



# Dane Bank Primary School

*“Dream it. Believe it. Achieve it. Together, it is possible...”*

## Behaviour Policy

This Behaviour Policy was reviewed and amended by Joanne Lennon, Headteacher	<i>June 2023</i>
This Behaviour Policy was approved by the Local Governing Committee in	<i>July 2023</i>
The Behaviour Policy will be reviewed every 2 years, or more regularly in the light of any significant new developments. The next anticipated review date will be:	<i>June 2026</i>

## **Our Vision**

At Dane Bank Primary School our vision is to create a learning environment where all pupils feel safe, secure and able to make the greatest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

## **Understanding Behaviour**

We recognise that behaviour can be a form of communication. Negative behaviour may be a sign that a child is suffering harm or has experienced trauma. We also understand that a child may not be able to verbalise these feelings and therefore they may manifest themselves through their behaviour. We will always seek to gain a better understanding about what is happening for a child either by talking to their parents or carers or by providing the child with a safe place to talk or express their feelings. We make use of the Tameside Early Help approach to ensure a holistic approach is undertaken to improving behaviour and providing appropriate support. We have also looked at the EEF Guidance Report: "Improving Behaviour in Schools" and considered how we can ensure the key recommendations are implemented.

## **Aims of the Policy**

The primary aim of our Behaviour Policy is to promote good behaviour and to ensure there is a consistent approach to its management. We have school values/rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

This policy contributes towards the school's statement of purpose of aiming that every child should fulfil his/ her full potential by:

1. Encouraging good self discipline and attitude in all children.
2. Having an understanding of British Values
3. Preventing all forms of bullying
4. Ensuring that any poor behaviour from children does not affect the learning of other pupils.
5. Ensuring that children can do their best in a safe, calm and well- structured environment.
6. Ensuring that all children are safe and feel safe within school.
7. Ensuring that all children are able to enjoy school and achieve well.
8. Encouraging children to make a positive contribution to their class and to the school as a whole.
9. Equipping children with the skills and attitudes to achieve social economic well- being.

The contents of this policy will be communicated to all members of the school community: staff, children, governors and parents. All staff, governors and the pupils should be given the opportunity to contribute to its contents.

## **Relationship to Other Policies/Documentation:**

Dane Bank acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. This policy should be read in conjunction with the following documents:

- Anti-Bullying Policy
- E-Safety Policy
- Child Protection & Safeguarding Policy
- Equality Policy
- SEND Policy
- Keeping Children Safe in Education 2023
- Supporting Pupils with Medical Conditions Policy
- Whole-school Wellbeing and Mental Health Action Plan

## **Roles and Responsibilities**

The Headteacher will work with all members of the school community to ensure high standards of behaviour at all times.

### **It is expected that all staff will:**

- ✓ Establish and follow class rules with their class
- ✓ Meet children each morning in a positive and supportive manner
- ✓ Ensure that all children are emotionally and physically safe in school
- ✓ Apply rules and sanctions consistently, proportionately and in a manner appropriate to the needs of the children
- ✓ Challenge any unacceptable behaviour
- ✓ Provide children with a good role model
- ✓ Work in partnership with parents or carers to find a constructive solution to any situation which is causing concern
- ✓ Never walk past or ignore children who are failing to meet expectations
- ✓ Never publicise a child who is struggling to demonstrate good behaviour – ‘public’ behaviour management systems will not be used, e.g. – names on board, rain clouds etc.

### **It is expected that the Headteacher and Senior Leadership Team will:**

- ✓ Be a visible presence around school
- ✓ Support staff in responding to challenging behaviour
- ✓ Ensure the school values have a high profile around school and that whole-school assemblies focus on how these values can be “lived”.
- ✓ Never walk past or ignore children who are failing to meet expectations
- ✓ Review provision for children with individual needs that mean they require bespoke support and do all they can to ensure this is in place for them.

