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INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- PSHE Policy
- Safeguarding and Child protection Policy
- Inclusion Policy
- Complaints Procedure
- Rights Respecting School Policy
- **This policy complies with:**
- 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

RATIONALE

At Delves Lane Primary School, we believe all children and adults in our school are important. Everyone in the school should feel happy, safe, secure and should know their rights. We are committed to enabling all children to access education successfully. Part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

In our school we: -

Develop
Enthusiastic
Learners
Valuing
Everyone's
Success

Our School Values are at the heart of all we do at Delves Lane Primary School and we aim for all children to learn to embody them:

Belonging – At Delves Lane we promote strong community links and a secure sense of belonging

Kindness – Provide a safe, welcoming, caring environment in which each individual is valued, where everyone is kind towards one another and where learning can flourish

Aspiration – To provide an irresistible curriculum which develops children's love of learning and sparks curiosity

Resilience – Inspire a sense of co-operation, embracing challenge, self-discipline and responsibility

Unity — Encouraging the enjoyment of physical activities and games and increasing awareness of the importance of healthy living

Respect – Enable children to understand and appreciate the world in which they live and develop sensitivity towards individuals, groups and nations within it

We recognise that high standards are best promoted when all stake-holders have a shared understanding of what is acceptable and unacceptable behaviour. We have the following aims for our Positive Behaviour Policy at Delves Lane Primary School:

- Children will learn in an inclusive, organised, attractive, friendly and stimulating environment
- Pupils will be respected for their personal qualities, valued for their achievements and acknowledged

- for their individual needs
- Children will be encouraged to become confident, enthusiastic, self-motivated and independent learners
- Pupils will feel valued as a member of the school community
- Teachers will deliver well planned, engaging and organised learning opportunities in which high standards will be encouraged
- All stakeholders will be expected to follow the school rules, respect rights and consider others

RIGHTS RESPECTING SCHOOL

Delves Lane Primary is a Rights Respecting School and as such, strongly believes in and promotes the United Nations Convention on the Rights of the Child. We know the importance of children knowing their rights to an education, a safe and friendly environment, a voice and the right to rest and play. Within this learning, it is vital children learn what their roles and responsibilities are to ensure their own and other people's rights are met. Working in partnership with parents and the community, the school endeavours to provide a well-ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self-reliant and to cooperate with others.

This policy exemplifies these rights and our practice aims to ensure that the following rights are adhered to:

- **Article 3** - The best interests of the child must be a top priority in all things that affect children
- **Article 19** - Every child has the right to be protected from hurt or mistreatment
- **Article 28** - Every child has the right to an education. Discipline in schools must respect children's dignity
- **Article 29** - Every child has the right to an education which develops their talents and abilities, and enables them to live peacefully, protect the environment and respect other people
- **Article 31** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

At Delves Lane we educate children about statutory protected characteristics and we do not tolerate bullying of any form. We believe all members of the school community deserve to be consistently treated with dignity.

We acknowledge that **behaviour is communication** and it may be communicating a number of things including a communication, sensory or social, emotional and/or mental health (SEMH) need. Therefore, we use methods such as conflict resolution and restorative conversations to teach children how to manage their own behaviour, in a way that will be supportive to their future.

We have **high expectations of behaviour** and **high expectations of all staff** to ensure that the right support is in place to enable children to thrive. At Delves Lane Primary School all responses from adults to the behaviour of children are informed by the principle of considering *what the child is learning* from the adult's response, and *how* that response will support the child with their future behaviour; this is based on our whole school compassionate ethos and a research informed approach. A foundation of our school is that all staff understand the importance of positive relationships between staff and children. Furthermore, children are encouraged to choose a 'trusted adult' who they can go to if they ever have any concerns.

We work in collaboration with parents and welcome questions and conversations about our approach to behaviour at Delves Lane. All staff across the school including lunch/playtime support staff follow this policy and are trained in our whole school strategies.

Our Golden Rules:

"Be **Ready, Respectful and Safe**". (Dix, P. 2017).

- Be Ready (Article 28 – The right to an education)
- Be Respectful (Article 29 – Your education should develop your talents and abilities and help you live peacefully, protect the environment and respect other people)
- Be Safe (Article 19 – The right to be protected from hurt of mistreatment)

Our children and teachers use our school rules to co-create our **behaviour principles** (these are outlined below – **we have four principles per rule**). These in turn inform our whole school behaviour curriculum (see Appendix 1: Behaviour Curriculum – The Delves Lane Way) which includes a “What Makes Good” for each behaviour principle. These behaviour principles are explicitly taught and are consistently referred to throughout the year and at the beginning of every half term. This is to re-establish expectations by everyone across the school to ensure these rules are embedded and sustained. In line with our whole school approach to behaviour and our inclusive ethos, we understand that some children require more support to meet this expectation.

“At Delves Lane we are READY”



At Delves Lane we encourage children to take ownership of their learning and show readiness to learn by being present, positive and engaged.

“At Delves Lane we are RESPECTFUL”



Relationships and attitudes at Delves Lane are built on mutual respect. Respect means we accept somebody for who they are, even when they are different from us or we don't agree with them. This respect extends to ourselves, one another, our equipment and our school environment.

“At Delves Lane we are SAFE”



It is essential that everyone in our school community feels safe at school and that we conduct ourselves in a way that ensures the safety of everyone. This includes emotional and physical safety.

Roles and responsibilities

The Governing Body is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

The **Headteacher** is responsible for reviewing and approving this policy. She will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently across the school.

In addition to this she is responsible for:

- Putting in place sanctions and consequences for bullying and oppressive incidents
- Meeting with children, staff and parents regarding serious behaviour incidents
- Suspensions and exclusions
- Addressing day to day incidents of behaviour as a member of the Leadership Team
- Maintaining awareness of impact of trauma on behaviour

The **Deputy Head** is responsible for:

- Analysing behaviour incidents within each phase and putting resulting actions in place when necessary. Liaise with Head Teacher when necessary and appropriate to escalate e.g. a pattern of behaviour
- Putting support in place when behaviour continues following middle leader support – parent meetings
- Investigating serious incidents of behaviour and meeting parents regarding this
- Escalating serious behaviour concerns to the Headteacher
- Addressing day to day incidents of behaviour as a member of the Leadership Team
- Maintaining awareness of impact of trauma on behaviour

The **Middle Leaders** (Miss Taylor – EYFS, Mrs Kelly-Fraser – Key Stage 1, Mr McMeiken – Lower Key Stage 2, Mrs Donnelly and Mr Turnbull – Upper Key Stage 2) are responsible for:

- Supporting teachers within their phase with frequent low-level disruptions through observations, parent meetings and adaptations
- Monitoring behaviour incidents within their phase to understand patterns and put in place additional training
- Addressing day to day incidents of behaviour as members of the Middle Leadership Team
- Liaising with Senior Leaders regarding serious incidents of behaviour

The **SENCO** is responsible for:

- SEND (Special Educational Needs and Disabilities) behaviour
- Observing and/or discussing more concerning continued behaviour following Middle Leader intervention

- Involvement in TAF meetings – both internal and external as appropriate
- Putting in place support for children with additional needs in class or/and the playground at challenging points in the day
- Maintaining awareness of impact of trauma on behaviour
- Support and preventative measures for negative behaviour through targeted intervention

All **Staff** are responsible for:

- Implementing the policy consistently
- Delivering the behaviour curriculum so that all children know, understand and are able to follow the rules of Ready, Respectful and Safe
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils e.g. organising an emotionally available adult for specific children at key points in the day – (this could include class teacher, TA and lunchtime supervisor)
- Recording factual behaviour incidents on CPOMs

The **senior leadership team** will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in following the school rules of Ready, Respectful and Safe
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly outside of teaching time

Children are expected to know, understand and follow the rules of Ready, Respectful and Safe.

