



# Darlinghurst

## ACADEMY

### **Promoting Positive Behaviour**

### **January 2025**

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## Rationale

At Darlinghurst Academy we promote an inclusive culture; everyone belongs. Consistency is rooted in kindness and visible reliability is achieved through relentless and key-stone routines with a strong emphasis placed on Learning and Life Skills and active contribution. As a result, children play an important role in academy life, following the Darlinghurst Direction and the 3 rules: to be ready to learn, to be respectful in our relationships and to be safe.

Our academy values, A-E, which are translated into our actions, are a central part of our day-to-day life. The culture and ethos at Darlinghurst Academy ensure positive relationships, built on trust. Staff act as role models, promoting the highest standards of behaviour and know that their own body language, tone of voice and interactions are key in modelling this behaviour.

This policy has been written in accordance with statutory guidance from the DfE. [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Roles and responsibilities of staff

- establish a calm, purposeful environment
- ensure everyone feels safe and secure, supporting emotional health and well-being
- show mutual respect
- improve social and emotional literacy, developing skills in self management, awareness, social skills and decision making
- enhance children's self-esteem, confidence and resilience
- provide consistency and structure
- provide a learning environment that stimulates each individual and inspires them to be their very best
- provide a working relationship between staff, parents and pupil
- develop Learning and Life skills to support managing feelings and behaviour
- believe in the principles of equal opportunity and value cultural diversity
- provide targeted support for those children who find it difficult to follow behavioural expectations
- show zero tolerance toward bullying (on and off-line) and/or violence, sexual harassment, child-on-child abuse, racism or sexism or any form of discrimination against any member of our community

Behaviour throughout the academy is the responsibility of all staff. Skills workshops are linked to aspects of the academy's Excellence Framework and Relational Practice, including "spotlights" on behaviour. The pillars of consistency are expected and any inconsistencies are addressed to maintain the positive behaviour and culture.

## Roles and responsibilities of pupils

- show respect, courtesy and consideration for others recognising the rights of all
- be an active learner and a great talk partner
- follow instructions and routines and make them a habit
- use self-management and awareness skills, including showing a sense of others
- improve social skills and decision making
- engage in restorative conversations and reflection

- use self-regulation and/or co-regulation strategies
- respond to additional support, engaging in teacher's choice/consequences
- engage in personal support plans, following their compass sheet (if needed)
- respect other people's property
- use positive language knowing that derogatory language is harmful
- demonstrate fantastic walking, walking on the left when moving around the academy
- show a high level of conduct and courtesy within the community
- show responsibility to the environment including ecological awareness
- manage own feelings and use the zones of regulation to help them

Blue	Green	Yellow	Red
Sad Sick Tired Bored Moving slowly	Happy Calm Feeling okay Focused Ready to learn	Frustrated Worried Silly/Wiggly Excited Loss of some control	Mad/Angry Mean Terrified Yelling/Hitting Out of control

### Parental Involvement

Darlinghurst Academy views education as an essential "partnership" between the academy, pupils and their parents. Involvement of parents in personal development and managing feelings and behaviour is key to support and change. We celebrate achievements and share positive messages via postcards, proud to be me and informal communication. In addition we ask parents to remain vigilant regarding the use of social media and to recognise the impact that its use, outside of the academy, has on behaviour within the academy, including child-on-child abuse and sexual violence and harassment.

### A Culture of Certainty and Consistency - Promoting Positive Behaviour in the classroom

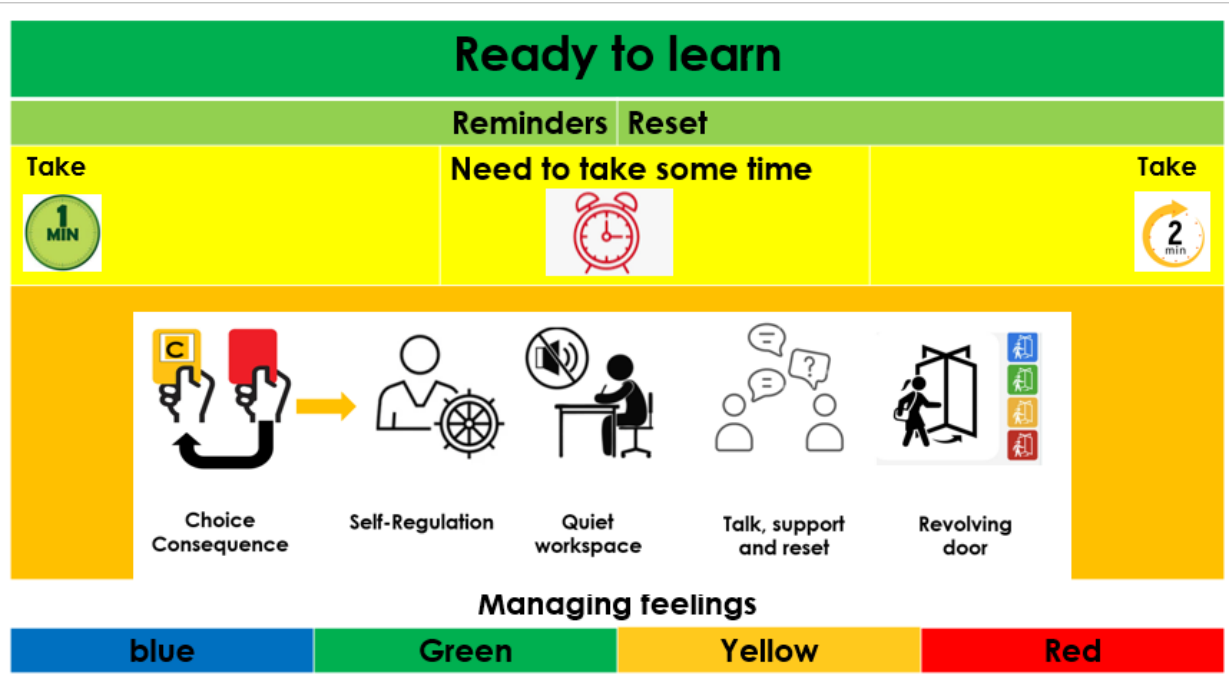
Classroom environments support children's learning, wellbeing and behaviour. Environments are calm and conducive, well-ordered, uncluttered and welcoming. Routines maximise learning time and silent behaviour signals setting clear expectations for all.

