



Behaviour Policy 2024

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Prepared by:	Deputy Head Teacher
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Date Adopted by Governing Body:	

SCHOOL ETHOS

At Durham Lane Primary School, we aim to maintain a secure, caring and stimulating community in which children are encouraged to have respect for themselves and each other. Through quality teaching and learning, children are given the opportunity to develop individuality and responsibility as well as being challenged to achieve their full potential.

We believe it is important that we develop the whole child, nurturing the academic, physical, creative, spiritual, aesthetic and social aspects equally. Self-discipline and acceptable codes of behaviour are valued and promoted.

We see our school as being at the heart of our community and we encourage children to value and celebrate the diversities they encounter in this community and the wider world. We also try to promote individuality and encourage our pupils to recognise and understand the importance of being a citizen in modern day Britain.

AIMS

We believe all pupils at Durham Lane Primary School have a responsibility to:

- Work to the best of their ability;
- Show, through their behaviour and their language, respect and consideration for teachers, support staff other pupils and any other adults;
- Take proper care of books, equipment and the school environment generally;
- Accept and support the school's discipline policies and norms of behaviour.

We believe all adults have a duty to:

- Be friendly, caring and courteous towards the children and each other;
- Be prepared to greet children and acknowledge their greeting;
- Treat children as individuals, fairly, equally and with respect;
- Avoid stereotyping certain children as being "naughty";
- Create and sustain a positive, happy, secure environment;
- Have clear, concise guidelines for behaviour in the classroom;
- Make sure the children understand the school rules;
- Arrive early and begin lessons on time;
- Keep everyone fully occupied by providing work which is interesting, stimulating, differentiated, appropriate and set within achievable timescales;
- Praise good behaviour and share examples of good behaviour with other children.

To learn well, we believe children need a calm and purposeful working environment.

We aim to:

- Plan and organise the classroom so as to minimise the opportunities for disruption;
- Continually observe or 'scan' the behaviour of the class;
- Be aware of and control our own behaviour, including stance and tone of voice;
- Model the standards of courtesy we expect from pupils;
- Make sparing and consistent use of reprimands by being firm rather than aggressive;
- Criticise the behaviour not the person;
- Be fair and consistent;
- Avoid sarcasm and idle threats;
- Avoid whole group punishments.

PARENTAL/CARER INVOLVEMENT

Parents and children are reminded of the behaviours expected through the Home-School Agreement issued to new pupils and there is constant reinforcement of the expected behaviour of the children in the everyday life of the school.

INCLUSION

Durham Lane Primary School welcomes children who, for whatever reason, are disadvantaged by their personal circumstances. There are some children in our school with complex social, emotional or behavioural needs. For the vast majority of our pupils, the guidelines that follow are appropriate, but there are a very small number for whom a different approach is necessary and we will endeavour to make reasonable adjustments in partnership with these children, their parents and any outside agencies involved. However, we believe **all** our children have a right to expect a well-ordered, caring environment conducive to learning. This right can only be provided where all individuals accept their obligation to our rules, ethos, and, in particular, to each other.

RULES

As well as classroom rules which are compiled by each class during PSHE lessons, we have a set of Golden Rules which the children know they must follow. These rules are regularly revisited by staff in assemblies and are displayed around the school

The Golden Rules are as follows:

- We work hard – we don't waste our own or other's time;
- We listen – we don't interrupt;
- We are gentle and good friends – we don't hurt others or make people sad;
- We are always polite – we don't forget our manners;
- We are honest and take responsibility for our actions – we don't cover up the truth;
- We look after our school and everything in it – we don't spoil or break things.

In addition, each year, the School Council generate playtime and lunchtime rules which they feel need to be put in place. These are displayed around the school.

REWARDS AND SANCTIONS

At Durham Lane Primary School, we feel it is much better to place emphasis on the positive aspects of behaviour. We prefer to use praise and reward to recognise children's achievements and efforts, rather than punishing them.

REWARDS

- All members of staff, including ancillary staff and lunchtime supervisors, award team points and give stickers for good work, behaviour, manners, helpfulness etc.;
- Positive comments are written on children's work;
- Recognition is given, for successes of different kinds, in our Celebration Assembly through weekly certificates and bookworm of the week certificates from teachers and teaching assistants;
- All teachers welcome opportunities to praise individuals for good work or good behaviour;
- Individual teachers have their own reward systems to encourage groups of children, such as star charts, sunshine charts, Dojo points etc;
- Children may be sent to other classes, their previous teacher, Team Leaders, the Head Teacher, or the Deputy Head for praise.