Positive Relationships

Relationships at Delves Lane are given central importance: positive relationships are established, maintained and restored where needed, using evidence-based strategies (EEF, 2019).

Behaviour is understood to be communication and adults reflect on what a child is communicating with their behaviour if this is unclear. **Adults consistently remain calm when responding to children's behaviour.**

Classroom Management Strategies

At Delves Lane we focus on and praise positive behaviour. We have whole school classroom routines and high expectations for behaviour of all children (see Appendix 2a: Systems which support behaviour within the classroom). We have reward systems in place (see Appendix 2b: School Reward Systems) and place emphasis on praising effort and demonstration of the school values, as well as academic achievement from every child's starting point.

Children understand adult expectations of them and are clear on what is expected. Clarity and consistency are understood by all staff to be crucial to positive behaviour management.

Teachers are supported by middle and senior leaders for their phase to ensure that classroom behaviour management is consistent and positive.

Rewards and positive praise

Our aim is to develop children's intrinsic motivation and growth mindset, the belief that our success can be developed over time as we grow, make mistakes and learn. We acknowledge that extrinsic motivators help children establish positive behaviours, and develop intrinsic motivation, we use this alongside specific praise.

At Delves Lane, children are given specific praise for both their effort and achievements from their starting points. In addition to this verbal praise, children across the school are awarded house points. Below are some examples of when these would be awarded:

- Showing a growth mindset and trying hard in their learning
- Effort and participation in lessons
- Showing our school values, e.g. showing compassion to a peer
- Being a role model to others
- Taking responsibility of their own learning e.g. resources ready and homework completed
- Undertaking responsibilities in the wider school and community

Recognition Boards

Every classroom has a prominent recognition board. Recognition boards are targeted at **one 'Behaviour Principle 'at a time**. Names go on the board to recognise learners who are demonstrating the desired behaviour. Names are never removed from the board. The aim is to get everyone's name on the board before teachers reset it (take all the names off and start again). Teachers reset the board based on the needs of their class. It might be every lesson, it might be a morning/afternoon or at least each day. Children work together to get everyone's names on the board.

There is no reward for everyone getting their names on the board, but rather a whole class acknowledgement, for example a cheer before starting again.

Additional rewards such as a visit to SLT to receive a HT or DHT sticker and additional praise are welcomed.

House Points

Every time a pupil is given a house point on the board in their lessons, it is automatically added to their house points on Trackit Lights. The house with the most points gets recognition in assembly every week. When an individual pupil earns 50, 100, 200 and 250 points they receive bronze, silver, gold and the 'Head teachers award' certificates which are generated automatically in Trackit Lights and can be printed from the system. Trackit Lights will also identify pupils who have had constant good behaviour and have not received any sanctions for a specific date range. This makes sure that it is not just pupils who are overtly 'trying' to behave in the moment who get recognition, but also the pupils who never disturb the class but often go unnoticed.

Celebration Assemblies (Friday)

Celebration Assemblies are also held weekly. During these, teachers award a "Star of the Week" certificate to children in their class who have demonstrated the school rules in a variety of ways as well as praising high quality work and engagement. As reading is such a high priority in school, teacher's also award a "Reader of the Week" to an individual for effort and/or engagement in reading.

During these assemblies, the totals for each house team are announced and the winning team is cheered. Every half termly a prize is awarded to the winning house.

A Golden Wellie Award is given to one child from each phase for good behaviour at lunchtime.

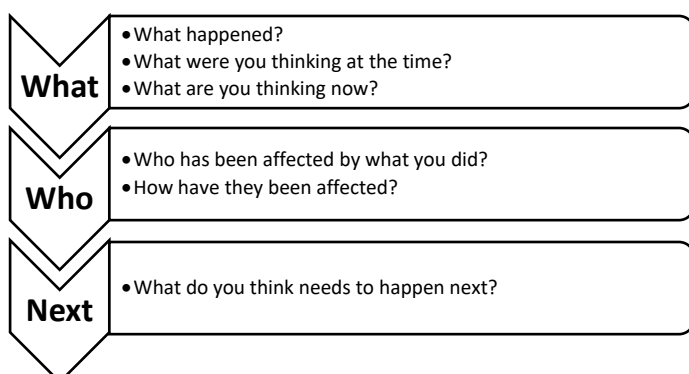
Class attendance is also awarded.

Other extra-curricular achievements e.g. sporting / musical awards are also celebrated if the child wishes to share these with the school.

Restorative Conversations

Based on extensive research we use Restorative Conversations at Delves Lane as an approach to understanding and managing behaviour.

Restorative conversations enable those children who have been harmed to convey the impact of the harm to those children who were responsible and for those responsible to acknowledge this impact and take steps to put it right. This could be child with child (mediated by an adult) or child with teacher or other staff member.



Adult dos and don'ts for promoting positive behaviour for learning

- Adults in the school will not shout- nothing is gained by being verbally aggressive or modelling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence if needed. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).
- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible'). They will be specific about describing behaviour.
- We describe the behaviour and the impact as well as the impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at Delves Lane. You will need to miss some of your play whilst....'
- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite and calm language must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- Adults will use 'we' when talking about expectations: 'At Delves Lane, we keep each other safe so we do not throw pencils'.
- Adults will use 'if' and 'then' to clarify actions and consequences, e.g.: 'If you continue to be unsafe and throw a pencil, you will then miss your play.'
- Adults will follow through on 'if' and 'then' statements made but do not make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.
- **Adults will ensure they arrive to collect pupils from play and lunchtimes promptly – arriving afterwards leads to unsupervised lines of children, which is not safe.**

Limit setting, consequences and sanctions – KS1 and KS2

At Delves Lane we believe in public praise and private reprimands or sanctions. This ensures children are treated with dignity and respect.

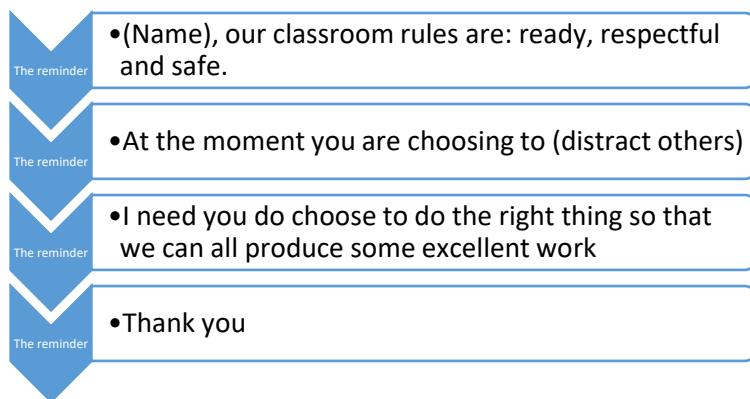
Our expectation is that all children follow the rules of **Ready, Respectful and Safe**. These rules are explicitly taught through whole school assemblies and in class. They are referred back to throughout the year to re-

establish expectations. In line with our whole school approach to behaviour and our inclusive ethos, we understand that some children require more support to meet this expectation.

