leader or Behaviour Support Assistant as appropriate. The children also have the opportunity to take "time-out" in the Anchor Room if they are finding playtimes difficult.

The MDA's notebook can also be used to record positive behaviour observed. Reward systems are in place for good behaviour. The Principal then makes a point of praising the child / children for this behaviour – usually in public.

## **Equal Opportunities**

At Darlington Academy every child has equality of access to the curriculum regardless of race, culture, gender, sexual orientation and/or additional needs. Every effort is made by the school to respect the right of each individual to a broad and balanced curriculum of learning opportunities and activities. We believe that children have the right to their education, and that learning should not be disrupted due to poor behaviour.

## **Racial Equality**

Staff at Darlington consider ways in which aspects of the curriculum can be used to represent cultural diversity, and reflect our changing community. They ensure that all children are supported where appropriate in their learning of behaviour management strategies.

## **Learning Difficulties and Disabilities**

It is the responsibility of each teacher to cater for the needs of the children in their class. Learning objectives, tasks and activities, support and intervention strategies will be required to meet those needs. Vulnerable pupils will be recorded on the School Provision Map, and staff will discuss pupil needs and progress with their Raising Standards Leader (RSL) and the Inclusion Leader.

## **Health and Safety**

Teaching and support staff take into consideration the safety and use of equipment used in lessons, and within the shared environment. Children are reminded of the correct way to use resources, such as scissors, computers, PE equipment etc. Pupils take part in safety awareness talks and are encouraged to report any perceived hazards.

## **Monitoring and Evaluating**

Behaviour throughout the school will be monitored by all staff, with extreme cases of behaviour being tracked by the Behaviour Support Assistant, RSLs and Inclusion Leader, **but each day is a new day.** In the case of recurrent poor behaviour, a record may be kept to enable us to identify patterns or triggers in behaviour and help the child to modify his/her behaviour in future. This may be achieved through the involvement of outside agencies, some of which can only be accessed through the completion of an Early Help Family Support Assessment.