### **It is expected that children will:**

- ✓ Do their best to “live” our school values in and around school.
- ✓ Behave respectfully to others - in a way that keeps others and themselves safe
- ✓ Be willing to learn and allow others to learn around them
- ✓ Own up to mistakes and learn from them
- ✓ Allow others to make mistakes
- ✓ Give opinions in a constructive manner
- ✓ Listen to others

### **It is expected that parents/carers will:**

- ✓ Praise and encourage their child’s efforts and achievements
- ✓ Inform the school of any events which may affect their child’s behaviour in school, so that it can be dealt with sensitively

- ✓ Support their child in behaving appropriately
- ✓ Support and reinforce the school rules/values.
- ✓ Support the school if sanctions are applied to their child for inappropriate behaviour

**It is expected that the Local Governing Committee will:**

- ✓ Support the school in its efforts to address issues related to behaviour management
- ✓ Monitor the effectiveness of the school's Behaviour Policy

**The School Values are:**

<p style="text-align: center;"><b>Respect</b></p> <p>We respect ourselves, one another and our environment.</p> <p>We show respect through the way we behave and the way we treat others.</p> <p>We respect everybody in our school – no matter who they are.</p>	<p style="text-align: center;"><b>Responsibility</b></p> <p>We take responsibility for ourselves, one another and our learning.</p> <p>We understand that we have a responsibility to our friends in school and are aware that the way we behave, affects them.</p> <p>We own up to mistakes and admit when we get things wrong</p>	<p style="text-align: center;"><b>Resilience</b></p> <p>We embrace challenge and recognise that through our mistakes, true learning happens.</p> <p>We take risks, are always willing to have a go.....never wanting to miss out on opportunities to improve.</p> <p>We encourage others to be resilience and cheer each other on.</p> <p>We don't give up! We are #teamDB</p>
<p style="text-align: center;"><b>Kindness</b></p> <p>We show kindness to all that we meet, in the way that we treat people, in our class, school locally and globally.</p> <p>Treating people with kindness allows them to feel welcome and comfortable in our school.</p> <p>We know that kindness often starts with a smile.</p>	<p style="text-align: center;"><b>Empathy</b></p> <p>We show empathy to others and try to consider how they feel.</p> <p>We try hard to learn about others and the world we live in so that we can understand people that may be different to us.</p> <p>We consider how our actions affect others and the world we live in.</p>	<p style="text-align: center;"><b>Fairness</b></p> <p>We treat others fairly and listen to what people have to say.</p> <p>We act with integrity – being open, honest and fair to others.</p> <p>We treat people equally and without discrimination – we give everybody a fair chance.</p>

## **Personal, Social and Emotional Development:**

At Dane Bank Primary School we aim to develop the whole child. This not only means academic development but also personal, social and emotional development. Successes in these areas are often achieved through the `hidden` curriculum, e.g. the daily interactions between all members of the school community, assemblies and PSHE. Discrete curriculum time is also dedicated to supporting children in learning about social interactions, relationships, mental health and wellbeing and good behaviour through the teaching of the Jigsaw PSHE scheme. This ensures we meet statutory requirements for PSHE and that issues can be addressed and discussed with children in a structured manner.

As part of this work within the Jigsaw scheme of work, the following 'Learning Charter' is discussed with children:



This section of the policy identifies the above skills and attitudes that we wish our children to develop. These can be categorised as Learning Behaviour, Conduct Behaviour and Emotional Behaviour.

### **Learning Behaviour:**

1. Is attentive, enthusiastic and has an interest in schoolwork
2. Has good learning organisation.
3. Is an effective communicator.
4. Works efficiently in a group.
5. Seeks help when necessary in the appropriate manner.
6. Have high aims, ideals and a sense of pride.
7. An ability to work independently and quietly.
8. An ability to reflect/ assess his/her own performance.

### **Conduct Behaviour:**

1. Behaves respectfully towards staff and peers, has good manners and is polite.
2. Seeks attention appropriately.
3. Is physically peaceful.
4. Respects property.

### **Emotional Behaviour:**

1. Is socially aware, is able to take turns, co-operate, share and has a sense of fair play.
2. Is happy, with a good sense of humour and sense of enjoyment.
3. Is confident, assertive and has a high self-esteem.
4. Is emotionally stable and has good self control.
5. Has an understanding of right from wrong and a sense of honesty, which are applied to everyday situations.
6. Is able to make positive relationships.
7. Has a sense of empathy and shows compassion.
8. Is able to compromise.
9. Is able to appreciate other children's achievements.

