Delves Lane Primary School

Relationships and Behaviour Policy

September 2021

Headteacher - Mrs B Woods

Chair of Governors – Mrs A McGuigan

DLPS

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At Delves Lane Primary, we **D**evelop **E**nthusiastic **L**earners, **V**aluing **E**veryone's **S**uccess.

DLPS is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality
- To learn or to teach, or to do their job

Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 29 of the UNCRC

As a Rights-Respecting School, we not only teach about children's rights but also model rights and respect all its relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use praise and re-enforcement of whole school and class charters to help pupils achieve their best work and respect the rights of everyone.

Definition of behaviour:

'The way in which one acts or conducts oneself, especially towards others.'

'The way in which an animal or person behaves in response to a particular situation or stimulus.' (Oxford English Dictionary)

Misbehaviour is defined as:
- o Disruptive behaviour
- o Non-completion of classwork or homework
- o Disrespectful/Poor attitude

Serious misbehaviour is defined as:
- o Repeated breaches of the school rules
- o Any form of bullying
- o Sexual violence, (intentional sexual touching without consent)
- o Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - • Sexual comments
    - • Sexual jokes or taunting
    - • Physical behaviour
    - • Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- o Vandalism
- o Theft
- o Fighting
- o Racist, sexist, homophobic or discriminatory behaviour
- o Possession of any prohibited items

Definition of Relationship

'The way in which two people or more are connected'

'The way in which two or more people feel and behave towards each other' (Cambridge Dictionary)

Principles

The principle that underpins our approach to school behaviour is that every child has the right to learn. We aim to give all our children a shared sense of pride in attending Delves Lane Primary School.

The general standard of behaviour is the collective responsibility of the all the staff. It is important that we all have a shared vision of what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset, we recognise that there is a distinction to be made between behavioural issues and emotional needs (the latter of which may be a Special Educational Needs issue) and poor behaviour.

Praise and encouragement should be used consistently to reinforce positive behaviour. We aim to emphasise the positive rather than dwell on the negative behaviour. When we do have to discipline, we are constructive by giving advice on how to improve – this gives children a chance to redeem. Through discussion with the child, we provide an opportunity for self-reflection; this gives them ownership over their behaviour and a chance to improve through making the right choices. The majority of pupils will respond to encouragement, and a good reward system is essential for progress. By promoting positive behaviour and good work, we will set the standards that we all wish to see throughout the school.

As part of our Behaviour and Relationships Policy, we recognise the importance of relationships with parents/carers and endeavour to keep parents/carers fully informed about their child's behaviour. Every effort is made to ensure that there is a good level of communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and Discipline in Schools

Searching, Screening and Confiscation at School

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting Pupils with Medical Conditions at School

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- ✓ Section 175 of the Education Act 2002 which outlines a school's duty to safeguard and promote the welfare of its pupils
- ✓ Sections 88-94 of the Education and Inspections Act 2006 which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

✓ [DfE Guidance](#) explaining that maintained schools must publish their behaviour policy online

At DLPS we recognise that some pupils require a more sensitive and differentiated approach.

Code of Conduct

It is the responsibility of all adults and children to ensure that the rights of the UNCRC are respected.

All Children have the right to:	Everyone will show respect through:
Learn (Article 28)	Focusing on their own learning and allowing others to learn without interruption.
Feel cared about (Article 3)	Showing respect and caring for others
Be listened to (Article 12)	Listening to others with respect.
Use the resources at our school (Article 28 and 31)	Sharing and looking after the resources of the school
Make mistakes and try again (Article 29)	Allowing themselves and others to make mistakes and learn from those mistakes.
Get help when they need it (Article 28)	Helping others and ask for help from the teacher
Feel successful (Article 6)	Appreciating the successes of others
Feel and be safe in our school environment (Article 19)	Being mindful and aware of how other people feel and how our actions affect other people.
Feel a sense of belonging (Article 15)	Making everyone feel welcome and accepted.
Express their feelings in a positive way (Article 13)	Thinking about other people's opinions and points of view.

How We Promote Positive Behaviour:

1. Good Role models.
All staff, parents and children should aim to be good role models. For example, if we want children to use quiet voices and ask for things politely, then adults should also use quiet voices and talk politely.

2. Positive relationships.
Secure relationships ensure that children feel secure, understood and ready to learn. Staff should take time to get to know children and make connections, actively finding time and space to talk and listen. All children must be greeted with a smile and friendly welcome and every day to end on a positive note.

