



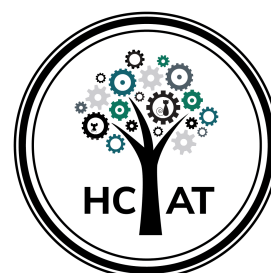
DARTON
PRIMARY SCHOOL

Aiming high, working hard, achieving together.

Behaviour Policy

Date Written: July 2025

Next Review: July 2026



This policy is based on positive relationships and built on respect and parent partnership. Promoting positive behaviour is the responsibility of the whole school community. We believe that pupils make the best progress when home and school work together.

At Darton Primary School we believe that positive behaviour and a positive climate for learning are essential foundations for an effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.

Our philosophy for a safe and happy school is based on the fundamental British values:

- **Democracy**
- **The rule of law**
- **Individual Liberty**
- **Mutual respect and tolerance of different faiths and beliefs**

And this is underpinned by our School Values of:

- **Honesty**
- **Respect**
- **Kindness**
- **Curiosity**
- **Positivity**
- **Inclusion**

Our Behaviour Policy is designed to:

- Encourage a calm, purposeful, positive and happy atmosphere within the school which promotes positive attitudes and values.
- Ensure a consistent approach to behaviour management throughout the school.
- Develop and deepen pupils understanding of the fundamental British values.
- Develop confidence, resilience and increasing independence and self-awareness so that each pupil learns to take responsibility for their own behaviour and have the skills and knowledge to become responsible and respectful citizens.
- Promote a positive climate and learning culture where achievements at all levels are acknowledged and valued.
- Encourage and establish a strong partnership between parents/carers, pupils and staff in the application of this policy to support the development of positive attitudes and good behaviour.
- Promote an inclusive environment irrespective of gender reassignment, race, religion, belief or sexual orientation.
- To fairly and consistently meet the individual requirements of pupils with additional needs.

We believe that every child in our school has the right:

- **To be able to learn in an environment with minimal disruption**
- **To be respected by all children and staff members**
- **To be listened to and have their opinions considered**
- **To be safe and protected from being hurt and mistreated, physically or mentally**
- **To a high-quality education**

We believe that every adult working in our school has the right:

- **To be able to do their job in an environment with minimal disruption**
- **To set and model clear expectations of good behaviour and positive relationships throughout our school.**
- **To be supported and respected by parents/carers, colleagues and the Headteacher**
- **To be safe and protected from being hurt and mistreated, physically or mentally.**
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Principles:

This Behaviour Policy forms an integral part of our school curriculum and we recognise the need to teach values such as respect, honesty, positivity, compassion and kindness.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values.

Good, clear and consistent management of behaviours within the classroom, outside and around other areas of the school are of paramount importance in establishing good practice of behaviour and discipline within the school. With this in mind, teachers and support staff should aim to:

- Make clear expectations of good behaviour.
- Plan and organise both lessons and the classroom to keep pupils interested and minimise opportunities for disruption. This may require attention to things such as furniture layout, grouping, pupil seating, matching work to ability, pacing lessons well, being enthusiastic and using a sense of humour to create a positive classroom environment and atmosphere.
- Scan and observe the classroom environment continually.
- Know pupils as individuals- their names, personalities, interests and who their friends are.
- Encourage pupils to take responsibility for their own actions and behaviour.
- Model at all times the high standards of courtesy, respect and positive behaviours including stance and tone of voice.
- Emphasise the positive privately and publicly for both work and behaviour
- Use restorative approaches to build, restore and maintain positive relationships.

Practical Strategies:

To support with creating a positive environment for learning, the following strategies will be adopted in school.

- Pupils will be greeted, by name, each morning at the door by a familiar adult who will direct them to their morning task.
- Movement from the playground to the school and around the school should be always done in an orderly manner and be done quietly. Walking around the school should be encouraged to avoid accidents and bring a sense of calm.
- Children will line up outside of their classroom door after breaks and lunchtime in an orderly manner and will be greeted by the class teacher or a teaching assistant who will bring them into the classroom, once calm and ready for learning.
- Play times and lunch time should be calm and pupils will be encouraged and supported to play safely by all adults.
- At the end of the school day, all pupils should be safely seen leaving with a parent/carer, ending the day in the right tone.
- The Senior Leadership and PSA will be visible around the school to ensure that these procedures are operative.

All staff will:

- Meet and greet children at the start of the day with a positive manner and be friendly and approachable
- Be at the door of the classroom to welcome children in from playtime in a timely manner.
- Model positive behaviours and build relationships
- Reward children who are behaving in line with our high expectations
- Always redirect children by referring to our school rules and values
- Be consistent and fair when following this policy and never ignore inappropriate behaviour
- Communicate incidents effectively to class teacher or SLT as appropriate
- Communicate via telephone or in persons to parents for all level 2 behaviours and above and record these conversations on Arbor.
- All staff should record behaviour incidents, which they have dealt with, accurately and in a timely manner using the Arbor system.
- Support pupils with additional needs, including SEMH, using agreed strategies.