It is essential that information that may affect a child's behaviour (e.g. family circumstances) is passed on to the relevant members of staff, but all staff should be aware of confidentiality issues.

### **Behaviour Expectations**

All staff hold high expectations for pupils' behaviour and these expectations are communicated clearly with children. At the start of each academic year, all children contribute to whole-class discussions where class rules are set and agreed.

#### **Expectations during lesson time:**

Children should:

1. Be actively involved in their tasks.
2. Be able to listen and respond to adults and others at appropriate times, taking turns to speak when necessary.
3. Be able to work independently.
4. Keep to an appropriate noise level.
5. Be aware of the needs of others, especially with equipment.
6. Be well mannered, respectful and honest to all adults and each other.
7. Be respectful of displays, work done by other children and of other children's property.
8. Enjoy classroom activities with respect and an awareness of others.
9. Show enthusiasm and interest.
10. Always get permission to leave the classroom.

### **Motivating Appropriate Behaviour**

Recommendation 3 in the EEF "Improving Behaviour in Schools" report states: *"Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression... Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy"*

Therefore, it is important that a range of strategies are in place to motivate children to behave appropriately.

**We commit to:**

**Prioritising raising pupil self-esteem**

- Communicate a sense of importance to children
- Using Pupil Voice to guide day to day practice in school
- Emphasise children's responsibility through providing choice
- Display and celebrate children's work/achievements

**Offering a well-planned curriculum**

- Aim for quality teaching across the curriculum
- Ensure good and flexible preparation of activities matched to student abilities
- Plan for and support SEN/EAL pupils
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well

**Providing a comprehensive programme of personal, social, health and citizenship education**

- Develop clear rules for relationships
- Teach children to respond positively
- Help children to be assertive
- Ensure pastoral support is available for those that need it

**Ensuring good classroom management of time**

- Establish clear routines
- Allow time for clearing up, questions, and children to finish work
- Allow children to organise their own time and tasks where possible

**Supporting pupils' personal growth**

- Respect
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others - Openness
- Right to make mistakes

We also commit to remaining positive, open-minded and supportive of all pupils. We will ensure we demonstrate resilience and empathy when supporting children with behaviour needs. Staff will work hard to develop positive relationships with all children – based on mutual respect, support and kindness.

**Recognising and rewarding good behaviour and attitudes:**

At Dane Bank we believe children should be encouraged to behave well and work hard and therefore, we use a number of incentives and rewards to do so. Whilst our aim is that children should work and

behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use incentives including:

- “Star of the Week” certificates awarded during Friday Celebration Assembly
- Texts to parents (Marvellous Me)
- Non-verbal reports (thumbs up, smiles)
- Praise
- Showing work to other teachers and the Headteacher
- Stickers
- Displaying children’s work
- Praise postcards posted home
- prizes

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children’s success, both in their work and behaviour, should be measured against their own personal performance rather than against that of other children.

### **Responding to poor behaviour and effort:**

When a child’s behaviour falls below an acceptable standard, a range of sanctions will be used. Through working closely and openly with children and their families, it is our aim to resolve behavioural issues at the earliest stage. Again, children’s individual circumstances will be considered when responding to and managing poor behaviour and where appropriate, e.g. – if a child has a Special Educational Need, more individualised/bespoke arrangements will be put in place.

#### **What is inappropriate behaviour?**

- Racism, homophobia or sexism
- Bullying
- Name calling
- Physical aggression
- Refusal to work, co-operate or follow instructions
- Refusal to obey school rules
- Continual shouting out, interrupting or talking excessively in lessons
- Continually distracting or provoking other children
- Being disrespectful or inconsiderate towards others
- Using inappropriate language or swearing
- Destruction of school property or property belonging to others

### **Strategies for Preventing Inappropriate Behaviour:**

As a school, we are committed to doing all we can to prevent inappropriate behaviour. Some of the ways in which we do this are listed below:

1. Affirming good behaviour and/or work.
2. Using other pupils as models of good behaviour.
3. Reasoning with the child. Point out why/how s/he has done something wrong and see if s/he understands how the situation could be changed.



