

**Darley & Summerbridge Primary School Federation**

**Behaviour Policy**

**Rationale**

**We believe at both Darley & Summerbridge Primary Schools Federation that all children should feel happy and secure in an environment which promotes positive attitudes and behaviour. All staff in the school aim to ensure that these common goals are achieved through prompt, careful and sensitive handling of any issues that may arise. It is important for all children, staff and parents to share the same expectations of acceptable behaviour.**

# Our aims and objectives are:

* to encourage all children to adhere to an agreed set of principles of behaviour
* to support effective teaching and learning in the school through a calm and purposeful learning environment
* to support and contribute to mutual respect (Buddy system supports this)
* to ensure everyone is committed to promoting a positive approach towards good behaviour
* to encourage to make positive choices about their behaviour to ensure that children understand the consequences of their behaviour to themselves and others.

To enable this policy to be effective it is important for the adults and children to have agreed standards of what is acceptable behaviour at school.

**At Darley** we define ‘behaviour management’ as:

the **promotion of positive behaviour** ie behaviour which follows the Radley Code and therefore contributes to a happy, safe and effective environment. We **discourage negative behaviour** ie behaviour which breaks from the Radley Code.

**The Radley Code:**

**E: excitement =** to create excitement in our learning.

**F: friendship =** to show friendship to all members of our school community

**H: happiness =** to show happiness in our learning and in our school

**C: co-operation=** to work with each other in our school

**D: determination =** to try our hardest in everything we do

The Radley Code is used as our reference point when referring to behaviour:

**positive behaviour** follows some or all of the points in the Radley Code and therefore is praised and promoted;

**negative behaviour** is discouraged because it deviates from the Radley Code in such a way as to undermine our school values.

**At Summerbridge** we define ‘behaviour management’ as:

the **promotion of positive behaviour** ie behaviour which follows the CHAMP Code and therefore contributes to a happy, safe and effective environment. We **discourage negative behaviour** ie behaviour which breaks from the CHAMP Code.

**The CHAMP Code**:

**C: Co-operative leaners**

**H: Happy to ‘Give it a go’**

**A: Attentive**

**M: Make the most of our mistakes**

**P: Persistence**

The CHAMP Code is used as our reference point when referring to behaviour:

**positive behaviour** follows some or all of the points in the CHAMP Code and therefore is praised and promoted;

**negative behaviour** is discouraged because it deviates from the CHAMP Code in such a way as to undermine our school values.

Both the Radley Code and the CHAMP Code correspond with the National Curriculum Values, Aims and Purposes and the Five Key Outcomes in Every Child Matters.

As such, this policy is as concerned with praise, rewards and encouragement as it is with sanctions.

# Code of conduct

* children need to be responsive to other people’s points of view
* children need to interact appropriately with others in order to facilitate a purposeful learning environment
* children need to be polite and show respect to everyone within the school
* children need to be aware of the whole school environment and behave appropriately within it
* children need to be respectful of property and belongings
* children need to follow rules and instructions
* adults set a good example of positive behaviour

**Classroom Incentives**

Each class has its own approach, related to the ages and development of the pupils, to promote good behaviour during lessons.

# Positive Behaviour Rewards

**We consider it is important that praise and rewards should have a considerable emphasis within school and pupils achieve recognition in their school life.**

Children at both schools need to adhere to our code of conduct and show a willingness to contribute to the whole school approach of positive praise. Both formal and informal rewards are given within a wide range of contexts and situations.

Rewards offered to the children which include:

* CHAMP stickers at Summerbridge School
* At Darley Primary School, we recognise different levels of reward; they all act as **incentives** to continue or (for others) to follow and as tangible means to recognise, appreciate and **praise** behaviours which exemplify the Radley Code.
* class sticker charts .
* Verbal praise and feedback.
* Whole school rewards which may include an extension to a school activity.
* Certificates are handed out during Monday assemblies to individuals who perform particularly well in relation to the Radley/CHAMP Code. These individuals are recognised through the whole school and their photos are displayed for the forth-coming week and included in the Headteacher’s weekly newsletter to parents.
* At Summerbridge The William Hardcastle Charity cup is annually awarded to individuals for positive contributions towards school life and the progress cup is annually awarded for progress relative to the child’s starting point.

**Individuals, Groups and Classes rewards**

* Individual stickers, stars and small prizes.
* Groups may be rewarded in a similar way to individuals.
* Classes may be rewarded Privilege Time if they have achieved a particular target in the week;
* Privilege Time is a period of time spent on an enjoyable activity eg sport, art.

**Social and Emotional Aspects of Learning (SEAL**)

Social and emotional aspects of learning are qualities and skills which help us to manage life and learning effectively. There are five social and emotional aspects of learning:

self-awareness

managing feelings

motivation

empathy

social skills

It is important to develop these aspects of learning as doing so underlies almost every aspect of our lives, including how we behave. The five aspects enable us to learn effectively, get on with others and be responsible citizens.

**The Use of ‘Holding to Care’ in School (HtC)**

* All staff in both schools have been trained in HtC to be used with pupils but only in very exceptional circumstances.
* We will always seek to defuse any potentially aggressive or dangerous situations without the use of such physical intervention.

This policy does not authorise the use of physical intervention as corporal punishment nor is physical intervention encouraged in any way. There may be circumstances where it is necessary to physically assist pupils – eg after a fall in the playground, a disabled child tackling stairs or the toilet, a child requiring support for a more difficult PE movement, a music teacher demonstrating how to hold an instrument or a member of staff assisting a pupil in adventurous outdoor activities. This policy is not intended to cover such physical contact and staff will always be aware that any such contact can be misconstrued by pupils and parents.

**This policy allows for the holding to care of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the force absolutely necessary to prevent injury to the pupil or any other pupils or member of staff, to prevent a pupil causing damage to property or behaving in a manner which is severely disruptive of pupils’ work, or to prevent a pupil committing a crime.**

The physical intervention used must be appropriate in the sense that a “reasonable adult” would think it a proportionate or suitable response in the circumstances. It should always be the last

resort and in no circumstances be used in anger or to inflict pain. **Any physical intervention used must always be the minimum needed to address the situation.**

Any use of physical intervention must always be reported to the Headteacher and where possible, the parents will be notified before the child gets home. If that proves impossible, the parents will be notified as soon as is possible. The name of the pupil and staff concerned and details of the incident will be logged in school.

In the event of a complaint, issues should be raised initially with the Headteacher. If parents do not feel satisfied with the responses, issues should be taken to the Governing Body Complaints

Committee. (refer to the Complaints Procedure)

All responsible adults will be made aware, as part of their induction, of the professional response that is expected in the school in relation to behaviour of pupils.

**Exclusions**

In exceptional circumstances our schools may be required to take the action to exclude a child. In this situation both schools follow the DfE & NYCC guidance on Exclusions which are available online:

<https://www.northyorks.gov.uk/exclusion-pupils>

<https://www.gov.uk/government/publications/school-exclusion>

**Monitoring**

This policy will be kept in the school office

This policy will be reviewed every two years by the Federated Governing Body of both Darley

& Summerbridge Primary Schools Federation.

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Signed Head teacher

Date adopted by Governing Body 12.05.21

Review due 01.10.2024