Senior Leadership Team will:

- Meet and greet children at the start of the day.
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage the use of positive praise, phone calls, postcards, stickers and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.
- Conduct weekly behaviour audits to identify trends and ensure that all incidents have been followed up in a timely manner.
- Report on behaviour in school to Governor's as part of the Headteacher's Report.
- Ensure that all cases are dealt with in conjunction with Safeguarding Policy, Anti Bullying Policy, Mental Health Policy and SEND code of practice.

Parents/Carers will:

- Ensure that children attend regularly, arrive on time and are collected promptly
- Inform the school of any concerns or problems that may affect child's school work or behaviour
- Speak to school staff regarding issues in a responsible and respectful manner
- Support staff in their efforts to create a caring community which values children
- Support the school's expectations, values and policies
- Encourage children in their learning and offer support at home
- Encourage children to be independent and take responsibility for their actions
- Attend parent teacher meetings and discussions about progress and behaviour

Pupils will:

- Work to the best of their abilities and allow others to do the same
- Treat others with respect
- Comply with instructions of all members of school staff
- Take care of property and the school environment
- Cooperate and show kindness and respect to other children and adults
- Behave in a safe and responsible manner

Rewards and Privileges

We recognise the importance of praise when promoting positive behaviour. Pupils are encouraged through praise and rewards that acknowledge good behaviour and celebrate achievements. Types of positive feedback given to pupils include:

- Darton Points
- Stickers
- Reading reward scheme
- TT rockstar rewards
- Verbal praise
- Attendance rewards
- Written praise in the marking of work
- Displaying of work to build self-esteem – for all children. Wow walls.
- Deployment of responsibilities
- Celebration assemblies – including Pride of Darton, Class Showcases
- Contact with parents/carers
- Senior Leaders postcards/phone calls home

Class teachers can use their own reward systems for other areas, such as 'Star of the Day.'

Darton Points:

Darton points will be given to children as an instant reward when they are following the school rules. Points will be given at the end of every lesson as well as ad-hoc throughout the day by all staff members.

Points can be given for:

- Following school rules (being kind, respectful, etc.) and showing our school values
- Being ready to learn
- Looking after school property
- Good manners
- Using initiative
- Helping others
- Good learning
- Home reading
- Good teamwork
- Weekly homework

Pupils will earn a reward for every 50 Darton points which they earn and will visit the school Prize Shop to redeem their voucher.

Consequences

We also accept that there will be times when the behaviour of our children does not meet our expectations. When this is the case, we will explore the behaviour with each child and ensure it is discussed and remedied using a restorative approach and a suitable consequence as needed. The restorative approach encourages children to take responsibility and find ways to support themselves in the future.

	MINOR	MINOR	MAJOR	MAJOR
	Negative Behaviour Stage 1	Negative Behaviour Stage 2	Negative Behaviour Stage 3	Negative Behaviour Stage 4
Consequence	Behaviour is stopping you or others from learning. This is a reminder to modify behaviour.	Your behaviour continues to stop you or others from learning or is against our school values. There will be a consequence/restorative conversation about the behaviour which will mean missing break time for this to happen.	Your behaviour has stopped you and others in your class from learning or is considered a breach of our policy. There will be a consequence for behaviour and a conversation with SLT or PSA. This MAY result in an internal seclusion dependent on child/context.	Your behaviour constitutes a serious and unacceptable breach of our policy. There will be a serious consequence for behaviour. These may warrant a fixed term exclusion/internal isolation including intervention/strategy to support the pupil. The length/nature of this will be determined by the Head of School.
Recording	Arbor- Level 1 This behaviour does not need to be logged on Arbor as it should be dealt with in the moment.	Arbor- Level 2 Teacher/support staff to log the behaviour on Arbor, conduct the follow up and record.	Arbor- Level 3 Teacher/support staff to log behaviour on Arbor then escalate to SLT/PSA who will conduct follow up, action and record.	Arbor- Level 4 SLT to be notified immediately and will log, investigate, follow up and record incident.
Follow-Up	Class teacher to speak to the child. The aim of the conversation is for the child to understand the effect of their behaviour and for the adult to explore the possible reason for the behaviour. Pupils to be praised if they correct their behaviour.	Class teacher or other adult to hold a restorative conversation at break time to discuss the behaviours and the impact of them. Pupils will be encouraged to reflect upon their behaviours and consider ways that they could act differently in a similar position. Parents may be contacted by the Class Teacher where appropriate.	There should be a conversation between the school adult involved and SLT to agree on a consequence, without the child present. This will take into account the child and the context. SLT to discuss the behaviour with pupils referring to school values and school rules. Parents to be contacted by Class Teacher to be made aware of the behaviour and the consequence. 3+ incidents in a 4 week period will result in a formal meeting with teacher/SLT/PSA/SENDSCO (as appropriate) and parent.	The child will be asked to discuss their behaviour with SLT. SLT will contact parents in this instance and arrange a meeting. Police and other agencies will be notified where appropriate. Seriousness and consequences will be discussed with the child and parents including the possibility of fixed term exclusion when necessary.