4. Distracting the child, by giving him/her a quiet activity to do alone.
5. Ensuring that the work is matched to each child's ability. Not too easy (this can create boredom) and not too difficult (this can cause frustration.)
6. Assessing if there are any unmet special educational needs, because of physical problems or needing extra support or extra challenge.
7. Ensure that children can operate independently- good classroom management.
8. Involve other colleagues for sharing experience and strategies- what worked last year?
9. Involve parents/carers for repeated bad behaviour either through telephone conversations, letter or a meeting with the teacher.
10. Sharing school rules with parents/carers and children via letter and meet the teacher sessions.
11. By setting targets to try and eliminate precisely what the child is doing wrong.
12. Working with external agencies to assess the needs of pupils who display continuous disruptive behaviour
13. Providing staff development and support, particularly in the induction of new staff

### Plan to avoid difficulties

Staff should have a clear and shared understanding of what our standards and expectations are. They should be consistent in their classroom management.

Model the qualities you expect from pupils:

- Calmness and quietness
- Politeness and consideration.
- Enthusiasm and interest in the lesson.

### When dealing with difficult behaviour:

- Be consistent, calm and give clear instructions
- Ask questions
- Be positive
- Do not "force a pupil into a corner" – give them an opportunity to extricate themselves from a situation.
- Remember the pupils' loyalties to family and peers
- Avoid sarcasm and personal attacks
- Anticipate how the situation might develop
- Seek a win- win situation.

Consider the appropriateness of confronting the issue. Confrontation may be worthwhile if all the following apply:

- It stops the problem immediately
- It decreases the likelihood of recurrence
- It happens in the right place at the right time
- The audience is right – other pupils will learn from it.

### Alternative approaches:

- Put the situation on hold and try to solve it later, perhaps with help
- Draw on your knowledge of the child
- Use your sense of humour
- Compromise a bit – give a way out

## Behaviours

- \* Not on task or avoiding work.
- \* Disrupting other e.g. shouting out, tapping on the table, walking around without permission.
- \* Not following instructions.
- \* Poor choices and actions in the classroom or playground.

- \* Repeatedly disrupting other
- \* Inappropriate words or conversation.
- \* Poor choices e.g. teasing.
- \* Hurt someone (accidental).
- \* Lack of respect for people or property.
- \* Not making a safe choice.

- \* Swearing.
- \* Being rude or shouting.
- \* Not making a good choice or accepting help with a good choice.
- \* Constant disruption to people or learning time.

- \* Repeating any of the above behaviours.
- \* A one-off serious behaviour or extreme reaction to a situation.
- \* Physically hurt someone on purpose.
- \* Immediate danger to themselves or others.
- \* Immediate danger of damage to property.
- \* Bullying or racism.

## Logical Consequences

- \* Thinking / calming time.
- \* A reminder how to behave.
- \* Support to make a better choice.
- \* Told how your choices are affecting others.
- \* Individual working space.
- \* Catch-up on missing work.

- \* Thinking / calming time.
- \* A reminder how to behave.
- \* Miss part / all of playtime for a restorative conversation.
- \* Apologise and mean it.
- \* Miss part of reward time.
- \* Catch-up on missed work.
- \* Do something kind in return.
- \* Parents / carers are told.

- You **MUST** talk about this with an adult now.
- \* Thinking / calming time in a different room.
  - \* Miss part / all of playtime for a restorative conversation.
  - \* Apologise and mean it.
  - \* Miss part of reward time.
  - \* Discussion with parents / carers.

- Adults will make all the decisions now.
- \* Staff member or SLT support.
  - \* Discussion with parents / carers.
  - \* Restraint.
  - \* Formal restorative conversation which may include parents.
  - \* Internal exclusion.
  - \* Parents may be called to pick you up early if the right choices to calm down are not made.