If redirection and positive encouragement do not work, adults will use the warning system by going through the following steps (See Appendix: 3):

Step 1 The reminder (Script)

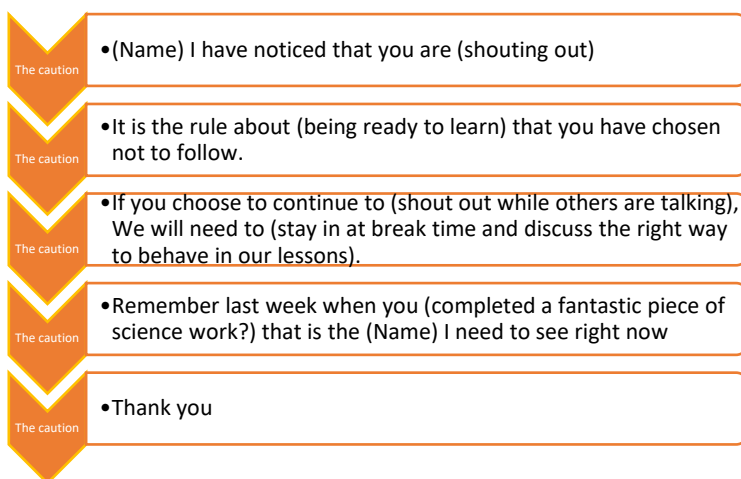
A reminder of the expectations for learners Ready, Respectful, Safe should be delivered to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. This conversation will be scripted as follows:



Step 2 The caution (Script)

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

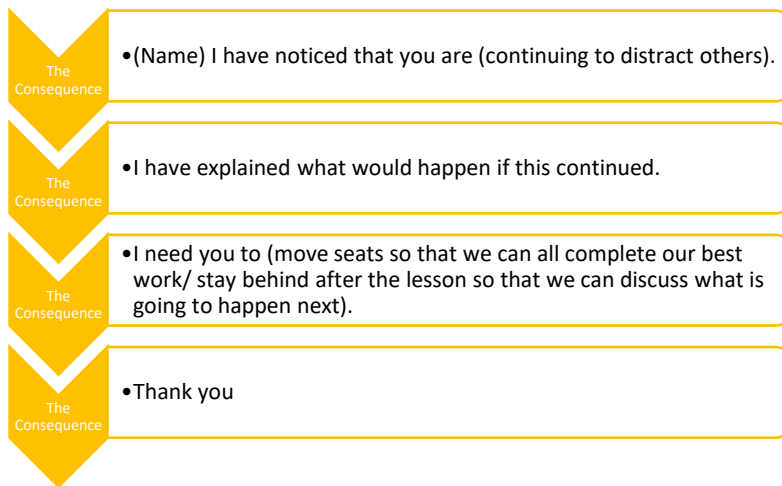
This conversation will be scripted as follows:



Step 3 The consequence (Script)

Where a learner's behaviour persists, it may be necessary to deliver a consequence. In this instance, children have been given a reminder and a caution and so have had the opportunity to correct their behaviour and make positive choices but have chosen not to do so. As children have been made aware of the consequence prior to its implementation, they have chosen to accept the consequence. **If appropriate, the consequence should take place at the next play/lunch time. After the sanction has taken place then the child returns to Step 1.** When deciding on an appropriate consequence for children, it is important to remember that it is not the severity of a consequence, but the certainty and immediacy that has the greatest impact. (See Appendix 3: Behaviour and Sanctions Chart for suitable consequences)

This conversation will be scripted as follows:



If the scripts are used multiple times in a short space of time for example a week, a discreet verbal conversation by class teacher with parents/carers is needed. This conversation will be recorded on Trackit System.

Step Four – If the low-level disruption continues and it's disrupting the learning of others, the child will be sent to work in another class (See Appendix 4: Receiving a child into class and back into class), ideally within the same year group but this may not always be possible. The child will take their learning with them. If the child refuses to leave the classroom or this is not deemed a sensible action, a calm call for "sugar paper" will be made and a member of the senior leadership team will assist (Step 5).

* This is time to calm, no blame or judgement is needed, this is a process. It allows the child to move on and return after no more than 15 minutes.

Step Five – Go to Phase Leader or SLT. If this is resisted, send a child to middle leader in same phase or if not possible, use walkie talkie to make a 'calm call for 'sugar paper' to request for SLT to come and collect them.

The Warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session.

Use of 'Sugar Paper' for serious incidents when staff will not need to go through the steps system

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. These behaviours may include:

- Intentional Fighting where the purpose is to harm another pupil
- Vandalism (school property or that of other pupils)
- Throwing objects that endangers others
- Serious challenge to authority of any member of staff

See 'Appendix 3: Behaviour and sanctions chart' for further guidance

If a child is repeatedly struggling with their behaviour, and this is impacting on their or others learning or safety, this will be recorded on Trackit. Senior school staff can look for patterns, share this information with parents and other staff and co-create a personalised behaviour plan and will refer to external agencies for additional support.

Suspensions and exclusions

The Headteacher has the right to suspend (internal, external, fixed term or permanently exclude) a child. This will always be proportionate, only in extreme circumstances and in line with statutory guidance. After

a suspension reintegration is prioritised – a member of the SLT will meet with the parent, child and teacher to ensure this is swift and effective.

The use of reasonable force

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.
- '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 headteacher 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?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.
- Key members of staff have restraint training throughout the school and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour the school can use reasonable force:

- When behaviour disrupts the learning of others and the child has refused to leave the classroom;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- When a pupil is at risk of harming themselves through physical outbursts.
- The school will record all attempts to restrain a child on CPOMS. If the school has restrained a child, then the parent will be informed.

The school cannot use force as a punishment – it is always unlawful to use force as a punishment.

Induction of new staff and pupils

SLT will ensure that all new staff are inducted into the school's behaviour culture so that they have a clear understanding of rules and routines. This will enable new staff to support all pupils to participate in creating the culture of the school.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. This includes in-year transfer admits.

Pupils with Special Educational Needs

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, where appropriate. *These pupils may require specific behaviour strategies and input, or an Individual Behaviour Plan which will be shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. (Please also refer to SEND and Inclusion Policy.)*

Route B

We understand that a very small number of our pupils will need a more bespoke and targeted approach to support good behaviour in school. At Delves Lane Primary, for consistency, we call this approach 'Route B'.

Children who require a Route B approach **must have** specific strategies put in place (see separate Appendix 5 Route B document for more detailed guidance).

Route B Rewards

Recognition remains the same as the main policy. However, more effort must be given to notice the pupil doing the right thing and praise can be offered in short bursts. Celebrate small successes with other staff in school to build self-esteem.

Route B Sanctions

Sanctions will remain the same as the main policy until a step 3 situation arises, this will be at the discretion of staff and SLT. Staff should be extra vigilant and remove children before a serious incident occurs. On occasions, calming down time will take place until the pupil is ready to reflect and compile and apology. The apology will be made when the child is totally calm and ready for learning again.

Use of calm areas will be shared with families with the target of reducing the removals over a period of time.

If the child is unsafe in the calm areas, SLT should be called. Similarly, if an unpredictable/sudden outburst occurs and children's/adults' safety is at risk, SLT should be called.

Behaviour around the school

See Appendix 6 - Expectations for moving around school and Appendix 7: Lunchtime Behaviour.

