



Darlinghurst

ACADEMY

Promoting Positive Behaviour

September 2022

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Rationale

At Darlington Academy, children and staff share a sense of honesty, belonging and mutual respect. Everyone plays an integral role in creating an inclusive culture where commonalities are shared and differences valued and nurtured. Every member of the community feels valued and respected, and each person demonstrates kindness, generosity and integrity; they are treated fairly and well with a sense of justice so that everyone feels safe and secure.

We are a caring and welcoming community, whose values are built on mutual trust and empathy. The academy has high expectations which are commonly understood and applied through routines and habits. This is reflected in the children's positive behaviour, courage, interactions and conduct supported by our curriculum that is carefully designed to enable collaboration.

There is a consistent approach and strong emphasis placed on learning behaviours and active learning. As a result, children play an active role in learning and academy life, following the Darlington Direction. Our academy values, A-E, which are translated into our learning and behaviour responsibilities, are a central part of our day-to-day life. The culture and ethos at Darlington Academy ensures 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. Children are encouraged to demonstrate Academy Values, following the Darlington Direction, arriving at the academy on time and being 'Ready to Learn'.

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)

Aims and objectives of the Policy are to

- encourage a calm, purposeful and happy learning environment within the academy where everyone feels safe and secure;
- foster mutual respect and understanding;
- enable children to become successful learners;
- develop good social skills;
- promote emotional well-being;
- enhance children's self-esteem, confidence and resilience;
- provide consistency and structure;
- encourage children to recognise and respect the rights of others regardless of religion, culture, sexual or physical differences; this also includes property;
- develop children's self-discipline and self-control;
- encourage ownership of behaviour and accountability;
- enable effective learning and teaching in order to raise standards, developing the knowledge and skills to succeed;
- provide a learning environment that stimulates each individual and inspires them to reach their own highest potential;
- provide a working relationship between staff, parents and pupil;
- ensure that rewards and sanctions are used consistently throughout the academy;
- be a positive and caring community, working together to inspire and empower all our pupils to achieve their full potential whatever their race, gender, religion, class or abilities;
- have consistently high standards of behaviour for learning from all pupils which is essential to the fulfilment of this aim. Good behaviour promotes effective learning and teaching and learning promotes good behaviour;
- develop a culture of respect for each other, the academy and the community and we recognise the importance of self-esteem, confidence, resilience and taking responsibility for our actions;
- believe in the principles of equal opportunities and value cultural diversity;
- not tolerate bullying, violence, sexual harassment and/or violence, child-on-child abuse, racism or sexism or any form of discrimination against any member of our community;
- recognise our responsibility and desire to support pupils with social, emotional and mental health needs;

- recognise that all members of the community 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 educational communities through Learning and Life Skills 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 targeted support for those children who find it difficult to follow behavioural expectations;
- for 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.

Roles and responsibilities of pupils:

Everyone will show respect, courtesy and consideration for others at all times and will respect the rights of all the people in the academy.

To accomplish this, pupils will:

- be an active learner and a great talk partner
- arrive on time with all equipment necessary for the day
- be courteous by listening carefully to others
- follow instructions and help each other when appropriate; follow routines and make them a habit
- exercise self-discipline to act in a sensible and safe manner; manage their feelings
- respect other people's property
- arrive correctly dressed for the lesson.
- be polite and courteous
- respect others and not call them names
- remember that bad language is an unacceptable way of expressing themselves.
- move safely and quietly about the academy, keeping to the left in the corridor and on the stairs whenever possible
- demonstrate fantastic walking
- be on their best behaviour when out of academy, crossing roads at appropriate safe places and travelling on public transport
- be eco-friendly throughout the day and put litter in the correct bins provided
- take care of all displays throughout the academy

We encourage children to manage and communicate their feelings aligned with colours which supports their social, emotional, and self-regulation. Our aim is for children to remain in the green area – ready to learn. Colours help children to identify their feelings, emotions and behaviour. (see Appendix 1)

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 set clear expectations for all.