## Steps to take in response to poor behaviour:

	Steps	Actions
1	<b>Polite reminder</b>	<ul style="list-style-type: none"> <li>• A reminder of the school value (e.g. be kind, be responsible) or the requirement (I needed you to....) delivered privately wherever possible.</li> <li>• Repeat reminders if reasonable adjustments are necessary.</li> <li>• Take the initiative to keep things at this stage.</li> </ul>
2	<b>Caution</b>	<ul style="list-style-type: none"> <li>• A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</li> <li>• Reminder of the requirement. Use the phrase <i>'Think carefully about your next step.'</i></li> </ul>
3	<b>Last chance</b>	<ul style="list-style-type: none"> <li>• Speak to the child privately and give them the final opportunity to engage.</li> <li>• Offer a positive choice to do so and refer to previous examples of good behaviour.</li> <li>• Use The 30 second scripted intervention (SEE APPENDIX 1). This will usually involve staying behind for two minutes at playtime.</li> </ul>
4	<b>Time out</b>	<ul style="list-style-type: none"> <li>• Time out might be a brief period of time away from the classroom/playground, e.g. – joining another class, coming off the playground. NB: children must not be left outside classrooms alone.</li> <li>• It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</li> <li>• Children complete a 'reflection task' during this time if deemed appropriate – KS1/KS2.</li> <li>• On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</li> </ul>
5	<b>Repair</b>	<ul style="list-style-type: none"> <li>• This might be a quick chat at break time in the playground or a more formal meeting e.g. held at lunch time (Restorative conversation)</li> <li>• The Restorative Meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.</li> <li>• The reflection task may be referred to during this time.</li> </ul>
6	<b>Pastoral support programme</b>	<ul style="list-style-type: none"> <li>• Parents will be informed of ongoing concerns around behaviour and a discussion held.</li> <li>• A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals.</li> <li>• If appropriate, an Early Help may be opened to support family/child.</li> </ul>
7	<b>Exclusion</b>	<p>Parents informed firstly by telephone and then confirmed by letter.</p> <p><b>Internal exclusion</b></p> <ul style="list-style-type: none"> <li>• Child has no contact with own class or classmates.</li> <li>• No access to playground, lunch taken with other key stage.</li> </ul> <p><b>Fixed Short Term Exclusion</b> (up to 5 days per term)</p> <ul style="list-style-type: none"> <li>• Followed by a reintegration meeting on the child's return.</li> </ul> <p><b>Fixed Long Term Exclusion</b> (up to 45 days per year).</p> <ul style="list-style-type: none"> <li>• Followed by a reintegration meeting on the child's return.</li> </ul> <p><b>Permanent Exclusion</b></p> <ul style="list-style-type: none"> <li>• Child is removed from the school role</li> </ul>

Where a serious behaviour incident occurs in the classroom, a member of the Senior Leadership Team may be involved straight away.

All reflection task sheets will be scanned and uploaded on to CPOMS to support ongoing monitoring.

### **Expectations at Playtime:**

Children should:

1. Play co-operatively.
2. Behave in a non-aggressive manner.
3. Have regard for other children's needs, especially when moving around the playground.
4. Be respectful of the adults and Play Leaders on the playground.
5. Use school and each other's equipment sensibly.
6. Play in appropriate places.
7. Put litter in the correct bins.
8. Be aware of any dangers, and report any accidents or incidents to the staff on duty.
9. Only enter the building when given permission and wear a coloured band.
10. Respond immediately to instructions.
11. Be fair to others.
12. At the end of playtime, all children are to line up with their class sensibly when the bell goes and wait for a member of staff to collect them.

Where behaviour at playtime is inappropriate, the following steps will be taken:

- A polite reminder will be given of appropriate behaviour/rules
- Child will be given a 'time out' in the playground (5 mins)
- If inappropriate behaviour continues, a red card will be given which means the child misses their next morning playtime.
- If inappropriate behaviour involves: serious physical aggression and/or swearing, a red card may be given straight away and the child will be removed from the playground.

Parents will always be informed if a child is given a red card.

### **Expectations for Lunchtime:**

Lunchtime rules are the same as at all other points of the day. **The same high level of behaviour is expected at lunchtime.**

Children will be supported in making good choices by the Midday Assistants and Sports Coaches. They will be spoken to respectfully and will be expected to speak back respectfully.