Early Years and Foundation Stage

For our youngest children, who are at the developmental stage, our pupils are learning how to behave appropriately. The Delves Lane approach to behaviour is rooted in our Early Years Curriculum; we recognise the uniqueness of each child and their developmental needs. Our learning environment is a safe place which nurtures self-respect, growing self-esteem, empathy for others and the ability to guide behaviour through learning social skills such as negotiation and problem solving.

At Delves Lane we are proud of the strong relationships modelled in the early years Nursery and Reception settings. Adults know children exceptionally well and these relationships support positive behaviour. The school values and being Ready, Respectful and Safe underpin practice here as with the rest of the school.

See Appendix 8: Early Years and Foundation Stage for further guidance.

Safeguarding

Delves Lane recognises that changes in behaviour may be an indicator or a child's way of communicating that they need help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

- To ensure a smooth transition to the next year, children are supported through transition sessions with their new teacher(s). In addition, teachers hold transition meetings (for identified children) with parents and time is given to teachers for class handover information (Summer Term Staff Meetings).
- To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.
- Delves Lane fulfils its statutory duty for the transfer of files to the child's onward school when they leave.

Child conduct outside the school gates

Delves Lane has the highest expectations of its children's behaviour beyond the school gates. Their behaviour is a reflection of the school and can influence its reputation. Behaviour incidents will be dealt with in line with this policy. This also includes incidents online which impacts learning in school. The police may be called if the behaviour is considered anti-social, criminal or poses a serious threat to another person.

Searching and confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline.

Record keeping and data analysis

We use the CPOMS system to record safeguarding concerns and Trackit/CPOMS for behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the senior leadership team.

Induction and training




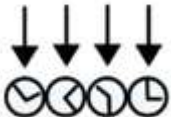

- Staff can access support to improve their practice from their phase leads and SLT.
- Our staff are provided with training on managing behaviour, including proper use of restraint (when appropriate), as part of their induction process.
- Behaviour management will also form part of continuing professional development.
- Identified Phase Leads (TLR Posts) to complete the NPQ Behaviour and Culture.






The application of this policy






The Positive Behaviour Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Through acknowledging behaviour is communication and leading with empathy and kindness, in line with our school values we believe every child will leave our school as a responsible and compassionate member of society, exercising and understanding tolerance, kindness and fairness.

Appendix 1 – The Delves Lane way

<p>At Delves Lane we are...</p>  <p>READY</p>	<p>We actively take part in all learning</p> 	<p>We approach things with energy and enthusiasm. We are willing to have a go. We engage in class discussions and ask the teacher and other children questions. We share our prior knowledge and experiences. We take pride in our learning and progress. We reflect on our achievements and progress. We recognise our barriers and ask for help when we don't understand.</p>
	<p>We show we are ready with our whole body</p> 	<p>We look and listen to the speaker. We come to class with a positive mental attitude. We make sure we are ready by taking care of our physical needs to make us prepared. We use positive body language – e.g. sitting up, BBC (backs, bums, chair) We are where we are supposed to be. We wear our school uniform proudly.</p>
	<p>We follow our school structures and routines</p> 	<p>We walk proudly on the left in single file. All our belongings are on our labelled pegs. If we notice someone else's belongings on the floor we will pick them up and re-hang them. We go straight to where we need to go. We use our manners and hold doors open for others. We line up in a straight and quiet line. We take part in giving and receiving compliments of the day. We use the hydration stations and trays for our water bottles and belongings in class We go to the toilet or have a drink at a 'sensible time' – e.g. playtimes and lunchtimes. We carry out our class monitor jobs if we have one to the best of our ability. We sit or stand in our carpet/table spot or line order.</p>
	<p>We are prepared for what is next</p> 	<p>We will listen to instructions so we know what to do next. We will use the visual timetable to help us know what is next. We will ask for more information or for the information again if we are unsure. We will calmly transition to our next learning. We will keep our learning space tidy and organised. We will think about what is coming next so we are ready and prepared. We will drink water and go to the toilet at sensible times so as not to disturb the learning We will be helpful around the class in preparing for what is next. We will help others be prepared too e.g. pass sheets/resources.</p>

<p>At Delves Lane we are...</p>  <p>RESPECTFUL</p>	<p>We use a respectful voice</p> 	<p>We speak in an appropriate tone and volume. We greet each other respectfully. We use appropriate language (words) for school. We use people's names when we are talking to them. We face the person we are listening to or talking to. We always respond respectfully and take the time we need to be able to do this successfully.</p>
	<p>We listen respectfully</p> 	<p>We look at the person talking. We engage in the conversation by asking and answering relevant questions. We listen to everyone respectfully. We build on and respond to what others. We allow others the opportunity to speak and listen to them. We communicate respectfully if we are not ready to listen, and act when we are ready. We know that only one person should talk at a time.</p>
	<p>We have good manners</p> 	<p>We greet people when we meet them. We say excuse me or pardon if we didn't hear what was said. We hold open doors for people – we will say thank you and please. We help others and ask others if they need help. We use cutlery in the lunch hall. We take turns and share resources and equipment. We apologise sincerely. We use eye contact when we speak with someone. We listen when others are talking and giving their ideas. We use kind words at school. We consider and are aware of the differences of others and their needs.</p>
	<p>We look after our equipment and environment</p> 	<p>We proudly wear our uniform every day and take responsibility for it. We are proud of our school and look after it. We understand the importance and value of equipment and look after it. We use all areas of the school sensibly including the toilets. We respect the nature and the plants in side our school and in the school grounds. We keep the outdoor environment tidy by picking up litter and using the bins. We tell an adult if something is broken so it can be fixed. We help put things away. We look after our own equipment and possessions.</p>

<p>At Delves Lane we are...</p> 	<p>We keep each other physically safe</p> 	<p>We keep our hands and feet to ourselves. We check on other children if they appear hurt. We use equipment and resources correctly and sensibly. We walk calmly and sensibly inside of school. We move safely outside of the school. We manage our own physical risks. We ask an adult for help if someone feels physically unsafe.</p>
<p>We keep each other emotionally safe by being kind</p> 	<p>We ask others how they are. We notice if others need support and offer kindness and support when it's needed. We compliment others. We are aware of the different ways people communicate, when happy or sad. We understand and respect that everyone is different. We respect the privacy of others. We respect others' boundaries and sensitivities. We know we can say if we are uncomfortable.</p>	
<p>We keep our environment safe and use equipment safely</p> 	<p>We leave the environment how we would like to find it. We pick things up off the floor and keep things tidy. We use scissors safely and appropriately. We use equipment and resources in areas where it is safe to use them. We tuck in our chairs. We use the internet safely and know who to ask if we feel uncomfortable. We take pride in the book corner and look after the books in the school.</p>	
<p>We follow adults' instructions</p> 	<p>We listen and respond promptly. We respect adult instructions. We ask for an explanation if we have misunderstood or we are confused in a respectful way. We know there are different types of instructions to follow. We listen to instructions fully. We use other resources (such as the White Board slides or the working walls) if we are not sure before asking for help.</p>	

Appendix 2a - Systems which support behaviour within the classroom

All classes will have:

- A lining up order and lining up points displayed from Year 1 (Summer term for Reception Classes)
- Carpet spaces for children (age appropriate)
- Classroom Monitors known and displayed
- Named coat pegs
- Table and seating plan clear and displayed
- Learning (talk) partners displayed
- Visual timetable displayed
- Labelled jumper/cardigan box – moved outside during play
- Labelled water bottle box (Hydration Station) – moved outside during play