GOLDEN TIME

This is a period of time (20-30 minutes) given to each class within the week where the children may choose an activity they like doing. At the end of each half term, there is a Golden Time draw where each child, who has not lost any Golden Time, has the opportunity to be drawn from "a hat". The children, who are drawn out, then choose a prize and are awarded with a special golden sticker.

If the child's behaviour has been unacceptable, they lose some of their Golden Time. This time is lost in 3 minute divisions up to a period of 9 minutes. (In Year 5 and 6 the divisions are 5 minutes). The child then watches everyone else in the class having Golden Time, for the length of their lost minutes, whilst thinking about the reasons they lost the minutes and how they could behave differently if the same situation arose again. Older children may be asked to write down what they have done wrong, what they should have done and what they will do in future.

Any child who loses Golden Time is automatically taken out of the Golden Time draw.

Extreme behaviour, such as swearing, disrespectful or impolite behaviour to an adult, deliberately hurting another child, fighting, frequently disrupting the learning of others, the purposeful destruction of school property or bullying will result in the loss of all golden time This behaviour will be reported to the Head Teacher who may decide on further sanctions.

DISCIPLINARY PROCEDURE AND SANCTIONS

This is the procedure adopted by the school in dealing with unacceptable behaviour. Parents are encouraged to come into school to discuss the problems and possible solutions whenever staff or parents feel concerned.

The primary responsibility for discipline lies with the member of staff concerned and, in the first instance, is to be dealt with by them. Depending on the type of behaviour, the following **classroom** sanctions will be applied:

- Verbal reprimand;
- Use a punishment to fit the 'crime' i.e. cleaning up if child has made a mess;
- 'Time out' in a specified area;
- Being removed from their peers by sitting separately in class / another class;
- Withdrawal of privilege (golden time, break time, lunch time) or standing on a given spot in the playground.

Persistent bad behaviour or behaviour deemed to be of a more serious nature, such as bullying will also result in:

- Referral to Team leader;
- Referral to Deputy Head;
- Referral to Headteacher.

Parents will be involved as and when the class teacher/Head Teacher deems appropriate and an individual behaviour record book may be set up at any time.

Further action could include:

Referral to outside agencies e.g. Psychological Services, Educational Social Work support (ESW);

Failure to improve, may result in the child being excluded, although this is always seen as a last resort. For all exclusions the Local Authority and Governing Body Guidelines will be followed.

SUSPENSIONS/EXCLUSIONS

The school works within Stockton LA policy and guidance for Exclusion Procedures. The Local Authority work with the 2024 DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England- see link <https://www.gov.uk/government/publications/school-exclusion>. It is stated in this document (pg. 11) 'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'

Suspensions/exclusions are extremely rare in Durham Lane Primary School and it is hoped that the measures outlined above will be adequate to ensure appropriate work and behaviour in our school. However, should behaviour be deemed unacceptable and not adhering to this policy, suspensions/exclusions may be considered and the Headteacher retains the right to suspend pupils at any time, according to the agreed procedures.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate, may be considered for suspension/exclusion.

This may also include pupils who frequently disrupt the learning of others because their behaviour does not follow the school rules.

Serious physical violence towards other pupils and members of staff, bringing smoking or vaping materials to school, onto the school grounds or near the school site, or risking the safety or the wellbeing of staff or pupils by bringing onto the school premises any form of offensive weapon or item which could be used in such a manner, may face serious consequences which may include a suspension or be grounds for exclusion.

Internal Exclusions

Sometimes a pupil may be internally excluded which may range from a short period of time spent away from their peers, to spending a whole day away from them. This would be for demonstrating behaviours which are not in keeping with our values and not following the school rules. If a pupil is going to be internally excluded for more than one lesson, parents and the child will be notified of this the day before, wherever possible. Appropriate work will be provided for the pupil to complete. Failure to complete work or meet behaviour expectations whilst being internally excluded, will result in further sanctions such as longer internal exclusion, external exclusion/suspension or ultimately, permanent exclusion.