Midday Assistants and Sports Coaches will record children's behaviours that require sanctions on CPOMs (Child Protection On-line Monitoring System) and will keep teachers informed.

Children should:

#### **Follow our dining hall rules:**

- ✓ Find a seat quickly when you come in and stay sat down whilst eating;
- ✓ Put your hand up if you need to get up/move around;
- ✓ Talk in quiet voices to the children around you;
- ✓ Eat your lunch quickly and sensibly;
- ✓ Make one trip to the bin and take all your rubbish in one go;

- ✓ Use your manners when asking for or being given something;
- ✓ Never run or rush around the dinner hall – walk sensibly;
- ✓ If you drop something, pick it up and put it in the bin.

**Only enter the building with permission and wear a coloured band unless there is an emergency.**

**Follow the same procedure as above whilst outside for playtime.**

Where behaviour at lunchtimes is inappropriate, the following steps will be taken:

- A polite reminder will be given of appropriate behaviour/rules
- Child will be given a 'time out' in the playground (5 mins)
- If inappropriate behaviour continues, a red card will be given which means the child misses their next lunchtime playtime.
- If inappropriate behaviour involves: serious physical aggression and/or swearing, a red card may be given straight away and the child will be removed from the playground.

Parents will always be informed if a child is given a red card.

If monitoring identifies patterns of serious behaviour at lunchtimes, a meeting will be called between parents and a member of the Senior Leadership Team and an appropriate follow up action will be considered.

### **Expectations When Moving Around School:**

All staff are responsible for the way children move around the school when out of the classroom. Teachers should teach pupils appropriate behaviours for moving around the school and insist on these at all times.

Children should:

1. Come into and leave assemblies quietly.
2. Move around the school in a quiet manner.
3. Walk at all times.
4. Respect other children's work on display.
5. Stay with their class or group unless told otherwise.
6. Open doors carefully, and hold them open for other people.
7. Obtain equipment efficiently and quickly.
8. Be considerate towards other classes.

### **Repeated or Persistent Misbehaviour**

Inappropriate behaviour will be recorded using CPOMs so that we are able to:

- Increase our awareness
- Identify triggers
- Recognise potentially disruptive situations
- Minimise them

Where patterns of inappropriate behaviour are observed, a meeting will be called with Parent/Carer(s) in order to discuss this and discuss any support that may be necessary.

## **Dealing with Serious Incidents**

We have a duty to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones, electronic games and music players etc.
- Statutory powers to discipline pupils who behave badly outside of the school premises to such an extent as is reasonable. This includes misbehaviour when the pupil is:
  - Taking part in any school organised or school related activity or
  - Travelling to or from school or
  - Wearing school uniform or
  - Identifiable as a pupil at the school or

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all such cases the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member. In all of these circumstances, consideration will be given by the Headteacher whether it is appropriate to contact the police or Children's Social Care.

- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying an offensive weapon
- There is a legal duty on schools to make provision to tackle all forms of bullying

**There will be zero tolerance of any form of serious assault on pupils or staff**

## **The Use of Force to Control or Restrain Pupils:**

There are occasions when the restraint of pupils is necessary. The powers of teachers and other staff on the use of reasonable force to restrain pupils are clarified by the Department for Education (DfE). Teachers and other persons who are authorised by the Head Teacher to have control or charge of pupils may use reasonable force to prevent pupils from:

- Committing a criminal offence, whether or not they have reached the age of criminal responsibility.
- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in any physical behaviour which has a negative impact or maintaining good order and discipline at the school or on other pupils, whether that behaviour occurs in the classroom, during a teaching session or elsewhere.

It is unlawful to use any degree of physical contact which is deliberately intended to punish or which is primarily intended to cause pain, injury or humiliation.

The DfE emphasises that the use of physical restraint should only be used as a last resort and in exceptional circumstances. Teachers should not intervene in a situation if they feel that their safety could be at risk. If physical intervention is needed, the adult involved must summon assistance as soon as possible and then log the details of the intervention as soon as possible.