Appendix 2b – Rewards

Rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and certain to happen in order to be effective. The most effective reward is the use of praise - smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school via positive reinforcement. This includes:

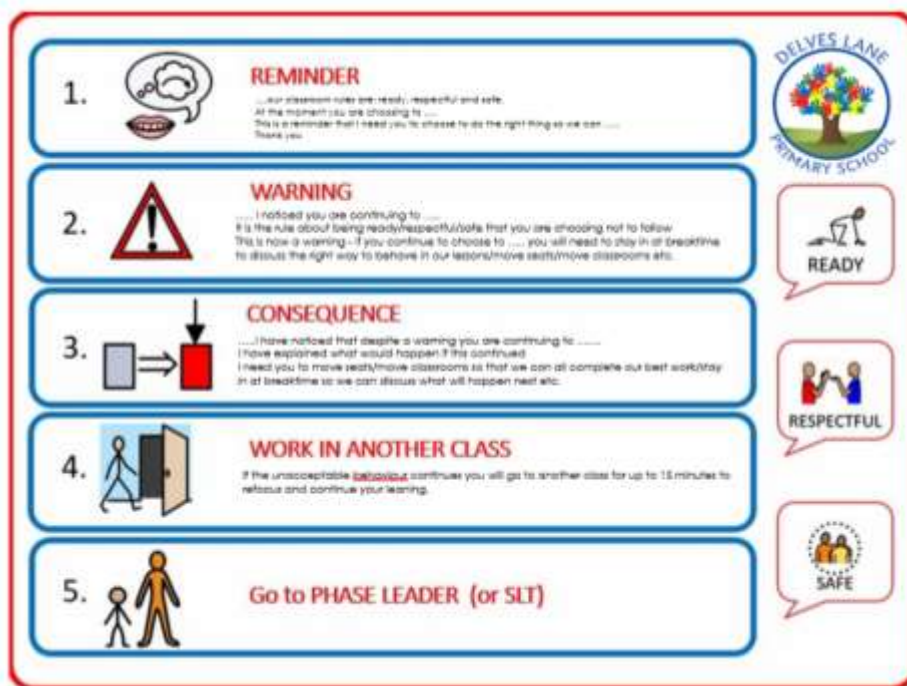
- Verbal praise
- Stickers
- Class Recognition Board
- House Points*
- Sharing good work with others (Phase Leader, Deputy Head Teacher, Head Teacher and parents)
- Star of the Week
- Reader of the Week
- Golden Wellie Award
- Half-termly house rewards

Appendix 3a – Behaviour and Sanction Chart

At Delves Lane our ultimate goal is positive behaviour established through consistency, clear systems and routines and high expectations. When serious misbehaviour and incidents arise, we recognise it needs to be responded to accordingly with a clear message that it is not tolerated at Delves Lane. The wider context including the circumstances of the incident, the child's contextual factors, including age and stage, and any special educational needs or disabilities are always considered alongside any decision making using this framework.

Step	Behaviour	Adult	Actions and Sanctions	Trackit or CPOMS
Step 1, 2 and 3	<p style="text-align: center;">Low level disruptions</p> <p>Out of seat Calling out Silly noises/ faces Using equipment intentionally inappropriately/ incorrectly (e.g. rocking on chair) Interrupting Unwanted touching Running inside the building Fidgeting Not following instructions Turning around and looking the wrong way Intentionally not being on task Not being respectful (e.g. negative body language) Pushing in line Low level name calling Play fighting Refusal to complete work or follow instructions Deliberately breaking schools or others' property Negative verbal or physical response Inappropriate language not directed at anyone Unintentionally hurting someone as a result of another negative action/ behaviour Spitting</p>	TA/CT	<p>Follow 5 step approach</p> <p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour</p> <p>Step 3: Miss part of break time Step 3: Restorative conversation Step 3: Discreet discussion with parent/ phone call home from class teacher Step 3: School Community service (litter picks, tidy outdoor OPAL resources, tidy a classroom, etc.) Right the wrong e.g. Apology letter</p>	Completed by class teacher at Step Three
Step 4	<p style="text-align: center;">Serious and deliberate</p> <p>Persistent challenging negative behaviour Persistent or serious rudeness/ name calling Swearing directly at someone Graffiti/ vandalism Intentionally stealing an item of value Intentionally hurting someone Verbal or physical threat Spitting at someone Inappropriate online behaviour</p>	Phase leader/SLT	<p>An appropriate action(s) and/or sanction from the list below or above that is appropriate and proportionate to the behaviour</p> <p>It is the teacher's responsibility to "investigate" the behaviour through questioning those involved. Only when it is determined to be serious and deliberate should SLT be involved.</p> <p>Step 5: Sent to SLT/Phase Lead Discreet discussion with parent/ phone call home from SLT/Phase Lead Miss whole of break time Right the wrong e.g. clean up graffiti Community service Phase lead/SLT meeting with parent Restorative conversation Removal of a privilege (this cannot affect their access to a full curriculum) SEMH intervention programme (See SEN Resource list)</p>	Completed by class teacher/ SLT
Step 5	<p style="text-align: center;">Extremely serious</p> <p>Bullying including online Discrimination (including all protected characteristics) and oppressive behaviour Sexual harassment and sexual violence Very serious challenge to adult Intentionally seriously hurting someone Persistent serious and deliberate behaviour Serious inappropriate online behaviour</p>	SLT	<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour</p> <p>Step 5: SLT called Removal of a privilege (this cannot affect their access to a full curriculum) Community Service Meeting with parent Fixed term internal suspension Fixed term external suspension <input type="checkbox"/> Reintegration support SEMH intervention programme Permanent exclusion</p>	SLT

Appendix 3a – Behaviour and Sanction Chart (visual)



Appendix 4 – Receiving a child back into class

Step 4 - Receiving a child into your class

- This is time to calm, no blame or judgement is needed, this is a process. It allows the child to move on and return after no more than 15 minutes.
- The children sit at a desk/table and continue their learning.
- Receive them quietly and calmly and as privately as possible.

Step 5 – SLT involvement

- Re-set high expectations
- Consequence (this may be a verbal reprimand, loss of privileges, school-based community service such as tidying a space, collecting rubbish, cleaning desks (opportunity for repair, choosing to do something positive)
- Repair
- Restorative conversations- this may also include an apology. This leads to a 'clean slate'

SLT will then rehearse a script with the children and then walk them calmly back to class.

'I am sorry for XXX please can I return to the classroom and my learning'

- The role of the teacher is to accept the child positively back into the classroom with no further chastising which would undo the work done by SLT.
- The teacher will call home to report behaviour at the end of the day and add incident to CPOMS.

Appendix 5: Route B

Route B

Purpose:

- To take a preventative approach to pupils with more challenging behaviour
- To be consistent with our Route B provision across the school
- To enable children with challenging behaviour to be successful in school
- To have the view of moving back onto the whole school behaviour policy

Exemplification:

Pupils who are on Route B need the following provision set up within a week of moving off the standard behaviour policy. Parents will be informed and a meeting held to go through the Route B process.

Agenda for Initial Meeting with Parents/Carers

Class teacher and member of SLT will schedule an initial meeting with family as part of moving to the Route B Plan.