3. Every day is a new day.

4. Positive experiences must outweigh negative.
People generally remember negative experiences more than positive so it is essential that all staff focus on providing positive feedback and experiences.

5. Use of language.

Use positive language that focuses on what the child is doing well and positive outcomes. Be clear what behaviour you are describing and that when describing negative behaviour, **it is the behaviour you don't like, not the child.**

e.g. Instead of "stop making so much noise" say "please use your quieter voice"

Instead of "Why haven't you done your work, it's easy" say "I know it looks difficult but let's work it out together".

Environment:

The environment should be a happy and stimulating to place be, where children feel safe and have a sense of belonging. Classrooms must have:

- Personal references such as children's learning, names etc.
- Stimulating displays
- Aids to academic and emotional learning which are easily accessible
- Rights Respecting display and class charter
- School Charter displayed
- All areas clean, tidy and maintained
- Visual timetable
- Place to reflect
- Worry boxes

Stimulating learning:

Lessons must be stimulating and well planned to meet all children's learning needs. Children who are unable to access the lesson and feel success are more likely to display undesirable behaviours

Peer support:

Children at school value peer support. Providing opportunities for children to talk to a range of people, including their peers, enables them to develop the language and skills to discuss emotions and problem solve. This should be done by:

➢ Peer talk used regularly
➢ Circle time
➢ Explicit opportunities to discuss a range of issues – PSHCE and Assembly Time
➢ School Council discussions
➢ Teaching children how to regulate their own behaviour
➢ Class charter

Assemblies

Assemblies are an opportunity to celebrate positive behaviour and develop the moral ethos of the children. Assemblies are often focused on the Convention on the Rights of the Child and help to develop an understanding of how children can respect other's rights.

Self-esteem

Positive experiences, such as a compliment, help counteract negative feelings and thoughts. Building a healthy self-esteem in our children enables them to acknowledge their strengths and weaknesses and be optimistic.

Consistency

A consistent, predictable approach enables children to feel safe and secure. All children will be met with consistent responses to their actions, the responses must be personalised to match each child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of behaviour plans for individual children.

Clear expectations

Teachers will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short term transition such as moving from play time to learning, or bigger transitions such as a new class. Expectations will be constantly modelled and reinforced by all staff, who will coach children not meeting the expectations.

Incentives and recognition:

We want children to behave because they know how to and recognise the value of positive relationships and behaviour. We will be attentive to children when they are getting it right and support them when they get it wrong. Positive behaviour can be acknowledged and celebrated through a range of individual and collective rewards:
-        Acknowledge positive behaviour in front of others, using descriptive praise.
-        Messages home
-        Stickers
-        Visiting other members of staff.
-        Class rewards systems that acknowledge and reinforce positive behaviour
These should be given to celebrate success that has occurred, not as a 'bribe' to achieve an outcome.

Partnership with families

We endeavour to work in partnership with families to promote positive behaviour at home, at school and in the wider community.

School will:

- ✓ Discuss any concerns or circumstances, which may affect their child's wellbeing, with parents and carers promptly
- ✓ Share positive information regularly
- ✓ Involve parents in planning any specific behaviour plans
- ✓ Keep parents informed of the approaches set out on this policy, to enable a consistent approach at home and school

Parents /Carers should:

- ▪ Recognise you are the most important person in your child's life, their greatest influencer
- ▪ Make class teacher aware of any worries or concerns straight away
- ▪ Inform school of any change in circumstances which may affect their child's emotional wellbeing

Development of behaviour

In the same way that a child's academic understanding develops over time, so does a child's social and emotional development. When responding to a child's behaviour it is important that your expectations match their level of development.

Developmental stage	What they are learning to do?	What behaviour you may see.	Addressing undesired behaviour, For example: how do we react to swearing
0-6 months	Trust adults to keep them safe, meet their needs and make them feel special.	Cuddle Cry for food.	
6 – 18 months	Exploring and experimenting	Messy play to see what things feel like.	
18 months – 3 years	Starting to express their own views. Learn about cause and effect.	Say 'no' and 'why'.	The child is repeating what they have hard, so adults must model appropriate language.
3-5 years	Build constructive and respectful relationships.	Children not listening / interrupting other children and adults. Children not sharing.	The child is understanding that others have a voice that can be heard. Adults to model respectful listening – repeating back what children say to clarify. Adults to support sharing with timers / modelled turn taking.
5– 7 years	Form their own identity. Explore different relationships.	Develop friendships, including falling out.	The child is exploring what reaction they get. Adults should talk to the child and explain why it is not appropriate.
7 – 11 years	Developing motivation to learn new skills and interests. Develop morals and values Understanding the need for rules.	Learning to negotiate relationships, which might involve fights.	The child could be trying to fit in with a group, or express different feelings. Adults explore reasons for the use of the language and explore alternatives.

