

The Dharma Primary School Behaviour Policy

This is a whole school policy and includes EYFS

Our approach

At The Dharma Primary School we have an expectation that all members of the community contribute to, and support, a co-operative learning environment. We want the culture in our school to support the teaching and learning that takes place, thus enabling all pupils to realise their potential and ultimately thrive. Our Buddhist ethos points to the importance of bonding together through shared principles and values that uphold the social, emotional, intellectual and physical well-being of all members of this school community. In the Buddhist tradition the term for a community living under guiding moral principles is a *Sangha*.

This policy should be read in conjunction with *The Child Protection and Safeguarding Policy*, the *Anti-Bullying Policy*, the *Online Safety Policy* and the *Curriculum and Ethos Policy*.

At the Dharma Primary School the intention underlying our approach and the setting of boundaries is ultimately to facilitate children's understanding of their actions, and the consequences for oneself and others. It is also the intention that a child may be supported towards the habits of self-discipline and appropriate, kind behaviour. In accordance with lay Buddhist guidelines, there are basic principles we ask our children and community to abide by (see table →).

The adults into whose care the children are entrusted are responsible for establishing this co-operative learning environment in partnership with parents, carers and families. A central aim is to nurture these relationships in order to foster care, respect and consideration for oneself and others. Such responsibility naturally extends to the property of both the school and others. We are committed to nurturing the needs of the children and enabling them to develop a sense of mindfulness and self-discipline. We recognise that our own example as educators and adults, parents and carers, is paramount in setting the tone and creating a positive culture for this type of self-development to arise.

The Five Precepts for our School and Community

I will not intentionally harm people, animals and plants, and any part of our school environment, caring for them in a way I would like to be cared for myself and looking after the school in a way I would like my own belongings to be looked after.

I will not take things that belong to others, trying to remember to ask before borrowing, and to share when appropriate.

I will try to be caring towards my friends and be respectful at all times even to those who are not my friends.

I will try to say things that are honest and truthful and be careful in regard to my speech and voice.

I will try to keep my body fit and healthy and my mind calm and clear by following that which brings goodness and happiness.

Our expectations

School expectations

Examples of behaviours expected for a **positive** learning environment:

- Kind and respectful behaviour around the school. For example, holding doors open, saying 'Good morning' and being polite
- completing class work
- being responsible for homework
- being punctual for puja & lessons
- bringing required materials to class
- participating in school and classroom activities
- conforming with instructional requests such as following a given task and contributing to an orderly and working atmosphere
- respecting the work of others e.g. books, artwork, models and their personal belongings.

School expectations

Examples of behaviours considered **inappropriate**:

- interaction through physical contact such as fighting, or directly striking another person including punching, pushing, kicking, scratching, biting, clothes and hair-pulling or any intrusion into personal space which is disrespectful
- swearing or hurtful language such as name-calling, put-downs, teasing, repeating or mimicking with intention to irritate and frustrate
- intentional disrespect shown to any adult such as swearing, lying, talking back or disobedience
- taking without asking, or stealing
- disrespect for, or destruction of, school or individual property
- disorderly conduct in the school buildings such as shouting, screaming, running games and rough-housing.

Promoting Positive Behaviour

The School's principal approach is to focus on praise, recognising positive behaviour, and the development of self-discipline and self-esteem. The school has as one of its curriculum foci that of 'Building Learning Power' and the development of positive learning dispositions. There is substantial overlap, certainly in class, with positive behaviour being an important part of being available to learn. Likewise, the teacher and staff team need to create a positive learning environment. This is also part of an approach called 'Behaviour for Learning, (BfL)'. In addition, the school's ethical precepts are seen as underpinning positive behaviour throughout the school.

Clear boundaries, proportionate responses and thoughtful strategies and consequences have the ability to transform inappropriate behaviour into appropriate behaviour, and contribute in a healthy way to children's development, maturation and mindfulness. We believe that the transformation of inappropriate behaviour is assisted by the consistent promotion of positive behaviour. The staff model appropriate behaviour, in line with our ethos, in their interactions with each other and with the children. Through daily mindfulness practice, pupils learn the skills of self-awareness, motivation, empathy and positive thinking, as well as social skills.

We praise and reward children for good behaviour in a variety of ways:

- Teachers and assistants congratulate children for achievements;
- Children are given positive, encouraging comments for good effort in classroom tasks;
- Special mention in class;
- Favourite tasks at the end of the day;
- Acknowledgement in school pujas and especially in the flower-watering puja;
- Having work chosen to show in assemblies;
- Children with good work show the Head Teacher;
- Children are offered jobs with responsibility and are invited to help in school.

Examples of promoting positive relations include:

- Throughout the school, children have Learning Partners and Reading Buddies. This is either in class or across years throughout the school, and promotes empathetic and nurturing relationships between children
- Highlighting/acknowledging examples of kind, mindful behaviour through nominating children to go in the 'Golden Circle' (or 'Sun in the Centre'), thereby giving class mates the opportunity to note/voice positive affirmations to the child in the centre
- Encouraging children to nominate other children for 'Star of the Day', and giving them the opportunity to voice their reasons
- The school council, a place where children listen to each other's opinions about school issues, sharing ideas and agreeing on actions.