Agenda for the meeting:

- Welcome family
- Explain the positive approach
- Go through: Individual Behaviour Plan (IBP); One-page profile; Positive Handling Plan (if consent required); Team around Child
- Opportunity for questions
- Decide on the best time for a weekly check-in to discuss and celebrate progress

Weekly Phone Call to Parents/Carers

Decide when is time to call at initial meeting (see above)

Script for Telephone Call:

"Hello <salutation>, is now a good time to catch up about <name of pupil> this week? The positives have been <explain in detail>. We have had <Pupil intervention, e.g. removed from class> but <enter a positive here, e.g. they have calmed down quickly/been very apologetic>. Our target for next week is <something really achievable>. Thanks for your time!

One Page Profile

A one-page visual sheet which highlights triggers and strategies to support the pupil (One Page Profile) which is appropriate to use *with* the child. (See table below)

Behaviour Support Plan

Each child must also have a Positive Behaviour Plan which identifies triggers and what behaviours look like. As part of the plan, school will arrange a half termly meeting with the child (age appropriate) and their parents (class teacher/or TA and SLT)

The focus of the meeting will include:

- What is working well
- What are the current concerns
- What needs to happen next
- Agreed action from the meeting

This document must be shared with parents/carers. (See table below)

One Page Profile including Team Around Pupil (TAP) which includes:	<ul style="list-style-type: none"> ▪ Include photo of child and name ▪ What the child likes and dislikes ▪ Triggers and strategies to support the pupil ▪ Photos of adults who will work with the pupil including names and what they will do for the child ▪ A pupil friendly document ▪ Document uploaded to CPOMS ▪ Document shared with all adults working in class including supply staff and parents
Positive Behaviour Plan	<ul style="list-style-type: none"> ▪ This identifies triggers and what behaviours look like ▪ It also explains key information about the child in terms of behaviour ▪ For children who exhibit behaviour that puts them at risk of harm or need for physical intervention to keep them safe (Team Teach Consent from Parent) ▪ Families need to be informed and a copy must be given to parents/carers ▪ A risk assessment may also be required. e.g. if child shows violent behaviour or likely to try to abscond
POSITIVE BEHAVIOUR PLAN STRATEGIES MAY INCLUDE:	
Choice boards	<ul style="list-style-type: none"> ▪ Laminated card with options of activity e.g. this or this ▪ Includes visual pictures with the word underneath ▪ This gives the child a sense of control but the adult is still 'in charge'
Individual Visual timetable	<ul style="list-style-type: none"> ▪ A child might not appear to 'need' a visual timetable but they are always reassuring for children who are vulnerable so must be updated ▪ Can be Velcro or printed out depending on the child ▪ Needs to have pictures ▪ Pictures can be ticked off as the day goes on (award stickers/smiley faces) ▪ Or Pictures can be taken off (e.g. Velcro) and put in a 'finished' box ▪ Visual timetables must be shared with parents
Morning Check Ins	<ul style="list-style-type: none"> ▪ A welcoming, positive start to the morning, session, ▪ Provide a calming activity if needed ▪ Check in with how the pupil is feeling (zones / pictures might be appropriate) ▪ If dysregulated, a calming down activity before learning begins
Afternoon Check Ins	<ul style="list-style-type: none"> ▪ A welcoming, positive start to the afternoon, session, ▪ Provide a calming activity if needed
Pupil Interventions	<ul style="list-style-type: none"> ▪ Adult support and supervision required ▪ Positive handling if necessary ▪ Activities to calm the pupil and help them regulate

Appendix 6 – Expectations for moving around school (children)

- Walk proudly!
- Walk in single file to the left calmly and quietly (just above a whisper if you need to say something). Adults and children use quiet voices in corridors too.
- Hold doors open for one another.
- Go straight to where you need to go.
- Use your manners by saying “hello”, “good morning”, “pardon”, “excuse me”
- Pick up any coats/bags off the floor and re-hang on pegs

Expectations for moving around school (adults)

- SLT meet and greet children and parents at the beginning of the school day
- Support staff meet and greet at the school doors at the beginning of the school day.
- Class teachers meet and greet children at the beginning of the school day and at transitions times back into class.
- Class teachers to be ready to collect children from the yard 1 minute before the end of playtimes.

Appendix 6a: Systems which support behaviour coming in and leaving assembly KS2

- 5 mins before assembly time line up in line order at lining up point in classroom
- Teacher in charge lead class down to the hall walking to the left-hand side of the corridor and stairs
- Lead children into hall quietly. Children sit down in rows.
- If children require fidget toy (as recommended from professional) it is discreet and quiet
- Adults to stay in assembly with class unless on duty
- Classes are dismissed one at a time by adult leading assembly.
- Children stand up and turn to the right facing their teacher,
- Children leave the hall in order leading from the right-hand side; the first-row leaves from the right and then the second row follows on from the right
- Children go back to class and stick to the left-hand side of stairwells and corridors

Appendix 6b: Systems which support behaviour coming in and leaving assembly KS1

- 5 mins before assembly time line up in line order at lining up point in classroom
- Teacher in charge lead class to the hall walking to the left-hand side of the corridor
- Lead children into hall quietly. Children sit down in rows.
- If children require fidget toy (as recommended from professional) it is discreet and quiet
- Adults to stay in assembly with class unless on duty
- Classes are dismissed one at a time by adult leading assembly.
- Children stand up and turn to the right (Maple class to the left) facing their teacher.
- Children go back to class and stick to the left-hand side of the corridor

Appendix 7 - Playtime Behaviour (mornings/lunches and wet play)

When there is negative behaviour the following procedures will apply:

If the behaviour is low level, such as intentionally not using equipment correctly, then the step system will be used in the same way as the classroom and they be redirected with their play.

- **Step One – Reminder** of the expected behaviour e.g.: "This is a reminder that at Delves Lane we are Ready/Respectful/Safe so Thank you."
- **Step Two – Verbal warning** - "I've reminded you to be Ready/Respectful/Safe so This is now a warning that unless you do so, you will have to play (with) something different."
- **Step Three – Consequence** - The child will be redirected in their play e.g. "You have continued to use the equipment incorrectly therefore you will need to choose another piece of equipment to play with." This must be followed through. This then marks a 'clean slate'.
- **Step Four/ Five** – If the low-level disruption continues the child will be sent to SLT

If there is a dispute between children then an adult led restorative discussion will take place

If the incident is more serious, for example a child intentionally seriously hurting another child, then the staff member will take the following steps:

1. The lunchtime staff will ask the child to move away from the situation into an area of playground which is quieter and away from their peers.
2. The lunchtime staff will move down to the level of the child and adopt open neutral body language (e.g. not folding arms or putting hands on hips), standing at a respectful distance to the child to initiate a discussion.
3. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to this child using the language of Ready/ Respectful/ Safe. Shouting is never acceptable.
4. If the child is unable to respond to the adult, the adult will give the child an appropriate amount of time (e.g. a few minutes) to cool down until they are already to articulate what happened.
5. The member of staff will listen to the child and will not jump to conclusions.
6. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them. As above, the adult will not use emotive language to describe what happened but rather stick to the facts.
7. Where appropriate, the lunchtime staff will use an approach to address the situation e.g. "right a wrong", restorative approach, redirection of play. At the end of lunchtime, following resolving the situation, the lunchtime staff will report any serious incidents or recurrent incidents to the Lunchtime Leader so they can be recorded on CPOMs and followed up where necessary.
8. However, if a situation is serious the lunchtime staff will involve the SLT in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in the SLT office and recorded on CPOMs
9. Any negative behaviour will be reported the class teacher at the end of the playtime.