The developmental ages above are a broad guideline, however the progression through these stages will differ for all children. Adults must understand the developmental stage of the child, rather than the chronological age, and respond accordingly.

We all move between these stages according our social and emotional well-being at any time. Whenever we are frustrated or fearful, we will regress. This means that a ten-year-old child may emotionally be a two-year old. Despite our wishes that they would 'act their age' they are not capable of that when in distress. These are times that we must interact with them at their emotional level.

It is well known that children who have experienced Adverse Childhood Experiences (ACEs) will have prolonged social and emotional difficulties. This results in behaviour that reflects an earlier developmental stage. These needs must be acknowledged and supported in a nurturing environment.

Children with autism may not follow a typical pattern of behaviour development. It is important that teachers recognise this and adjust accordingly.

Additional Social, Emotional and Mental Health Needs (SEMH)

Everyone's social and emotional well-being can have moments of crisis, and all children need to learn how to regulate their behaviour, and will therefore sometimes demonstrate inappropriate behaviour, this may be seen as discharge behaviour such as fighting, or frozen behaviour where a child becomes withdrawn. For some children however, they may have social, emotional or mental health needs (SEMH) that require something additional or different to the normal provision. These SEMH needs may be a result of trauma, unmet need or ongoing stress in a child's life, or a neurological condition such as ADHD.

If a parent/carer or member of staff is concerned that a child may have SEMH needs, then it is important that the class teacher and parent/carer meet to discuss this.

With SEMH needs it is important that home and school work together to share information in order to identify causes of dysregulation and form a consistent approach with an SEN Support Plan followed by all adults who engage with the child. This plan will be reviewed regularly.

DLPS Expectations of All Staff

- Create and maintain strong routines
- Be prepared for every lesson
- Ensure transitions are predictable, staff at front of line, lead children to play and lunchtime areas
- Invite children into our calm school ethos
- Show the children genuine care
- Take the opportunity to get to know our children and what interests them
- Seek support and advice

The following procedures will enable our Relationships Policy to be implemented

DLPS Whole-school level

- All staff understand the school's core belief about behaviour
- Positive out of class behaviour is promoted by agreed routines and clear systems
- Display Charters around school. Refer to them regularly
- School assemblies and PSHE lessons are used to develop children's social, emotional and behavioural skills
- Positive behaviours in playgrounds and dining areas/classrooms are celebrated

- Parents/Carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour

DLPS Class level

- Adults model controlled, respectful and non-verbal behaviours.
- Teaching routinely incorporates activities designed to promote children's social and emotional development
- Appropriate behaviours are taught and reinforced on a regular basis
- Staff always set a good example to pupils through respect, courtesy and punctuality
- Children are taught the language of sharing and co-operation, choice and consequences
- Children are encouraged to identify their own and others strengths to recognise and value the diversity within their classrooms
- There are clear classroom routines to reduce uncertainty and promote a peaceful and purposeful environment
- Each class has a charter, devised through discussion with children, which promotes social and learning behaviours
- Class charters are displayed prominently and frequently referred to throughout the school year
- Appropriate behaviour is genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with inappropriate behaviour

DLPS Individual child level

- All children's strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to good or improved behaviour.
- Where a child experiences difficulty in developing or sustaining appropriate behaviour there are systems in place which give additional support

Whole School, Playground and Class Charters

Our charters are built upon the rights of the child as outlined in the United Nations Convention on the Rights of the Child. For example, Article 29 of the UNCRC:

Our children's education should help them to use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Whole School Charter

School charters are negotiated with the Rights Team and school staff. These are displayed around school and in every class:

- We have the right to an education. We will always try our best
- We have the right to be respected. We will respect ourselves and others
- We have the right to be protected. We will be kind towards everyone
- We have the right to be heard. We will listen to others
- We have the right to share our views. We will be considerate and truthful

Playground Charter

You have the right to play and rest.

Article 31 of the UNCRC.

- Use kind words

- Include everyone
- Keep hands and feet to ourselves
- Keep our school and environment tidy

Good to be Green Behaviour Scheme

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and as a means of being able to track those pupils who find it harder to meet our school's expectations.

The scheme is very visual, with child-friendly resources that allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times. 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child doesn't have a good session, they can restart the following lesson.