- Daily class pujas or meditations, including opportunities for individual children to take turns to lead the blessing (e.g. “Blessings on our school, our class and everyone and ...” (individual wishes for particular friends/loved ones added at the end)
- Opportunities for children to follow guided meditations / yoga practices, promoting inner focus and mindfulness.
- Environmental science / outside activities (e.g. trips and Forest School), such as guided silent meditations through the woods, developing respect and awareness of inter-connectedness within the environment and the natural world

The person who has overall responsibility for behaviour is the Head Teacher, Clare Eddison.

She is required to:

- Keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling pupils’ behaviour where it may require additional support.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of our community. We also:

- Require all staff, volunteers and students to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy;
- Expect new staff and volunteers to familiarise themselves with the school’s behaviour policy and its guidelines for behaviour;
- Expect all members of our school – pupils, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently;
- Work in partnership with pupils’ parents. We work with parents to address recurring inconsiderate or disruptive behaviour, to decide jointly where appropriate, how to respond.

Responses to Inappropriate Behaviours

In cases of difficulty, staff are keen to identify the cause or root of the issue or difficulty. As a school with a strong community, we emphasise that parent partnership is key.

Stage 1 – Responding to inappropriate behaviour at teacher level

The teacher will discuss the inappropriate behaviour with the child to confirm they understand the reasons why such behaviour is inappropriate and the possible consequences of its repetition. The teacher may choose to notify the parent(s)/carers. A consequence may be

Examples of consequences:

- a note or letter of apology
- a verbal apology
- quiet time or time-out in the classroom
- child is separated from the class due to disruption or the disturbing of others
- a restorative justice and repair session
- collaborative session within the class referring back to the incident
- reconfirmation of classroom agreements
- opportunities to reflect on one’s actions with a teacher
- parent is informed and involved in resolving behaviour

given then or upon any repetition of the inappropriate behaviour, guided by the teacher at the time, (see table.)

Behaviour Observation Log

A brief record of the behaviour will be recorded in the Behaviour Observation Log. At this stage, the record allows the staff team to track and build up a picture of the behaviour of a student in different contexts and with different members of staff.

Stage 2

If the initial interventions have not been successful in helping the child modify their behaviour and the behaviour continues, the teacher will consult with the Head Teacher, SENCo or Head of Early Years (or a combination of the above) and agree with them a plan of action designed to support them to change their behaviour. In all cases, the Head Teacher will be informed. The parents/carers and staff will work together to help resolve the difficulty. A range of strategies will be discussed and shared. To ensure that the situation is closely monitored and that agreements/ strategies are being followed, close contact between class teacher and parents will be maintained.

Behaviour Observation Log

This stage and all subsequent stages will be recorded in the log, along with records of meetings and any behavioural strategy documents. These will be held in the SENCo office.

Stage 3

If no headway is made at Stage 2, the Head Teacher will call a meeting with the parents to discuss the conduct of the child and a further plan of action will be put into place. Professional support may be recommended. In some circumstances, the Head Teacher may consider that a temporary withdrawal from school is necessary. This may be to protect the child, or other children or to underline the inappropriateness of the behaviour. In all cases, the aim remains to guide the child towards positive, affirming behaviour and to promote the self-esteem of children at the school. The class teacher will provide school work for an out-of-school withdrawal.

Stage 4 - Permanent Withdrawal

Permanent withdrawal is a last resort and will only be requested when the Head Teacher and a designated non-parent trustee are sure that the child has seriously broken the expectations set out in this policy. It will be used if they consider that, if the child were to remain in the school, there would be a serious risk of harm to the education and welfare of others in the school.

The Head Teacher will normally suspend the child first to allow time for the Head Teacher and designated trustee to investigate and to consult with the parents and other teachers before reaching a decision. The reason for the withdrawal will be given in writing. If the

parents disagree with the decision, they can appeal using Step 2 of the Parental Concerns/Complaints Procedure.

Behaviour for Learning (BfL)

Most social, emotional and behavioural skills are learned. As an approach, Behaviour for Learning can best be conceptualised as a set of three relationships experienced by the pupil. These relate to their:

- Relationship with themselves (how they feel about themselves and their self-confidence as a learner);
- Relationship with others (how they interact socially and academically with all others in their class and the school);
- Relationship with the curriculum (how accessible they feel a lesson is, how best they think they learn).

In fostering a positive learning environment in the classroom, we recognise the importance of each of these relationships. The way in which we establish a positive climate for learning in and out of the classroom is crucial to increasing opportunities for behaviour for learning. We aim to help pupils understand the behaviour skills they need, what the teacher wants them to do and why this will help them to learn (rather than focusing on unwanted behaviours).

BfL therefore puts a value on positive behaviours, which enable and maximise learning. It begins with a recognition that this is one of the main elements which is directly under children's influence. The teacher, therefore, needs to select approaches which are more likely to increase good learning behaviour. Evidence strongly suggests that these will be ones which are characterised by the promotion of positive relationships and the development of an appropriate emotional climate in the classroom. (Moreover, a 'Behaviour for Learning' approach is consistent with the Primary National Strategy approach to developing social, emotional and behavioural skills.)