Positive relationships are fostered between staff and children so that trust is built and responses to behaviour is calm and deliberate, narrating the positive and giving value to praise, supporting children's individual needs.

The Darlinghurst Direction is shared with children at the start of the academic year and during weekly assemblies and referenced throughout. Children act as role models and support others with their behaviour and are given positive recognition and/or house points.

Children and staff know and respond to explicit actions for consistency. Verbal reminders, redirection, rehearsal and reset are used to maintain standards and expectations.

Everyone knows what 'Ready to Learn' looks and feels like. Support is given via reminders and time, when needed, to be ready and to "feel Green." Time is provided in simple steps: one minute, two minutes, take some time to reset (on own) with consequences or choices made proportionate to the situation and within the four choices/consequences. If further help or intervention is needed this is provided via the Anchor Room or Marina.



*We recognise that all behaviour is a way of communicating. Understanding what a child is trying to communicate through their behaviour helps staff to respond in a warm but firm manner. 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?"*

At Darlington we support children to develop social-emotional skills including mediation. Mediation can involve peer mediation, including support from peer mentors, or members of staff. Playground fallouts or incidents are discussed and investigated by the Behaviour Support Manager to ensure that responses and actions are proportionate.

At Darlington, we recognise the need to respond to heightened emotions and behaviour with deliberate calm.

### Personal Support Plans – Compass Sheets

Where needed, a specific and individually tailored Personal Support Plan (Compass Sheet) is put into place, which is created, agreed and monitored through communication with the Inclusion Leader, class teacher and child, alongside the academy's Pastoral Support Team. Parents are also well informed. Compass sheets provide direction, triggers, motivation strategies, and people identified as to who is able to support the child in being "ready to learn" or to manage their feelings.

### **Dealing with more serious breaches**

Where a pupil's behaviour or actions has caused harm or the need for immediate intervention, actions may, rarely, lead to an internal isolation, if necessary. This will be dealt with by the Pastoral Support Team and the Senior Leadership Team. (SLT).

If an incident is considered sufficiently serious by the member(s) of staff investigating, parents/carers of all children involved will be contacted to discuss as soon as possible, usually on the same day. As a result of the investigation further consequences may be considered.

On rare occasions, it may be necessary to use reasonable force (see section on Power to Use Reasonable Force below) to restrain a child to ensure the safety and well-being of the child, their peers, members of staff or property; this will only ever be used as a last resort.

At Darlington we promote kindness and other personal attributes (personal Rainbow words) and for children to be good citizens. We teach and support children to know that hurting others physically or emotionally causes harm, whether intentionally or unintentionally. Positive play is encouraged and "play fighting" discouraged and addressed. We support children to achieve an amicable resolution or to seek an adult's support. We are committed to showing children that there are other ways to resolve conflict and reach a resolution.

### **Physical and verbal assault is not tolerated.**

Where a pupil makes an accusation against a member of staff, and that accusation is shown to be malicious, the Principal may choose to sanction the pupil in accordance with the policy. Please also refer to our Safeguarding and Child Protection Policy for further information. The Principal will also consider the pastoral needs of staff who have been accused of misconduct.

### **Suspensions**

Rarely, we may need to consider:

- Internal isolations
- Short term suspension for a fixed period;
- Managed move to another school in accordance with the Local Authority's protocol;
- Permanent suspension.

### **Internal isolations**

Triage is the first response and support is given. Should a serious breach lead to an internal isolation this will be overseen by a senior member of staff under the direction of the Principal. Parents/carers will be invited to attend a meeting to discuss actions. A compass sheet will be used to provide personal support and agree actions going forward. A series of internal isolations may result in a fixed term suspension.

### **External suspensions**

While the academy will take all reasonable steps to meet individual needs and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the well-being and learning of others. Any suspension is seen as a last resort, after all other attempts to modify behaviour, and adjustments within the academy, to meet the needs of the child, have failed.

Following a suspension parent(s)/carer(s) and pupils will be invited to meet with the Principal and/or a member of the academy's SLT to discuss the circumstances that led to the child's suspension.

If the Principal decides to suspend a child, to secure the well-being and entitlement of other children and staff within the academy, this will be carried out in accordance with DfE guidelines.

*It should be noted that no member of staff, other than the Principal, can suspend a pupil from the academy.*

### **Mobile Phones**

Where children do bring phones in to the academy they are expected to place these in the safe keeping of their teacher at the start of the day and collect them again at the end of the school day. Failing to do this may result in the confiscation of the phone with collection arranged at the end of the day.

In order to safeguard our children, pupils and parents are not permitted to use their mobile devices anywhere on academy premises.

### **Use of social media**

We ask that parents remain vigilant regarding the use of social media outside of the academy and to recognise the impact that its use has on the behaviour of pupils within the academy. Children are taught about on and off-line safety, consent and choices.

Guidance from "Discipline in Schools - Teachers' Powers (Behaviour in Schools, DfE 2022)" and "Power to use Reasonable Force (Behaviour in Schools, DfE 2022)" are also taken into consideration in our approach to serious incidents.

### **Review**

This policy will be reviewed at least annually. Next review: September 2026