Every child starts their day on a positive note with a Green card displayed in the pocket of the class chart. The card says 'It's Good to be Green!' and the children learn to associate being on Green with a feeling of pride by making positive choices about their behaviour.

Good to Be Green Graduated Approach

School Day Sessions

➢ Session 1 Before morning break
➢ Session 2 Before lunch
➢ Session 3 After lunch

Children start each session at Green

Teachers move through the graduated cards if behaviour falls below the desired level:

➢ Green
➢ Stop n Think
➢ Warning
➢ Consequence

The objective for all staff is to always try and de-escalate and move back to green.

The graduated approach is always used except in exceptional circumstances when children display Challenging and Serious Disruptive behaviour.

If children move from Green, to Stop n Think, to Warning, to Consequence over a session then they miss part or all of the next break time e.g. playtime or lunchtime. If a child reaches a consequence card in session 3 they still start off on green the next day but must pay back their time by staying in during the first morning playtime.

If children move to a Warning card and improve their behaviour then they revert straight back to Green, they do not go through the graduated approach back down the system.

Once a child has completed their 'time out' they start the next session on green, and the incident is not referred to again. Everyone 'moves on'.

Merits

These are given for exceptional behaviour or an exceptional deed, e.g. All children can deserve a merit even if they have been on a warning card or consequence card during the day. Their exceptional behaviour should still be rewarded as the system has allowed them the opportunity to

succeed. If children are awarded a merit the teacher can quickly relay the reason why on a praise pad to be sent home with the child.

House Points/Stickers

House points and stickers are given out throughout the day to children who are following school rules alongside constant words of praise and encouragement.

Dealing with unacceptable behaviour

We believe self-management of behaviour is a far more effective way to embed behavioural changes than an inflexible sanctions and rewards system. Children need to learn how to control their own emotions and behaviours in order to develop into good citizens. Just as children need to make mistakes in their academic learning and be taught to learn from their mistakes, the same applies to their social and emotional development. Poor choices related to behaviour should be seen as teaching opportunities. All adults must make it clear to children what it is about their behaviour that is unacceptable.

We know that when children are stressed, they are not in control of their behaviour and may go into flight, flight or freeze. We look at each event in context and are committed to seeing all behaviour as a form of communication. We focus on the causes of and the emotional recovery from a serious incident for all involved. We recognise that when children are in distress, they are having a hard time, not giving you a hard time.

The steps to managing distressed behaviour:

1. Calm the situation

   ✓ If possible, remove the audience
   ✓ Consider what you know about this child to avoid triggers
   ✓ Encourage the child to use breathing and calming strategies
   ✓ Allow time. This will depend on each individual situation
   ✓ Use de-escalation strategies such as humour, distraction
   ✓ Verbal and visual reminders
   ✓ Check your own stress levels and call for help if necessary
   ✓ Present a calm and confident manner so that the child feels reassured that you can deal with the situation
   ✓ Consider your body language, tone of voice, facial expression and proximity
   ✓ Change the adult if necessary
   ✓ Acknowledge and recognise how the child is feeling
   ✓ If child is putting themselves or others at risk, they may spend a short time on their own in a room, whilst being monitored, or they may be held
   ✓ Both of these must only happen for as short a time as possible and in line with our Positive Handling Policy

2. Listen and reflect

   ✓ Listen to what everyone involved has to say with acceptance and empathy, avoid judgemental thoughts and language
   ✓ Support children by giving an overview of the situation and providing the language for emotions
   ✓ Encourage children to be honest about their role in a situation and praise honesty.
   ✓ Facilitate children to unpick what led to a situation

- ✓ Encourage the child to reflect on what they could have done differently
- ✓ Children at earlier stages of emotional development will need to be guided about what they did wrong and what they should do differently
- ✓ Adults should be explicit about what is inappropriate behaviour

3. Repair

Encourage the child to consider how they can put things right, this might include:

- ✓ Saying sorry. This must come from the children and not be forced or it is meaningless
- ✓ Writing a letter
- ✓ Clearing up damage or mess
- ✓ Staying in at playtime if it avoids further conflict or gives space for a victim to feel safe
- ✓ Completing a task, to encourage pride in their environment such as litter picking
- ✓ Where two or more children hurt or upset each other they should be facilitated to talk through the event, how it made them both feel and how it can be put right
- ✓ If the child has had to be removed from class, then on returning to class the relationship between the class teacher and the child needs to be repaired, without shame for either of them. The return to class should be a fresh start and the child should be greeted with a positive welcome
- ✓ Reflect what the adults could do differently to reduce further inappropriate behaviour