If a pupil or parent feels that the measures or consequences in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. There will be some situations where children may move straight to the 3rd stage.

Level 4 Incidents

A serious incident such as bullying, possession of a weapon, racist or homophobic behaviour or theft needs to be reported to a member of SLT immediately. Parents will be informed and appropriate consequences will be issued. If required, exclusion procedures will be initiated in accordance with Barnsley LA procedure. Exclusions are at the discretion of the Head Teacher only.

There is no place for bullying of any kind in our school. These cases will always be fully investigated.

The school follows the Equality Act 2020 to deal with discrimination against specific groups and logs incidents appropriately. It is the responsibility of SLT to report any incidents deemed inappropriate by the school to the relevant authorities. These incidents will be investigated and followed up as a priority. Please see out Anti-Bullying policy for further detail.

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical intervention is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure. Any intervention used will always be minimal and in proportion to the circumstances of the incident. Key staff are trained in Team Teach principles and will apply these techniques if needed. All physical intervention will be recorded and communicated to parents in a timely manner.

Recognising the significance of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability. When incidents of misbehaviour arise, we will consider them in relation to a pupils identified need although we do recognise that not every incident of misbehaviour will be connected to this. Decisions on whether a pupils needs have had an impact on an incident of misbehaviour will be made on a case by case basis. When dealing with misbehaviour from pupils with additional needs, especially where these needs affect their behaviour, the school will balance their legal duties when making decisions about enforcing policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies of practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children & Families Act 2014)

If a pupil has an EHC plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting Consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their additional needs
- Whether the pupil is likely to behave aggressively due to their additional needs.

If the answer to any of these questions is yes, it may be unlawful for the school to issue a consequence for behaviour. The school will then assess if it is appropriate to have a consequence and if so, whether any reasonable adjustments should be made to this.

Pupils New to School:

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Playtime Supervision:

All pupils will be escorted to and from the playground to ensure that playtime is started in a calm manner. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision. If a rule is broken at break or lunch time, staff on duty will deal with the incident accordingly and record it where appropriate but will also ensure that the class teacher is notified of the incident.

Extra-Curricular Activities & Clubs

All pupils are invited to choose from a variety of clubs to enrich their learning experiences. All children attending will be expected to follow the school rules at all times. In the case of severe breaches of these rules, the offer of a place may be withdrawn.

School Trips

In the extremely rare circumstances of pupils' inappropriate behaviour resulting in them being unable to attend planned school trips/visits, due to them posing a threat to the safety of themselves or others, refunds will not be offered and this will be accepted as a consequence of the behaviour. Each case will be decided upon individually according to circumstances and parents will be informed as soon as possible. Children in these circumstances will still be expected to attend school and parents have a legal responsibility to make sure that they do in line with statutory requirements.

Child on Child Abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how "small" they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Managing the incident internally
- Referring to Early Help
- Referring to Children's Social Care or South Yorkshire Police

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline that pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline that pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer LADO) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour including training on:

- The use of proper physical intervention (Team Teach)
- The needs of the pupils at school
- How SEND and mental health needs impact behaviour.
- Behaviour management will also form part of CPD sessions.

Prohibited Items

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to pupils:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images

- Any article which staff reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Internal Exclusion

An internal exclusion is an option the school may use as a last resort to avoid using a fixed term exclusion. This separates the child from their class for the day for both lessons and breaks. The child is educated and time is spent constructively with an adult away from other children for a specified period that is decided by the Head of School.

Fixed Term Suspension

We use suspension as a last resort in school. However, if there is no improvement in the behaviour of the child or if an incident is deemed serious enough then this may lead to suspension. The decision to suspend is made by the Head of School or Executive Leader. Following a fixed term suspension, a member of the SLT will meet with the child and parents as part of a reintegration meeting. During this meeting, a discussion will take place about the school values and how the child can adapt their behaviour in the future.

Permanent Exclusion

The government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe and supportive environment in which pupils can learn and thrive. To achieve this, suspension and sometimes 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. A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Head Teacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

Additional Notes

This policy complies with section 89 of the Education and Inspections Act 2006.

- In line with, the DfE's publication of guidance July 2013- members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- The term 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.
- Force is 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 where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by an arm out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example physical intervention to separate a fight.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Staff **MUST** always notify SLT if physical intervention has taken place and record the incident thoroughly.