Managing serious incidents whilst on the playground

If there is a physical fight (where a child intentions are to hurt another pupil/member of staff) or a child is dysregulated and is putting themselves or others at risk:

1. Radio for assistance.
2. Remove the other children calmly.
3. Speak calmly and with authority to the child in need:
 - ✓ STOP.
 - ✓ YOU NEED TO BE READY/ RESPECTFUL/ SAFE
 - ✓ LET ME HELP YOU
 - ✓ FOLLOW ME
 - ✓ EVERYTHING WILL BE FINE

Repeat this sequence to calm the situation. Particularly the last three statements. Senior staff will arrive to help.

Appendix 8 – OPAL expectations.

8a – Overarching adult expectations.

- All adults must wear a high visibility jacket
- All adults to carry a walkie talkie
- Children should not have any access or use walkie talkies at any time.
- First aid trained staff to carry first aid bum-bag
- All staff on duty must be out on time and in their rotated area promptly
- Staff must carry out required supervision of the zone -see appendix 8b for full zone details
- Staff must interact with the children and engage with children's play
- Staff must be equipped and ready to supervise any zone.

Supervision definition:

At Delves lane Primary school we use ranging supervision to ensure our children are safe. To be able to deliver this effectively you will need to;

- Understand your zone - How big is it? Are there any hidden areas?
- Know - Where are the children? What they are doing?
- Be walking around your zone for much of your duty

You and the children should keep the zone free from hazards and litter, for example a broken loose part should immediately be disposed of in the OPAL bin.

To ensure ranging supervision is effective, we must have a 'heads up' approach, keeping our eyes up at all times. Unless direct supervision is requested from the OPAL lead, adults should be practising ranging supervision with children. If adults are involved in child lead play, they must still remain vigilant within their zone, be alert and aware and think about child safety at all times.

Whistle summary:

First whistle = stop, drop and tidy.

Second whistle = children must be in their designated area to line up. As second whistle is blown, children are expected to be in line order waiting quietly for the class teacher to lead the line indoors.

Time between whistlesL

- 3 minutes for playtime as OPAL shed not open.
- 4 minutes for lunchtime, children who need to change shoes sent 1 minute earlier discretely
- 4 minutes for OPAL play, children who need to change shoes sent 1 minute earlier discretely

Appendix 8b – OPAL zone expectations for adults.

Zone 1

Area – top yard around the picnic benches, Year 3 water area, small world planter area, and nature garden. Overlooking the middle yard. Playtime and OPAL Friday – adult to close blue door after the last class is outside.

Allow children in the door for toilet when requested (one child at a time for boys/girl's toilets - no groups).
Lunchtime – adult to monitor corridor as part of ranging supervision model.

- Adult to carry out ranging supervision.
- Ensure any resources prepared by OPAL lead are put out ready for the children to use at the beginning of play time. Adult to ensure these resources are taken to other zones during play time.
- At the end of playtime these can be left out – weather permitting- for the lunch time play session.
- Monday – Thursday; play team adult to ensure resources are returned to the corridor at end of lunchtime session. Friday; adult on duty during OPAL reward time to ensure resources are returned to the corridor at the end of the session.
- Encourage and support play throughout the zone.
- Feedback to the OPAL lead about any equipment, loose parts or recommendations for this zone.
- On first whistle, adult to encourage children to tidy resources quickly and return them to correct place. Model what is expected of the children.
- Second whistle; adult to reinforce that children must be lined up ready for class teacher to collect them.

Zone 2

Area – Bottom yard, OPAL loose parts shed, nest swing and welly store. Overlooking the middle yard.

- Adult to carryout ranging supervision
- Ensure scooters and wheeled play equipment is being used safely
- Ensure safe use of nest swing
- Encourage and support play throughout the zone
- Feedback to the OPAL lead about any equipment, loose parts or recommendations for this zone
- First whistle; adult should encourage and assist children to promptly put away the loose parts back into the shed – general OPAL rule – if it comes from the shed it should be returned to the shed
- Children seen to leave things and exit zone before area is tidy must be asked to return and put loose part away. Reinforce it is everyone's responsibility to ensure loose parts are returned
- Once loose parts are returned to shed encourage children to quickly go to their class line area
- Make sure wellie store area is clear of children

Zone 3

Area – infant yard, trim trail, wellie store, small world area. Overlooking grass/pallet hut area.

- Adult to carryout ranging supervision
- Ensure balance bikes and play equipment is being used safely
- Encourage and support play throughout the zone
- Feedback to the OPAL lead about any equipment, loose parts or recommendations for this zone
- First whistle; adult must encourage children to promptly put away the loose parts back into the shed – general OPAL rule – if it comes from the shed it should be returned to the shed
- Children seen to leave things and exit zone must be asked to return and put loose part away. Reinforce it is everyone's responsibility to ensure loose parts are returned
- Once loose parts are returned to shed encourage children to quickly go to their class line area
- Make sure wellie store area is clear of children

Zone 4

Area – Climbing frame, sandpit, boat, trim trail, tepee village, stage and garden planters.

- Adult to carryout ranging supervision
- Ensure sandpit is open and free from hazards
- Encourage and support play throughout the zone.
- Focus attention to the climbing frame and safe usage
- Feedback to the OPAL lead about any equipment, loose parts or recommendations for this zone.
- First whistle; adult must encourage children to promptly put away the loose parts in to the storage box. Sandpit should then be covered – children can assist with this upon request
- Encourage children to promptly return to class line up area before second whistle.

Zone 5

Area – mud kitchen, digging area, tyre swing, infant climbing frame, tyre castle.

- Adult to carryout ranging supervision
- Encourage and support play throughout the zone
- Close supervision in the digging area where children use real life tools
- Feedback to the OPAL lead about any equipment, loose parts or recommendations for this zone
- First whistle; adult must encourage children to promptly put away equipment, for example digging tools returned to the storage box
- Encourage children to promptly return to class line up area before second whistle.

Zone 6

Area – football field, den building, tree climbing and hammock.

- Adult to carryout ranging supervision
- Encourage and support play throughout the zone
- Close and direct supervision required, at times, whilst children are playing football
- Follow the football timetable put in place. Identified children to bring balls to the field and return to the school building
- Trees marked with a cross must not be climbed
- Den area should be monitored closely. Remove any broken loose parts or safety hazards from this area
- Feedback to the OPAL lead about any equipment, loose parts or recommendations for this zone
- First whistle; adult must encourage children to promptly leave the zone
- Football monitors immediately pick up the balls and carry them into school
- Pick up any loose parts that need returning to the shed as you pass through zones, encourage children to do the same
- Encourage children to promptly return to class line up area before second whistle

Float duty

- Adults who are allocated as 'float' for their designated duty must carry out ranging supervision throughout the whole of the OPAL grounds. Attention should be paid to the busier areas as well as hidden areas such as the nature garden, beside the polytunnel and the area near the infant building
- First whistle – support in busier areas, these include the welly stores on both yards, OPAL sheds on both yards and then the yards as children return to their class lines

Appendix 8c – OPAL zone expectations for children

Children should treat all of our adults with respect and follow instructions when given. This will ensure all of our children are kept safe and will be ready for what comes next. Our OPAL equipment should be looked after and not be mistreated in any way.

To keep everyone safe if children find any broken loose parts, they should alert an adult and then use the OPAL green bin to dispose of the broken part.

Zone 1

Area – top yard around the picnic benches, year 3 water area, small world planter area, and nature garden.