Suspensions

A suspension will be the sanction for serious one-off incidents such as physical assault or verbal abuse directed at a member of staff or another child. Suspension may also be used as a response to an accumulation of incidents and persistent disruption to the learning in our school. Any act in public that brings Durham Lane Primary School into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in suspension or permanent exclusion.

Permanent Exclusions

Permanent exclusions will only be used as a last resort or if serious breaches of the school's behaviour policy have taken place. Included in this definition would be pupils who have risked the safety or the wellbeing of staff or pupils by bringing onto the school premises any form of offensive weapon or item which could be used in such a manner.

TEACHERS' POWERS

Although staff in our school aim to promote good behaviour through positive means, we believe that all paid staff have the following powers:

- To discipline pupils whose behaviour is unacceptable, who break the school rules or who purposefully fail to follow given instructions;
- To discipline pupils at any time they are in school or elsewhere in their charge;
- To use reasonable force to stop a child from injuring themselves or others (see paragraph below);
- To search for banned items, such as mobile phones and confiscate any which are found. Any searches undertaken, must be carried out in the presence of a senior member of staff and any confiscated items must be collected by the child's parent or guardian;
- To respond to bad behaviour (non-criminal) which occurs beyond the school gates when the pupils are wearing school uniform or have been identified as a pupil of the school. Parents will usually be informed of these instances.

USE OF REASONABLE FORCE

At Durham Lane School, we believe that it is part of our duty of care to ensure that our pupils are safe at all times. In extreme circumstances, when a member of staff has used their professional judgement and feels there is no other option, reasonable force may be used to control, or restrain, a pupil who they consider is endangering themselves, or those around them. School staff will always try to avoid acting in a manner which may cause injury and reasonable force will only ever be used as a last resort.

Most members of staff have had Teamteach training and have received training about de-escalation strategies as well as physical restraint and incidents which require physical restraint, remain low at Durham Lane.

Examples of times when reasonable force might be used are as follows:

- When removing a disruptive child from the classroom where they have refused a direct instruction to leave and where they are behaving in a manner which is likely to harm themselves or someone else;
- When preventing a pupil from behaving in a way which would disrupt a school event or trip;
- When preventing a child from leaving a classroom or the school building, where leaving could put the pupil at risk or would disrupt others;
- When preventing a pupil from attacking a member of staff or another pupil;
- When stopping a fight in the playground;
- When restraining a pupil who is at risk of harming themselves.

Staff may use active physical contact such as leading a child from a room by the arm or physically holding back a pupil who may be about to attack another child or a member of staff. Passive physical contact may also be used such as standing between pupils or blocking a pupil's path.

Any incidents of use of reasonable force will be recorded on CPOMS and reported to the Head teacher. Parents/carers will also be informed of what has taken place and will be invited to discuss the incident with the staff involved and with the Head Teacher.

Specific plans/ risk assessments may be set up between school and parents when a pupil has a recognised behaviour problem. This plan will include what will happen when the child misbehaves, what triggers this behaviour and how parents will be informed if any force needs to be applied. If physical restraint were deemed to be necessary, staff have already undertaken TeamTeach training and will take part in refresher courses as required.

TIME OUT ROOMS

The Rainbow Room, at the end of the Early Years corridor, The Learning Zone and The Hub, may be used as time out rooms if necessary. These are safe rooms and children can be taken to these rooms to time out or to calm down where necessary

PLAYGROUND BEHAVIOUR

LUNCH TIME BEHAVIOUR

Lunchtime supervisors are employed to oversee the lunch hour, supervising the lunches, the playground and the buildings to ensure the safety of the children.

LUNCHTIME SANCTIONS

- Verbal reprimand;
- Time out standing on a coloured spot;
- Being taken in to sit in the hall until a member of SLT speaks to the child;
- Minor incidents *will* be reported to the classroom teacher who will then take the appropriate action;
- Major incidents must be reported to the Head Teacher (i.e. as 'Extreme behaviour' above, swearing, disrespectful or impolite behaviour to an adult, deliberately hurting another child, fighting or bullying)

Continuous bad behaviour or serious incidents may result in lunchtime exclusions at the discretion of the Headteacher.

PLAYTIMES/LUNCHTIMES

KS1 and KS2 children have playtime at 10:40am and lunchtime at 12:00 until 1:00PM. In addition KS1 have a ten minute playtime at 2:15pm (although this time may vary to accommodate curriculum activities such as PE). EY have flexible outdoor times as part of the outdoor provision, and have flexible lunchtimes between 11:30 and 1PM to allow teaching staff to have a lunch break.