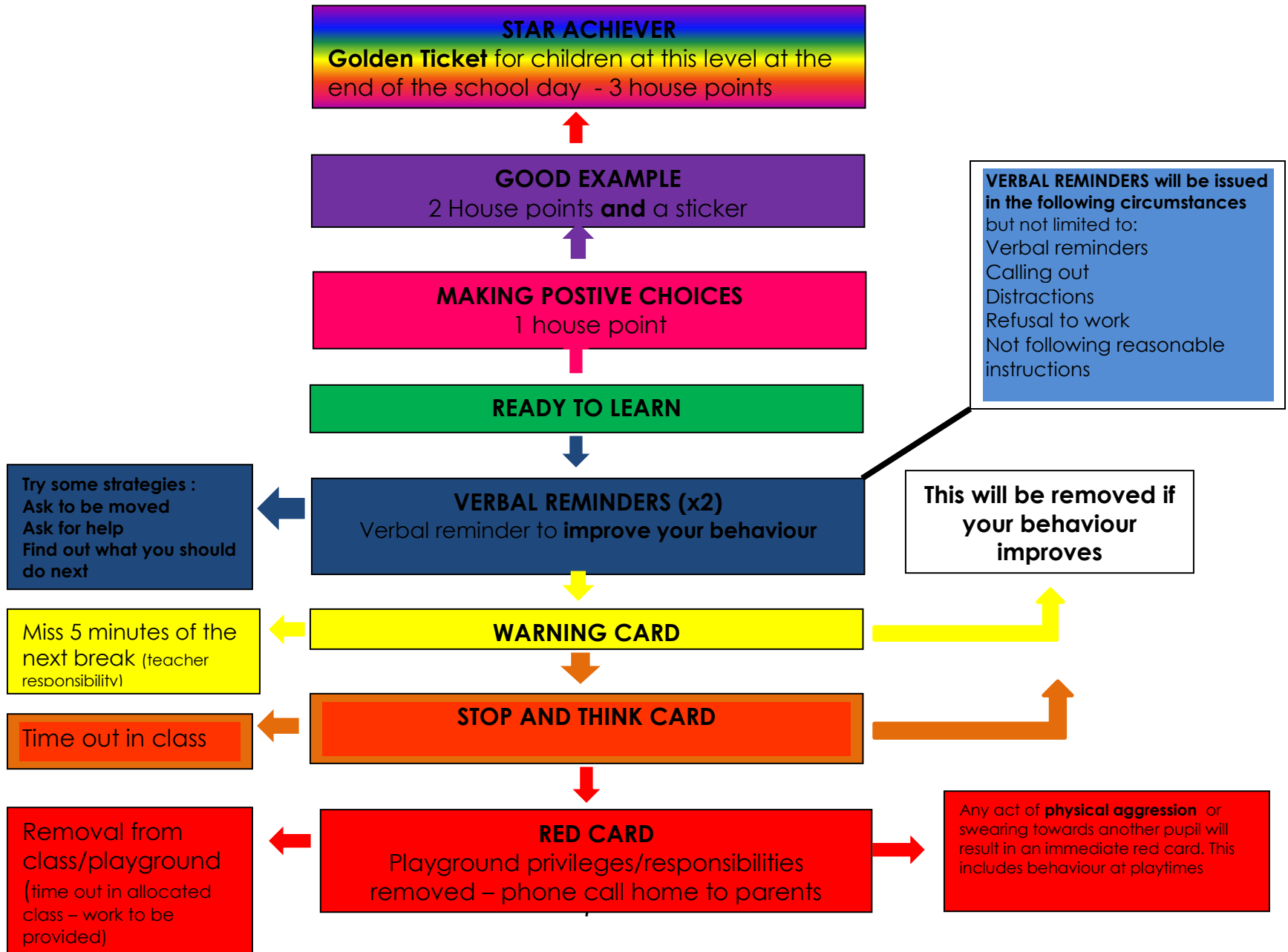
## **Role of RSLs/Inclusion Leader**

Behaviour management is the responsibility of all adults in the Darlington community. Where necessary and appropriate, additional support will be provided to individuals to enable the continued promotion of positive behaviour within our school.

July 2017

To be reviewed July 2019 or sooner if necessary.

# Behaviour Ladder



## Appendix 2 – Behaviour as communication

### Behaviour as communication

- Children's behaviour can be an unconscious way of managing or avoiding overwhelming feelings about an unpleasant memory or experience.
- Children can often 'act out' feelings because they cannot contain them or understand them. They need help from a significant adult to process the emotions
- It is about trying to make sense of behaviour rather than reacting to it

### How can we support these children?

- By giving them experiences of being thought of and understood
- By responding to them empathetically and thoughtfully. This allows the child to feel safe.
- WONDER about the meaning of repeated behaviour
- Wondering aloud with the child may provide them with the relief they are being understood and thought about
- This can also help us to identify new and more ways of responding to the child
- This can be used when the adult does not understand the child's behaviour and is letting the child know this
- This strategy needs to be applied alongside firm and consistent boundaries. Consequences may still apply, but later when the child has calmed down
- Being curious and showing empathy
- Being curious shows we are thinking about the child and their behaviour- we are not making judgments
- Empathy- you are trying to recognize how the child is feeling. The child may make the connection between how they are feeling and their behaviour. The adult tries to help the child cope with feelings
- Non-verbal body language and behaviour is crucial. You must always be mindful of your tone of voice, facial expressions, closed and threatening body language

### Understanding children's behaviour can

Let children know ...

- they are being thought about- hold them in mind and let them know this
- Being taken seriously
- Feel and name their own feelings
- Begin to understand themselves
- Build a thoughtful relationship
- Begin to realize we can internalize our feelings rather than just react.

### Ways of responding empathetically to children's difficult behaviour

- I think you are cross/upset but we need to ...
- I can see you are finding that difficult but ...
  - (with another adult) I am wondering ...
- You now need to be making the right choice(s)
  - When you want to talk I will listen