In accordance with the above guidance, some staff have undertaken Team Teach training and the school is committed to positive handling which aims to use diversion, diffusion and de-escalation as an alternative wherever possible.

**Staff must always inform a member of the SLT if restraint has taken place and it should be recorded on CPOMS.**

### **Strategies for Achieving Positive Behaviour:**

Below are some suggested strategies through which staff may achieve positive discipline we wish to achieve within our school. The principle of these strategies is to help the teacher to be recognised as a good role model as we are mindful that all children model our behaviour.

#### **Staff should:**

1. Show respect and politeness to each other, to children, to parents and to any visitors.
2. Have a positive attitude towards all children and their work, giving praise whenever possible, whilst encouraging all children to do their best.
3. Show appreciation of other teachers and classes work around the school.
4. Start each day afresh on a positive note by welcoming individual children as they come into the school or the classroom.
5. Smile and have a sense of humour.
6. Be aware of any hidden messages a negative attitude conveys.
7. Be aware of their own use of voice, tone and volume.
8. Be fair and consistent as much as possible, but allowing some flexibility for children with significant problems.
9. Be aware of individual needs and try to be aware of the family circumstances of each child within their class.
10. Be willing to communicate with parents.
11. Put children into situations where they have to make choices.
12. Incorporate group work into classroom activities.
13. Encourage older children to work with younger children.
14. Reinforce good behaviour verbally, or with a smile or with something tangible e.g. stickers.
15. Give children responsibilities by allocating tasks in the classroom and around school.
16. Ensure that all children are involved in classroom tasks.
17. Be seen to cooperate with and be supportive of each other.
18. Be prepared to acknowledge their own mistakes.
19. Follow the Whole School Reward Scheme.
20. Ensure that it is the behaviour that is criticised, not the child.
21. Refrain from labelling children i.e. refer to children with problems not problem children.

## Appendix 1

### 30 second Consistent Script (Stage 3)

I notice that you are.... poor behaviour

It was the rule about ... rule .....that you broke.

You have chosen to.... Logical consequence

Do you remember last week when you... did something good?

THAT is who I need to see today... Thank you for listening. (Then give the child some take up time)

### Time-out (Stage 4)

- A time out may be initiated by an adult or by a child when that has been worked on.
- Child should not be left alone outside a classroom and should go to another class if they need to cool down and/or to defuse a situation. In general, five minutes should be enough.
- Once a child has calmed down, the child is asked to speak to the teacher away from others
  - Boundaries are reset
  - Child is asked to reflect on their next step. They are reminded of their previous good conduct / attitude/ learning.
  - Child is given a final opportunity to reengage with the learning / follow instructions
- Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### Repair - The restorative meeting (Stage 5)

The meeting can be formal or informal and will be held once events have settled and the child is calm.

- What happened?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- How have they been affected?
- What do you think you need to do to make things right?

### Pastoral Support (Stage 6)

Children who need additional support to manage their behaviour and emotions will have a bespoke package put in place. This may involve having an individual plan and will be shared with the child and parents.

### Exclusion (Stage 7)

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high



**Appendix 2**

**Reflection sheet – KS1**

Name \_\_\_\_\_

Year \_\_\_\_\_

What happened?

Why did it happen?

How are you feeling?

How could you make it better?

## Reflection sheet – KS2

Name \_\_\_\_\_

Year \_\_\_\_\_

What happened?

What were you thinking about at the time? Why do you think it happened?

What have you thought about since the incident?

Who do you think has been affected by your actions?

How have they been affected?

What do you think you need to do to make things right?

## **Appendix 3**

### **Behaviour Principles Statement**

- ✓ Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- ✓ All pupils, staff and visitors are free from any form of discrimination
- ✓ Staff and volunteers set an excellent example to pupils at all times
- ✓ Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- ✓ The Behaviour Policy is understood by pupils and staff
- ✓ Pupils are supported to take responsibility for their actions
- ✓ Families are involved in behaviour incidents as appropriate to foster good relationships between the school and pupils' home life
- ✓ A restorative approach is used with pupils to support them in accepting responsibility for and learning from behaviour incidents.

The Local Governing Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.