



Darlinghurst

ACADEMY

Promoting Positive Behaviour

September 2026

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1. Introduction and aims

At Darlinghurst Academy we promote an inclusive culture; everyone belongs. Consistency is rooted in kindness and visible reliability is achieved through relentless and key-stone routines with a strong emphasis placed on Learning and Life Skills and active contribution. As a result, children play an important role in academy life, following the Darlinghurst Direction and the 3 rules:

to be **ready** to learn,
to be **respectful** in our relationships
to be **safe** in our choices.

Our academy values, A-E, which are translated into our actions, are a central part of our day-to-day life:

Achievement, Belonging, Confidence, Determination leads to Excellence.

The culture and ethos at Darlinghurst Academy ensure positive relationships, built on trust. Staff act as role models, promoting the highest standards of behaviour and know that their interactions are key in modelling this behaviour.

We are committed to supporting our children, helping them flourish with clear expectations that are held tightly with respect, kindness and compassion. We promote personal attributes (known as Rainbow words) within everyday life:

Personal attributes (known as Rainbow words) Kindness, Integrity, Courage and Trustworthiness, Self-worth, Self-esteem and Resilience.

This commitment is so that all children possess the personal attributes to be good citizens, who show a sense of humanity, responsibility and belonging – succeeding in a complex world.

We recognise that all behaviour is a way of communicating and can be influenced by individual preferences, cognitive differences and life experiences. Understanding what a child is trying to communicate through their behaviour helps staff to respond in a warm but firm manner but also allows children to maximise their engagement with learning and develop their own emotional regulation.

If a child can sense that their feelings are understood this can help a 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?”*

This policy has been written in accordance with statutory guidance from the DfE. [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools) and our Teaching, learning and assessment policy.

2. Roles and responsibilities of staff

- Provide clearly established routines for teaching and learning (in line with the Excellence Framework)
- Support emotional safety and regulation by consistently demonstrating adult behaviour
- Explicitly teach behaviour, our rules and values in everyday language
- Give recognition to our values and personal attributes (rainbow words) verbally and through recognition boards
- Deliberately develop the self-esteem of learners through positive noticing
- Model positive behaviour, effective social interactions and emotional awareness
- Provide a learning environment that stimulates each individual and inspires them to be their best
- Support learners by explicitly teaching, modelling and scaffolding appropriate behaviours
- Take time to welcome children at the start of the day/session. These “meet and greets” should be used to positively notice and remind children about expectations for learning
- Use our classroom strategies for support in managing behaviour . This is not a linear process
- Model the behaviour we expect through routines and scripts
- Create conditions for excellent behaviour with adult consistency and pupil input
- Show zero tolerance towards bullying (on and offline) and or violence, sexual harassment, child on child abuse, racism or sexism or any form of discrimination against any member of our community.

Behaviour throughout the academy is the responsibility of all staff. Regular reflection and professional development ensures behaviour remains in the ‘Spotlight’. Spotlights are linked to ‘How we do it here’ and the Academy ‘Excellence Framework’ (a guide for teaching and learning). The pillars of consistency are expected, and any inconsistencies are addressed to maintain the positive behaviour and culture.

3. Roles and responsibilities of Principal and Senior Leadership Team (SLT):

- Be champions of relational practice
- Promote and exhibit behaviours in line with the three rules and academy values
- Be a visible presence around the school regularly
- Deliver PD and teacher support through 'spotlights' and 'drop in's'
- Ensure adult behaviour matches expectation
- Support teachers in managing children with more complex or challenging behaviours
- Celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive recognition - noticing/phone calls/messages home
- Ensure staff training needs are identified and met

4. Roles and responsibilities of pupils

- Follow the three academy rules
- Demonstrate academy values
- Follow routines and expectations – this is the way we do it here
- Show fantastic walking, walking on the left when moving around the academy
- Show a high level of conduct and courtesy within the community
- Be an active learner and a great talk partner
- Use classroom strategies for support to be ready to learn
- Use self-regulation and/or co-regulation strategies
- Respond to additional support, engaging in teacher's choice/consequences
- Use self-management and awareness skills, including showing a sense of others
- Engage in restorative conversations and reflection
- Engage in personal support plans, following their compass sheet (if needed)
- Use positive language knowing that derogatory language is harmful
- Show responsibility to the environment including ecological awareness
- Manage own feelings and use the zones of regulation to help them.

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

5. Roles and responsibilities of parents/carers

- Work in partnership with the academy to ensure children behave well
- Follow and promote the rules: Ready, Respect and Safe
- Model the behaviour we expect and speak to a member of staff if there are any concerns or challenges that might impact a child's behaviour in the academy
- Ensure children have good attendance and are punctual at the start of the academy day
- Positively notice and encourage excellent behaviour
- Support the academy by attending meetings to discuss behaviour
- Engage with the restorative conversations led by the academy staff when behaviour is difficult

- Refrain from contacting other parents directly about incidents that have happened within the academy working with the academy staff towards a resolution.