Positive relationships are fostered between staff and children so that trust is built and response to behaviour is calm and deliberate, narrating the positive and giving value to praise, supporting children's individual needs. Scaffold is carefully built into the environment and within lessons, ensuring every child's educational need is met, supporting personalised learning and equal access to the curriculum.

The Darlinghurst Difference is shared with children at the start of the academic year and referenced throughout, highlighting expectations of what it means to be 'Ready to Learn' and 'Good to feel Green', ensuring a consistent and clear expectation across the academy. (Appendix 2) The academy promotes the Zones of Regulation to help children in learning to manage their feelings (self-regulation). The referencing of colours supports children's social and emotional abilities. (See Appendix 3).

Our policy aims to ensure that children at Darlington Academy build strong relationships and trust with staff and other children; that they experience a sense of belonging within a community that is kind, open, generous and forgiving. Our children benefit from a calm, respectful, safe and secure learning environment, enabling them to reflect on and appraise their actions – learning to take responsibility, building their characters - being the best version of themselves; empowered to be successful, confident, effective contributors and actively play their part in academy life (SPACE). (see extract within Appendix 2)

Personal Support Plans

Where needed, a specific and individually tailored Personal Support Plan (Compass Sheet) is put into place, which is managed and monitored by the Inclusion Leader, class teacher and the academy's Pastoral Support Team alongside members of the Senior Leadership Team and in consultation with parents. In addition to this, support may be sought from other outside agencies. This document supports understanding of behaviour and supports behaviour changes in children and will contain a range of proactive and reactive strategies.

Proactive strategies are intended to support the child to maintain their own behaviour equilibrium whilst reactive strategies are designed to keep the child, and those around them, from harm and return their behaviour to a safer place. We recognise that it is better to be more proactive than reactive and strive to ensure that the balance of strategies reflects this.

Dealing with incidents of negative or disruptive behaviour

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 firm but non-punitive way. 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 4).

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 4.

The Behaviour system works through an escalating scale, aligned to the zones of regulation, with more serious or ongoing incidents of negative/disruptive behaviour being dealt with by senior members of staff alongside the child's parents. Where a pupil's behaviour or actions has caused harm or disruption, a restorative meeting between relevant parties takes place that invokes a sense of justice. This will usually be facilitated by the adult dealing with the situation, but will involve a member of SLT if the situation is more complex or the harm more severe. In the more extreme circumstances, the Principal will support a resolution to the situation directly.

'Time-out' in our Anchor Room for post incident reverie and processing is available in accordance with a child's Compass Sheet or emotional need. 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.

If a pupil does not behave in an appropriate way, the actions within the Behaviour system will be instigated. On occasions, it may be necessary to use reasonable force (see section on Power to Use Reasonable Force – p7 within this policy) 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. Consequently, this policy should be read in conjunction with the Positive Handling Policy.

At Darlington we recognise that it is never alright to hurt others. Fighting is not allowed within the academy – we support children to seek an amicable resolution or to seek an adult's support. We are committed to showing children that there are other ways to resolve arguments. However, if an incident occurs, this will be investigated by the Behaviour Support Manager and/or a member of SLT. If the

incident is considered sufficiently serious by the member 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.

We recognise that it is vitally important that children know they always have the opportunity to "turn their behaviour around."

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

A pupil may be withdrawn from the classroom for unsafe behaviour and to work under supervision in isolation. Parents/carers will be invited to attend a meeting at the academy following an internal isolation to discuss the way 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 Senior Leadership Team (SLT) to discuss the circumstances that led to the child's suspension.

The academy will not tolerate persistent and defiant behaviours over time where sanctions and intervention have failed to bring about positive improvement. In these circumstances a pupil's behaviour would be deemed to be seriously harming the education and welfare of the child and/or other pupils within the academy, thus placing them at risk of permanent 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

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

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. All staff are aware

that technology is a significant component in many behaviour and wellbeing issues within the academy, as well as safeguarding. Children are at risk of abuse online as well as face to face.