4. Record and report

- ✓ All significant incidents must be recorded on our CPOMS system
- ✓ Serious incidents such as bullying, racist incidents or deliberately harming another child must be reported to a member of the senior leadership team (SLT)
- ✓ Parents must also be informed so that school and parents can work together
- ✓ Avoid reporting to parents in front of other parents

The Restorative Approach

This approach is used at DLPS to support children when they are distressed. It is best to use this approach when everyone has 'calmed' following an incident.
This approach:
- ✓ Improves behaviour and attitudes
- ✓ Provides explicit tools within a defined framework to challenge unacceptable behaviour
- ✓ Resolves conflict and repairs harm
- ✓ Improves relationships
- ✓ Establishes rights accountabilities and responsibilities to the community
- ✓ Provides a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues

The three principles of the Restorative Approach
1. Engagement – involving all participants in the process
2. Explanation – shared understanding
3. Expectation Clarity – clear vision for the future

Restorative Questions
When using restorative questioning the following questions will always be asked in a
quiet and appropriate area of the learning space (away from others not involved). Questions will
be first asked to the person who has been harmed and then to the person who has caused harm.

To respond to challenging behaviour
- What happened?
- What were you thinking/feeling at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:
- What did you think when you realised what had happened?
- 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?

Explain format:
- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if
- required)

Racist, Sexist, Homophobic and other diversity incidents

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation. Further information can be found here:

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All incidents should be logged on our CPOMS system". The incident will be fully investigated and recorded –and where appropriate reported to the Local Authority and police. Governors are also kept informed of such incidents.

Zero-tolerance approach to sexual harassment and sexual violence

At DLPS, we 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 uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

List the sanctions used by your school for different levels of sexual harassment and violence

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

- ❖ Responding to a report
- ❖ Carrying out risk assessments, where appropriate, to help determine whether to:
  - ➢ Manage the incident internally
  - ➢ Refer to early help
  - ➢ Refer to children's social care
  - ➢ Report to the police

Please refer to our child protection and safeguarding policy for more information

Bullying

Please see our Anti-Bullying Policy.
DLPS is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.
Bullying is "Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."
Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying of any kind is unacceptable and will never be tolerated at DLPS. We take all incidents of bullying seriously and it is our duty as a whole school community to follow the school's anti-bullying policy and take measures to prevent, tackle and resolve any bullying, harassment or discrimination that is reported and may arise.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Positive Handling

Please see our Positive Touch and Restraint Policy.

Where a difficulty arises, we will always try to de-escalate the incident, only using 'reasonable force' where a child is placing themselves or others at risk or where the risks involved in doing so are outweighed by the risks involved in not using 'reasonable force'.

The school firmly adheres to the principle that the decision to use physical intervention should only be taken if it is in the best interest of the child. Examples of this may include:

- o To prevent injury to the child or others
- o To prevent serious, deliberate damage to property
- o To prevent a child from leaving the premises if this would compromise their safety

We will record all incidents of physical intervention immediately on our CPOMS system after the event and parents will be informed.

Exclusions

At DLPS, internal or fixed term exclusion from the school community is used as a last resort and for the shortest time possible.

A child will only be excluded when they have breached the school's behaviour policy seriously or persistently, and where allowing them to remain in school would seriously harm the education or welfare of the child or others in the school.

It is not a punitive measure but a planned intervention initiated by the Head Teacher when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. The school will work with parents/carers and the child to prevent exclusion and will only exclude under severe or extreme circumstances. The school will follow Durham LA and DfE guidelines when imposing an exclusion.

This means that when a child is excluded, parents /carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home. Following an exclusion parents/carer are invited to attend a reintegration meeting.

Reintegration meetings

We arrange a re-admission meeting usually on the day of your child's return to school. It is essential that the meeting takes place before the child returns to School. At the meeting we will talk to you about why your child was excluded and how we can work together to ensure their successful return to school. Both the parent or carer and the child should attend this meeting.

Permanent Exclusion

Whilst this is the very last resort the school does reserve the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstances the head teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence.

When deciding whether to exclude a pupil, the Headteacher must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care (EHC) plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and we avoid permanently excluding them.

Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct and will deal with the matter with confidentiality and sensitively.

Please refer to our Safeguarding Policy.