PLAYTIME BEHAVIOUR

Children are expected to observe the playground rules. These have been generated by the School Council and are displayed around the school. Children who persistently ignore the rules or who are involved in a serious incident will be dealt with by the Team Leader, Deputy Head teacher or Head Teacher, depending on the severity of the misdemeanour. Any serious behaviour issues will be recorded on CPOMS and parents will be informed.

BALL AREA

There is a timetable for the ball area, which is always in use unless the weather makes it unsafe.

PLAYGROUND TOYS

There are a range of toys available **at playtimes** for all to enjoy. The Year 5/6 Sports' Leaders are responsible for bringing out and tidying these away each day. In addition, we have "Team-building Wednesdays" (organised and ran by a TA at lunchtimes) and "Musical Fridays" to keep the children engaged in play or movement.

PLAYGROUND LEADERS/SPORTS LEADERS

These children are from Year 5 and Year 6. The children are trained to lead and play a range of games at lunchtimes. They work in teams and any problems are reported, in the first instance, to the Lunchtime Supervisors. Any persistent offenders or any difficulties that the children have when carrying out their Playground Leaders duties, are reported to the PE lead or the Deputy Head teacher.

The Y6 pupils (on a rota basis), help in the EY playground at lunchtimes. They play with the younger children and help them to socialise and share games/toys.

END OF PLAYTIME/LUNCHTIME

Playtime lasts 15 minutes and there are always at least four members of staff supervising the children at these times. In addition, there are lunchtime supervisors who look after the children at lunchtimes and they are advised about our playground rules so that consistency of approach to behaviour is adhered to.

The children are aware that the first sound of the bell denotes the end of playtime and they stand still. They are expected to walk and line up sensibly on the second bell.

They line up in teams and coloured spots denote where they will stand.

Teachers are expected to collect their class from the playground promptly.

Lunchtime supervisors must not leave the children until the teachers are present on the playground.

Reviewed June 2018

Changes made:

Pg 3 Raising Achievement and Performance Team (RAPT) **removed**

Pg 4 Name will be put into the lunchtime incident book **–removed**

- Child will then stand outside the staff room door. Parents will be informed by letter if their child's name appears in the book 3 times in a term **removed**
- Being taken in to sit in the hall until a member of SLT speaks to the child- **added**
- will be put in the playtime incident book. This book will then be passed to the Deputy Headteacher who will deal with the incident appropriately. Parents will be informed by letter if their child's name appears in the book 3 times in a term **–removed**
- Children who persistently ignore the rules or who are involved in a serious incident will be dealt with by the Team Leader, Deputy Head teacher or Head Teacher, depending on the severity of the misdemeanour- **added**
- Any serious behaviour issues will be recorded on CPOMS and parents will be informed **added**
- Their job is to help others who are lonely or sad and to encourage them to join in and this happens **at playtimes only**. Buddies will enlist the help of a teacher if a problem is too difficult for them to handle themselves- **removed**
- The children are trained through Stockton's Sport Partnership, to lead and play a range of games at lunchtimes. They work in teams and any problems are reported, in the first instance, to the Lunchtime Supervisors. Any persistent offenders or any difficulties that the children have when carrying out their Playground Leaders duties, are reported to Class 5's teacher or the Deputy Head teacher- **added**
- Some members of staff have had Teamteach training- **added**

TIME OUT/ SECLUSION ROOM

The Rainbow Room at the end of the Early Years corridor may be used as a seclusion room, if necessary. If this room is to be used, a behaviour plan and risk assessment will have been carried out and it will only be used in accordance with these documents and/or as a last resort. This is a safe room and children can be taken to this room to time out or to calm down where necessary- **added**

Reviewed September 2018

Changes made:

- Pg 3 Removed isolation and replaced with "Being removed from their peers by sitting separately in class".
- Pg 3 changed Some members of staff to All
- Pg 4 removed seclusion and put in time out

Reviewed September 2020

Changes made:

- Pg 3 added "The Head Teacher has introduced a Head Teacher recognition award. Each classroom has a designated area where a sign is displayed. The teacher writes the name of a child, who deserves recognition for work or behaviour, on a post-it which is placed on the sign and the Head Teacher then gives praise and stickers to this child when she visits the classroom;"
- Pg 3 removed "If a child loses more than 9/15 minutes golden time they will lose the next playtime of the day and complete a behaviour record (which can be found in the photocopying room)."
- Pg 4 removed "resulting in completion of a behaviour report." although this is always seen as a last resort."
- Pg 4 added "
- Pg 5 removed "through Stockton's Sport Partnership.
- Pg 5 Covid 19 paragraph added

Reviewed November 2021

Changes made:

Page 3 added-The child then watches everyone else in the class having Golden Time, for the length of their lost minutes, whilst thinking about the reasons they lost the minutes and how they could behave differently if the same

situation arose again. Older children may be asked to write down what they have done wrong, what they should have done and what they will do in future.

Page 4 added- Members of staff have had Teamteach training and, should the need arise to apply more forceful physical constraint, they would be retrained. However, incidents which require physical restraint, remain low at Durham Lane.

Page 4 added - EXCLUSIONS

Exclusions are extremely rare in Durham Lane Primary School. However, should behaviour be deemed unacceptable and not adhering to this policy, they may be considered.

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion.

Serious physical violence towards other pupils and members of staff may also be grounds for exclusion.

The school works within Stockton LEA policy and guidance for Exclusion Procedures. The Local Authority work with the 2017 DfE Statutory Guidance on Exclusions from schools (and Changes to the school suspension and PEX process due to Covid restrictions) see link <https://www.gov.uk/government/publications/school-exclusion>.

Page 5 added- If physical restraint were deemed to be necessary, staff have already undertaken TeamTeach training and would take part in refresher courses.

Added: or if it is being used to isolate a particular “bubble” due to Covid 19.

Page 6 added- There are a range of toys available **at playtimes** for all to enjoy. The Year 5 children are responsible for bringing out and tidying these away each day. When “bubbles” are in operation, playground toys cannot be used due to safety reasons.

Page 7 removed-These are now staggered to avoid bubbles mixing. Key Stage 1 and Year 3 have playtime at 10:15 and go into the hall for their lunch at 12:00 where they have to stay until 12:20/12:25. They return to their classrooms for 5 or 10 minutes then stay on the playground until 1:00pm. Year 4,5,6 have playtime at 10:40 and go out onto the playground at lunchtime until 12:25/12:30. They stay in the hall until 12:50 and then return to their classrooms, spending 10 minutes watching DVDs, drawing etc. whilst their teacher supervises them.

Page 7 added- EY have flexible outdoor times as part of the outdoor provision, but have lunchtime between 12:00 and 1PM to allow teaching staff to have a lunch break.

KS1 and KS2 children have playtime at 10:40am and lunchtime at 12:00 until 1:00PM. In addition KS1 have a ten minute playtime at 2:15pm (although this time may vary to accommodate curriculum activities such as PE).

If there are high incidences of Covid-19, these times may be reviewed as the children may need to be in “bubbles” to avoid cross-infection.

Reviewed November 2022

All covid restrictions removed.

Reviewed November 2023

Pg 3 Head Teacher reward removed; Dojo points added

Pg 4 exclusion link changed to 2023 update

Pg 5 All mention of Teamteach training removed

Pg 6 paragraph about sports leaders removed

Pg 6 Lunchtime for EY changed

Reviewed September 2024

Pg 4 Changed 2023 DfE Statutory Guidance on Exclusions from schools to 2024 DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.

Pg 5 Changed from “Some members of staff have had Teamteach training and, should the need arise to apply more forceful physical constraint, they would be retrained. However, incidents which require physical restraint, remain low at Durham Lane.” to “Most members of staff have had Teamteach training and have received training about de-escalation strategies as well as physical restraint and incidents which require physical restraint, remain low at Durham Lane.”

Pg 6 Removed- "If these rooms are to be used, a behaviour plan and risk assessment will have been carried out and it will only be used in accordance with these documents and/or as a last resort."

Pg 6- Added- In addition, we have "Team-building Wednesdays" (organised and ran by a TA at lunchtimes) and "Musical Fridays" to keep the children engaged in play or movement.

Pg 6- changed from "Class 5 teacher" to "PE lead"

Pg 6 changed from "there are always at least **two** members of staff supervising the children" to there are always at least **four** members of staff supervising the children."