While using or engaging on any social media site:

- pupils need to behave appropriately and if any situation arises that causes anguish or upset, staff should be informed of this immediately and dealt with through this policy in conjunction with the Anti-Bullying Policy;
- all stakeholders should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the academy's Equality Policy along with the e-Safety and Acceptable Use Policy;
- must not be used in an abusive or hateful manner.
- references should not be made to any staff member, pupil, parent or academy activity / event unless prior permission has been obtained and agreed with the Principal;
- no academy devices are to be used to access social networking sites at any time of day unless for direct school use;
- if a parent/carer, pupil or associate is making threats on-line or using social media in a derogatory way against a member of academy staff – this is counted as bullying. This will result in further action which could involve the police and Local Authority. The Social Media site will also be informed.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images of themselves or others through electronic media. Whilst this can be considered, by some, as a harmless act, creating or sharing explicit images of a child is illegal. (also see our Safeguarding and Child Protection Policy alongside the Anti-Bullying Policy)

Bullying, Child-on-Child Abuse, Cyberbullying, Homophobic and Racist Incidents

There is no legal definition of bullying, however, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Essentially, bullying is **Several Times On Purpose**

Children can also bully and abuse others online; this can take the form of abusive messages, non-consensual sharing of indecent images, especially around chat groups. Details of our academy's approach to prevent and address bullying are set out in our Anti-Bullying Policy.

All such incidents, are logged in the Bullying, Homophobic and Racist Log held by the Inclusion Leader, countersigned by the Principal and shared with Governors on a regular basis. Parents/carers are contacted so they are aware of the incident(s) and know that action has been/will be taken. Please refer to the Anti-Bullying Policy for more information.

Discipline in Schools - Teachers' Powers (Behaviour in Schools, DfE 2022)

- Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the academy rules or who fail to follow reasonable instruction.
- The power also applies to all paid staff with responsibility for children.
- Teachers can discipline children at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children in certain circumstances when a child's misbehaviour occurs outside of school (if it could have repercussions for the orderly running of the academy, pose a

threat to another pupil or member of the public or could adversely affect the reputation of the academy).

- Teachers can confiscate children's property.
- Searches may be conducted with a pupil's permission; e.g. asking a pupil to empty their bag, and pockets and always with a witness present. However, it may be necessary to conduct a search without a pupil's permission in order to prevent disorder or a crime; e.g. suspicion that a pupil is in possession of a substance (alcohol, drugs), a weapon or stolen goods. In the case of a weapon, the police should also be contacted for advice. The search should only be conducted by a member of the Senior Leadership Team and in the presence of a witness (same sex preferred).
- Child on child sexual violence and harassment are never acceptable, will not be tolerated and any pupil whose behaviour falls below expectations will be sanctioned. Each incident will be considered on a case by case basis.

Power to use Reasonable Force (Behaviour in Schools, DfE 2022)

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term "reasonable force" covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. "Reasonable" in these circumstances means "using no more force than is needed."

- Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Headteachers and authorised school staff may also use such force, as is reasonable given the circumstances, when conducting a search without consent for knives or weapons, illegal drugs, stolen items, vapes, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- If a pupil is placing themselves or others at risk of harm by their behaviour, it may be necessary for staff to use Team Teach positive handling techniques; these techniques can only be used by those staff who have had accredited training. Team Teach is used to promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. (Please refer to the Positive Handling Policy).

Pupil Transition Points

To ensure a smooth transition to the next academic year, we will attempt to secure transition sessions between the child and their new teacher with information relating to their behaviour and/or social and emotional needs shared with new teachers within the academy and any new setting as appropriate e.g. transfer to secondary school and in-year transitions to other schools. When required, a social story for the child will be completed to aid this process.

Equal Opportunities

At Darlinghurst 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 academy 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 Darlinghurst 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, adult support, scaffolding and intervention strategies may be required to meet those needs. Staff will discuss pupil needs and progress with the Assistant Principal from within their phase and the Inclusion Leader.

Health and Safety

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

Monitoring and Evaluating

Behaviour throughout the academy will be monitored by all staff, with extreme cases of behaviour being tracked by the Behaviour Support Manager, the Inclusion Leader and other members of SLT. 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.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, as well as monitoring how staff implement this policy, to ensure rewards and sanctions are applied consistently.

Role of SLT/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 academy.