Confiscation of Inappropriate Materials

Prohibited items found in a child's possession will be confiscated and where appropriate handed back to the parents/carer. Any illegal items will be handed over to the police.
If a member of staff believes that a child is in possession of an item that could put themselves or others at risk, or is illegal, such as stolen goods, they will be asked to hand over the item. If they refuse the Headteacher may authorise a search. Parents/carers will be informed if we have to search their child.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Off-site behaviour

The behaviour policy applies wherever a child is identifiable as part of the school, including when attending an off-site event, educational visit, or journeying to and from school.

Roles and Responsibilities including Reviewing the Policy

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles. This version of the policy is currently in draft, to be adopted in September 2021.

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will ensure that all staff are positive role models and develop relationships that encourage mindful and supportive behaviour. and that all staff respond appropriately to undesirable behaviour,

Staff

Staff are responsible for:

- o Implementing the Relationships and Behaviour policy consistently
- o Modelling positive behaviour
- o Developing relationships with children in order to promote an understanding of their social and emotional needs
- o Providing a personalised approach to the specific behavioural needs of particular pupils and contributing to SEN Support Plans

- o Understanding and supporting children when they demonstrate distressed and inappropriate behaviour
- o Recording behaviour incidents
- o Liaising with families about positive and negative behaviour
- o Referring to and working with the SENCO and external agencies when there are higher levels of need
- o The senior leadership team will support staff in responding to behaviour incidents

Appendix 1

'The Kindness Principle' by Dave Whitaker, is a book that puts relationships at the heart of behaviour management and culture. Every member of staff will read a chapter each week from the beginning of the Autumn Term as part of their professional development.

Appendix 2

Evidence Based Strategies for Behaviour:

1) Positive Relationships – Establish clear roles and boundaries, communicate kindness, learn names and use them, combine assertiveness with warmth, always be the adult
2) Establish your expectations – Decide your expectations, communicate your expectations, reinforce your expectations, redirect, correct or challenge, sustain your expectations
3) Signal, pause, insist – Choose a signal (to get attention), rehearse the signal, give the signal, pause, insist
4) Positive framing – Establish expectations, affirm positive responses first (positive praise to those following expectations, before dealing with those who don't). frame correction as positive reinforcement (instead of saying 'stop talking and turn around,' instead 'I would like you to look this way and listen, thanks,' Give the benefit of the doubt – Emphasise what you want the pupil to do, don't engage with accusations, Assume confusion over defiance
5) Choices and consequences – establish the range of formal consequences, use assertive choice direction, narrate the consequences, maintain the principle of certainty over severity (follow through), use consequences judiciously

Appendix 3

EEF (Education, Endowment Foundation)

- Recommendation 1 Know and understand your pupils and their influences
- Recommendation 2 Teach learning behaviours alongside managing misbehaviour
- Recommendation 3 Use classroom management strategies to support good classroom behaviour
- Recommendation 4 Use simple approaches as part of your regular routine
- Recommendation 5 Use targeted approaches to meet the needs of individuals in your school
- Recommendation 6 Consistency is key

➢ Recommendation 1

Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of our school staff.

➢ Recommendation 2

Teaching learning behaviours will reduce the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours.

➤ Recommendation 3

Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy.

➤ Recommendation 4

Some strategies that don't require complex pedagogical changes have been shown to be promising. Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour. School leaders should ensure the school behaviour policy is clear and consistently applied.

➤ Recommendation 5

Universal behaviour systems are unlikely to meet the needs of all pupils. For pupils with more challenging behaviour, the approach should be adapted to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.

➤ Recommendation 6

Consistency and coherence at a whole-school level are paramount. Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches. However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.

Appendix 4
Behaviour checklist for Teachers from DfE Advisor Charlie Taylor

Classroom
☐ Know the names and roles of any adults in class
☐ Meet and greet pupils when they come into the classroom
☐ Display rules in the class - and ensure that the pupils and staff know what they are
☐ Display the tariff of sanctions in class
☐ Have a system in place to follow through with all sanctions
☐ Display the tariff of rewards in class
☐ Have a system in place to follow through with all rewards
☐ Have a visual timetable on the wall
☐ Follow the school behaviour policy

Pupils
☐ Know the names of children
☐ Have a plan for children who are likely to misbehave
☐ Ensure other adults in the class know the plan
☐ Understand pupils' special needs

Teaching ☐ Ensure that all resources are prepared in advance
☐ Praise the behaviour you want to see more of
☐ Praise children doing the right thing more than commenting on those who are doing the wrong thing (parallel praise)
☐ Differentiate

- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach children the class routines

<u>Parents</u>

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Policy Drafted September 2021
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