- Respect the use of resources and play equipment in this zone - they should not be taken into another zone
- **On first whistle** children should return all of the small world toys, games and books etc to the correct boxes – adults will help with this. Children need to then leave zone and return to line up area
- **Second whistle;** children should be in their line-up area, quickly and quietly getting into line order. Children to be ready for their class teacher to lead in the class line

Zone 2

Area – Bottom yard, OPAL loose parts shed, nest swing and welly store. Adult to carry out ranging supervision.

- Use the scooters and wheeled play equipment safely, this means children are careful and aware of their surroundings as they push other children in the wheeled toys and scoot around the zone
- Respect the OPAL loose parts and return anything that came out of the shed back into the shed
- Respect each other and help put loose parts away as a team – not leaving it to monitors. Monitors are there to help
- Take turns on the swing and stand a safe distance away whilst waiting for your turn
- **First whistle;** promptly put away the loose parts back into the shed – general OPAL rule – if it comes from the shed it should be returned to the shed
- Once loose parts are returned to shed children must quickly go to their line area
- **Second whistle;** children should be in their line-up area, quickly and quietly getting in to line order. Children to be ready for their class teacher to lead in the class line

Zone 3

Area – infant yard, trim trail, wellie store, small world area, grass and pallet hut area.

- Use the balance bikes and wheeled play equipment safely. This means children are careful and aware of their surroundings as they push other children in the wheeled toys and ride around the zone
- Respect the OPAL loose parts and return anything that came out of the shed back into the shed
- Respect each other and help put loose parts away as a team – don't leave it to monitors. Monitors are there to help

- **First whistle;** promptly put away the loose parts back into the shed – general OPAL rule – if it comes from the shed it should be returned to the shed
- Once loose parts are returned to shed children should quickly go to their line area
- Change shoes if needed in the welly store
- Quickly return to line up area
- **Second whistle;** children must be in their line-up area, quickly and quietly getting into line order. Children to be ready for their class teacher to lead in the line

Zone 4

Area – Climbing frame, sandpit, boat, trim trail, tepee village, stage and garden planters.

- Use the climbing frame safely – take turns to navigate around the frames
- **First whistle;** in the sandpit area put away the loose parts and toys in to the storage box. Help the adult cover the sandpit. In the other parts of the zone collect any loose parts that need returning to the OPAL shed
- Change shoes if needed in the welly store
- Quickly return to line up area

Zone 5

Area – mud kitchen, digging area, tyre swing, infant climbing frame, tyre castle.

- Safely use the digging tools - tools should not be raised above shoulder height
- **First whistle;** in the digging area put away tools and toys into the storage box. In the other parts of the zone, collect any loose parts that need returning to the OPAL shed
- Change shoes if needed in the welly store
- Quickly return to line up area

Zone 6

Area – football field, den building, tree climbing and hammock.

- Follow the football timetable put in place
- Football code of conduct – children are expected to show respect and good sportsmanship to others - this means children should not purposefully slide tackle or intentionally hurt others. Children displaying this behaviour will be asked to leave the field. Children must leave immediately when asked
- Identified children to bring balls to the field and return back into the school building
- Children must not climb trees marked with a cross
- **First whistle;** children to promptly leave the zone
- Football monitors immediately pick up the balls and carry them into school
- Pick up any loose parts that need returning to the shed as you pass through zones
- Change shoes if needed
- Quickly return to line up area

Appendix 9 – Early Years Foundation Stage

Key Values

At Delves Lane we believe our children are unique individuals. They have the right to a safe, challenging learning environment that inspires curiosity and is tailored to their interests. We aim to nurture self-belief, provide an individualised curriculum and have high expectations for all learners. By working together, we will develop strong foundations for future learning.

We follow the whole school principals on a simplified level and teach the children that we are *ready*, *respectful* and *safe*. Through the principals we are encouraging the children to do the following.

1. We use kind words- we tell the truth and say nice things to each other.
2. We are helpful and kind- we tidy up and take turns.
3. We listen to each other and work together to solve problems
4. We look after our toys, the books and the environment.
5. We try new things.

How we encourage positive behaviour

- Clear Routines – visual timetables are displayed in every classroom, children are familiar with the routines and made aware of any changes.
- Support at Tidy Up time – reminders, music is played inside, bell indicates tidy up time outside, children are encouraged to help, children are praised.
- Carpet Times- resources are prepared, visual aids encourage good listening, good looking.
- Lining Up- children are met at the door by an adult to be brought inside at lunchtime. Children walk when in a line.
- Practitioners use positive, specific praise e.g. “Thank you for giving the toy to your friend, you have been kind”.
- There are enough resources, equipment and materials.
- Stories are read that highlight caring, consequences and feelings.
- Practitioners know the needs of the children; differentiate, use of interests, behaviour is discussed at EYFS planning meetings.
- Children with behavioural needs have individualised strategies including a behaviour plan
- The children in each class write their ‘Class Charter’ at the start of the Academic year. This is displayed in their class and can be referred back to.
- Adults in the EYFS recognise that they are role models for good behaviour.
- Positive relationships are built between parents/carers, the child and staff

Strategies

Conflict resolution:

1. Approach the child/children at eye level in a calm manner.
2. Acknowledge their feelings- use visuals.
3. Gather information – from all children.
4. Restate the problem.
5. Facilitate them to find a solution or give them choices e.g. comforting the child, fetching tissues.
6. Support children as they re-join play- follow up support needed.

Approaches for negative behaviour

1. Use a calm, firm, controlled voice.
2. Use visual cards.
3. Get down to eye level and insist on eye contact if appropriate.
4. Deals with behaviour immediately; don't prolong or give unnecessary attention.

5. Label the behaviour rather than the child e.g. "that was unkind" rather than "you are unkind".
6. Praise positive behaviour.
7. Offer a choice.
8. Redirect children to a more appropriate activity.
9. Children are encouraged to express their feelings and are praised for doing so.
10. Rules are explained to children.

Approaches when child putting themselves or others at risk:

1. Intervene in a calm manner.
2. Tell them to 'Stop' or 'No' – use a visual card if needed.
3. Bend, kneel or sit down so you are at their eye level.
4. Tell the child calmly and clearly what they have done and that you do not want it to happen again.
5. Offer an explanation or alternative to the child- work with them to negotiate or find a solution.
6. Use the consequences of their actions to help them learn.

Consequences and actions - as a last resort

If the strategies have not worked the child is warned that if the behaviour continues the child will spend some time in another area of the classroom with the teacher. If this happens the child must be brought to their class teacher first.

If the behaviour continues or in cases where the child is a danger to themselves or others they will be removed from the situation and will spend time with a member of SLT. The child will be supported by an adult when being reintroduced to their play after clear behaviour expectations have been discussed.

Parental Involvement

In all cases of negative behaviour a conversation will be had with the child's parents or guardians. This may be at the door in the morning or afterschool, or a phone call if your child attends breakfast and afterschool club. Sometimes a phone call or meeting may also be requested if the behaviour is more serious and a longer discussion needs to take place.

EYFS principles:



DELVES LANE
PRIMARY SCHOOL

At Delves Lane we are...

RESPECTFUL

We take turns

Kind words and hands

Look after our toys, books, environment

We tidy up

DELVES LANE
PRIMARY SCHOOL

At Delves Lane we are...

SAFE

Move around calmly

We look after each other

Keep hands and feet to ourselves

We listen to instructions