Communication

Darlington Academy views education as an essential "partnership" between the academy, pupils and their parents. Involvement of parents at all stages of a pupil's progress through the academy is important in ensuring that this collaboration is maintained.

Review

This policy will be reviewed at least annually. Next review: September 2023

Appendix 1

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

Appendix 2




Darlinghurst Difference



Through experiences and support our children gain a full range of skills and abilities that they need to grow and a sense of their humanity – the ability to respect and be caring individuals. They know that their actions make a difference, actively play their part. Our children are prepared for their next phase and the complex world they live in.

Children know and show Academy and British values

Aa

Bb

Cc

Dd

Ee

Children use and apply their learning and life skills well

Learning Together	Becoming Better Learners	It's Up To Me
Knowing Me, Knowing You	Think, Think, Think	Speaking and Listening

Children are given the SPACE and empowerment to be:



Successful learners

Show determination and motivation so they achieve their potential
**motivation *determination *belief *independence *collaboration *reasoning *learning together*



Prepared for change

Understand their emotions, strengths and next steps for resilience
**resilience *risk-taking *transition *self-regulation *overcoming obstacles *becoming better learners*



Active citizens

Share their voice, contributing effectively to local and global communities
**active learners *pupil voice *wider world *committees *knowing me, knowing you *role models*



Confident individuals

Challenge themselves, try new things, ask, discover, explore and create
**self-belief *challenge *try *aspiration *curiosity *question *bravery *express yourself *It's good to be me*



Effective contributors

Make connections and care for others and the world, supporting change
**self-reliance *critical thinking *talk partners *speaking and listening *proactive *sustainability*

Our children believe in the power of possibility and possess the emotional resilience and character to succeed

'The school's curriculum and ethos are strongly committed to promoting equality of opportunity and all pupils are valued and treated equally'. 'The curriculum provides extensive provision, including developing life skills' OFSTED 2019

Managing Feelings

My Behaviour

Aa	Bb	Cc	Dd	Ee				
HOUSE POINTS and POST CARDS HOME will be issued to anyone modelling good behaviour, e.g. always sitting nicely, supporting others to make right choices, modelling respect and manners								
	Ready to Learn							
	Verbal Reminder							
	Thinking Time							
	Red Card							

Managing Behaviour

HOUSE POINTS and POSTCARDS HOME
 Will be issued to anyone who:
 Supports others to make positive choices (including when they are taking thinking time)
 Demonstrates exceptional behaviour and /or effort (above and beyond what is normally expected)

READY TO LEARN

Try some strategies: Ask to move seats Ask for help Find out what should do next from board, buddy, book, boss	VERBAL REMINDERS (X2) <u>Verbal reminder</u> to improve your behaviour	VERBAL REMINDERS will be issued in the following circumstances but not limited to: <ul style="list-style-type: none"> Calling out Distracting self and/or others
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Take 5 minutes thinking time in order to collect your thoughts and turn your own behaviour round so that you are ready to learn	THINKING TIME
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If thinking time in your own classroom does not work, you can take this with SLT; work to be provided. Time out from the playground may also be spent with a member of SLT.	RED CARD Playground privileges and/or responsibilities removed – phone call home to parents HELP ME card sent to SLT during lessons	Any act of <u>physical aggression</u> towards another pupil or adult, swearing or defiance will result in an immediate red card. This includes behaviour at playtimes and lunchtimes.
Children are encouraged to consider the consequences that their behaviour has had on others		

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
- Wondering can also be used when the adult does not understand the child's behaviour and is letting the child know this
- Wondering 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. This shows we are thinking about the child and their behaviour and their emotional well-being - we are not making judgements
- Empathy- we are trying to recognise 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 these 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
- Implementation of Personal Support Plans where necessary

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 realise we can internalise 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
- What happened?
- How did this make you feel?
- How can we support you to make this better?

Questions should always be neutral and non-judgemental. They are about the behaviour and its effect on others. For most children these questions will need to be asked when they are calmer and not whilst in a heightened state.

Focusing on repairing the relationship(s)

- What happened?
- How were you feeling at the time?
- What do you think/feel about it now?
- Who has been affected by what happened?
- In What Way?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?