The following points are key factors in effective teaching to support behaviour for learning and attendance. In the context of our school ethos, we believe that it is important to:

- Create an environment that promotes learning in a mindful and purposeful atmosphere;
- Support the pupils' emotional well-being within the learning and teaching environment;
- Focus and structure teaching so that pupils are clear about what is to be learned and how it fits with what they know already;
- Modify and adapt the curriculum to meet the diverse individual needs of children in the classroom;
- Actively engage pupils in their learning so that they make their own meaning from it;
- develop pupils' learning skills systematically so that their learning becomes increasingly independent;
- Use assessment for learning to help pupils reflect on what they already know, reinforce the learning being developed and set targets for the future;

- Have high expectations of the effort that pupils should make and what they can achieve; and
- Motivate pupils by well-paced lessons, using stimulating activities matched to a range of learning styles which encourage attendance.

Research suggests that certain key attributes assist in the development of positive relationships. Our school ethos encompasses:

- Modelling appropriate behaviour in line with this ethos;
- Positive recognition and the effective use of praise;
- Flower-watering either formally (in puja) or informally;
- positive correction;
- Consistent application of rules;
- Use of verbal and non-verbal communication;
- Listening deeply to pupils and respecting their opinions;
- Remaining relaxed but vigilant (pre-empting unacceptable behaviour);
- Dealing positively and sensitively with lateness and non-attendance.

Appendix 1

Behaviour for Learning Strategies

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage.

The following are a range of interventions we aim to draw on at the Dharma Primary School:

- *Non-verbal messages*
'The Look', moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.
- *Tactical or planned ignoring*
The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- *Tactical highlighting of good behaviour*
By contrast, the teacher highlights and praises the good (wanted) behaviour of another child in order to facilitate or stimulate change of inappropriate behaviour.
- *Description of reality*
A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.
- *Simple direction*
Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- *Rule reminder*
Restate the relevant rule.
- *Question and feedback*
Asking a prompt question to show that you have noticed inappropriate behaviour. "What's happening here boys?"
- *Expressing disappointment or disapproval*
- *Limiting language and using repetition for a positive outcome*
Using a deliberately short phrase and making the request explicit followed by a positive expectation that the child will make the choice to comply: 'I know that you will make the right decision and get off the slide.' Remain calm and consistent and repeat at intervals if necessary. Avoid using extended explanations of reasons and

consequences. Or if there is 'push-back', acknowledging the child's point of view but reiterating the instruction can be effective.

- *Choices and consequences*
Enabling a child to take responsibility for his/her own actions. "Daniel I have asked you to move away from Declan. If you continue to sit there you are choosing to stay in at playtime. It's your choice." The adult then moves away to give the child thinking or "take-up time" before using the consequences if they continue to behave inappropriately.
- *Using 'I' messages*
This links with an earlier strategy around giving the children a 'reality check' which enables them to see the effects/consequences of their behaviour and can motivate them to modify their behaviour if done skilfully
- *Seeing the bigger picture*
If children can see the context of their learning more clearly, they may invest in better behaviour through understanding why they are being asked to do something.
- *Positive Learning Dispositions*
Overtly referencing and noticing good learning dispositions (from Building Learning Power) can reposition the child into an ally. For instance, 'I know that you are good at taking on challenge, perhaps the challenge here is to concentrate for another 5 minutes on...'

We aim to remember to:

- Allow 'take-up time' and not requiring immediate compliance so pupils do not lose face in front of their peers.
- Notice as soon as the child begins to behave appropriately and giving positive feedback. "Sam, you're listening really well" or non-verbally.
- Speak in a calm, controlled voice, not raising the volume, and refusing to be drawn into argument.
- Negotiate an outcome you can live with, such as "Well I'd like to see at least three sentences written by....."
- Have a quiet word with the child, rather than a public harangue.
- Refer to the behaviour you require rather than what you don't want.
- Use gentle humour, but not sarcasm.

Appendix 2

The Use of Reasonable Force

(Please also see the government guidance on this:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

What is reasonable force?

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 usually 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 or where a student needs to be restrained to prevent violence or injury.

'**Reasonable in the circumstances**' means using no more force than is needed.

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 the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for children with disabilities and children with SEN.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Corporal punishment is not used nor threatened in the school. Staff using this will be subject to disciplinary proceedings as a consequence.

Telling parents when force has been used on their child

The Head Teacher or SENCo in her absence will speak to parents about serious incidents involving the use of reasonable force. Any incidents of use of physical restraint or control are also to be recorded in the Behaviour Log and the Head Teacher informed without delay.

Appropriate, accurate recording should include: Name of child and staff member involved, date and time, the situation where the incident took place, what form the restraint took and why.

Teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance, (http://cps.gov.uk/publications/docs/dfes_allegations.pdf), where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

The Dharma Primary School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Board of Trustees should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees.

The Dharma Primary School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Person Responsible for reviewing this policy	CE/Head
Date of last review	09/15
Date of this review	03/17
Date of next review	10/18