6. Promoting Positive Behaviour in the classroom - A Culture of Certainty and Consistency

Positive relationships are fostered between staff and children so that trust is built and responses to behaviour is calm and deliberate, narrating the positive and giving value to praise, supporting children's individual needs.

The Darlinghurst Direction is shared with children at the start of the academic year and during weekly assemblies and referenced throughout. Children act as role models and support others with their behaviour and are given positive recognition and/or house points.

Children and staff know and respond to explicit actions for consistency. Verbal reminders, redirection, rehearsal and reset are used to maintain standards and expectations.

Everyone knows what 'Ready to Learn' looks and feels like. Support is given via reminders and time, when needed, to be ready and to "feel Green." Time is provided in simple steps: one minute, two minutes, take some time to reset (on own) with consequences or choices made proportionate to the situation and within the four choices/consequences. If further help or intervention is needed this is provided via the Anchor Room or Marina.



At Darlinghurst we support children to develop social-emotional skills including mediation. Mediation can involve peer mediation, including support from peer mentors, or members of staff. Playground fallouts or incidents are discussed and investigated by the Behaviour Support Manager to ensure that responses and actions are proportionate. At Darlinghurst, we recognise the need to respond to heightened emotions and behaviour with deliberate calm.

7. Personal Support Plans – Compass Sheets

Where needed, a specific and individually tailored Personal Support Plan (Compass Sheet) is put into place, which is created, agreed and monitored through

communication with the Inclusion Leader, class teacher and child, alongside the academy's Pastoral Support Team. Parents are also well informed. Compass sheets provide direction, triggers, motivation strategies, and people identified as to who is able to support the child in being "ready to learn" or to manage their feelings.

8. Dealing with more serious breaches

Where a pupil's behaviour or actions has caused harm or the need for immediate intervention, actions may, rarely, lead to an internal isolation, if necessary. This will be dealt with by the Pastoral Support Team and SLT.

If an incident is considered sufficiently serious by the member(s) 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.

On rare occasions, it may be necessary to use reasonable force (see section 11. on Power to Use Reasonable Force below) 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.

At Darlington we promote kindness and other personal attributes (personal Rainbow words – see above) and for children to be good citizens. We teach and support children to know that hurting others physically or emotionally causes harm, whether intentionally or unintentionally. Positive play is encouraged and "play fighting" and spitting discouraged and addressed. We support children to achieve an amicable resolution or to seek an adult's support. We are committed to showing children that there are other ways to resolve conflict and reach a resolution.

Physical and verbal assault is not tolerated.

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

Triage is the first response and support is given. Should a serious breach lead to an internal isolation this will be overseen by a senior member of staff under the direction of the Principal. Parents/carers will be invited to attend a meeting to discuss actions. A

compass sheet will be used to provide personal support and agree actions going 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 SLT to discuss the circumstances that led to the child's 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.

9. Mobile Phones

In England, statutory guidance dictates that with effect from Monday 29th June 2026, all schools must operate as mobile phone free environments by default. Through this ban schools are legally responsible for being phone free throughout the day. Phones, smartwatches and similar devices are, therefore prohibited throughout the entire academy day. However, where a child needs to access a smartphone to support their medical needs, e.g. diabetes, these are exempt.

Consequently, whilst we recognise that many pupils have access to a device for safety reasons, e.g. travelling to and from school, we also recognise our statutory duty in regard to the use of mobile phones and the legal requirement that classrooms should be mobile-free environments, by default. Therefore, pupils **MUST** hand any phones brought on to school premises to a member of staff at the beginning of each school day where they will be locked away until the end of the school day and should not be switched on again until off academy premises. Failing to do this will result in the confiscation of the phone with collection arranged at the end of the day from the Principal or a member of SLT.

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

10. Use of social media

From Spring 2027, under-16s will no longer be able to use certain social media apps including platforms like Instagram, YouTube, TikTok, Snapchat, Facebook and X. Messaging services like WhatsApp and Signal will not be included in the social media ban. Consequently, we ask parents to 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. Children will still be able to go online safely, for learning, news and educational games. This change is about reducing harm, improving wellbeing and giving children more time for a healthier childhood.

In the academy children are taught about on and off-line safety, consent and choices, as well as the impact that “fake news” can have on their wellbeing.

11. Use of Reasonable Force

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 and in and around the academy.

Academy staff, as authorised by the Principal, can use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, drugs, etc. including articles that have been or could be used to commit an offence or cause harm.

12. Searching powers

Searches may be conducted by, for example, asking a child to empty their bag, and pockets and always with a witness present. However, it may be necessary to conduct a search without permission to prevent disorder or a crime; for example, if it is suspected that the 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 as the child preferred).

Guidance from “Discipline in Schools - Teachers' Powers (Behaviour in Schools, DfE 2022)” and “Power to use Reasonable Force (Behaviour in Schools, DfE 2022)” are also taken into consideration in our approach to serious incidents.

13. Review

This policy will be reviewed at least bi-annually. Next review: September 2028