

Dale Hall Primary School

Behaviour and Relationship Policy



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Approved by:

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Dale Hall Primary School

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. These procedures apply to all staff, governors and volunteers working in the school.

The aim to promote good behaviour in the following ways:

Provide a broad, balanced and challenging curriculum which is rigorously planned to ensure breadth, depth and relevance and appropriate to the needs and progression of every child.

To encourage, reward and celebrate the individual strengths and achievements of children and staff.

To develop purposeful links between children, staff, governors, parents and the wider community.

To promote high expectations of good behaviour, courtesy, mutual respect and consideration for others within and beyond the school environment.

To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and ultimately of wider society.

Rationale:

Behaviour is a child's way of communicating an unmet need, so working on identifying the emotions that have caused that behaviour, rather than the behaviour itself, will ultimately help children build the strong foundations of emotional wellbeing. The understanding that children learn best within positive, trusting relationships informs our approach to managing behaviour.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Our Expectations:

We have 4 key rules which underpin not only our philosophies, but also our principles and our day-to-day practice.

Be safe

Be Respectful

Be caring

Be Responsible

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

Using the THRIVE approach

At Dale Hall, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school.

We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

When dealing with any challenging behaviour as a staff we have agreed to:

1. Consistent, calm adult behaviour being mindful of our responses to behaviour incidents
2. Tuning in- The ability to “co-regulate” and work with the child.
3. Relentless routines.
4. Scripting difficult interventions and conversations to ensure consistency in approaches
5. Restorative follow up.

(1) Take a moment

Be mindful of your response to behaviour incidents as this will help to ‘co-regulate’ or work with the child. That means steadying yourself before you can understand what is happening for the child when there is a behaviour flashpoint. Stepping back and taking a brief moment of time — for example being aware of your breathing — allows you to make a conscious, deliberate response.

(2) Tune in

We can all be present physically but, sometimes, our minds are somewhere else. So, once you have self-regulated, you then need to mentally tune into the situation. The child may be feeling angry, disgusted or frustrated but, whatever their emotion, make sure to focus in on the feelings that are driving the behaviour and that the child knows you value them.

(3) Make routines matter

Predictability and routine play important roles in preventing behaviour issues in the first place. Children feel safer and steadier when they can predict what is going to happen around them.

(4) Use shared language

The language you use is important because it provides the space for the child to do some thinking with you. As an adult, it can be frustrating when somebody tells you that they know how you feel. Some of our children will have a script, language to use with them and strategies to enable them to self-regulate

(5) Restorative justice

7 key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

The Restorative Seven:

- Can you tell me what happened?
- What were you thinking/feeling at the time?
- How have you been thinking/feeling since it happened?
- Who do you think has been affected by your actions? How were they affected?
- What could you do now to help make things right?
- How can we prevent this from happening again in

- the future?
- What can I do to help you?

Our Approach to Positive Behaviour:

We anchor good behaviour through a range of reinforcements such as;

- Specific and timely, verbal and written praise
- Celebration assembly where children are nominated by their class or class teacher each week based on the 4 bees.
- Headteacher Awards
- Positive messages home via Dojo

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenges will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Before giving a sanction

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed.

Our behaviour steps

Pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met Dale Hall's expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger.

Staff will offer:

(1) A clear verbal warning directed at the pupil making them aware of their behaviour and how to make the right choices. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

(2) A second reminder but this time delivered one to one making sure they are aware of their continued choices and the outcome (time-out) if this were to continue.

(3) Time out with a trusted adult. This could be the child's support assistant, Thrive practitioner or SLT. The adult providing the pupil with timeout will discuss the reasons why they were given time out and help them to regulate to a level where they can return to the classroom. The trusted adult will then ensure the pupil involved (and parents where appropriate) know of the resolution and consequences.

(4) Each new session during the day presents an opportunity for pupils to have a 'fresh start'.

Lunchtimes

During lunchtime, if behaviour does not match 'Dale Hall's Right to Bee', Midday Supervisors will speak to the child and identify calmly and respectfully the behaviour that is causing them concern. If this behaviour continues then the child will be asked to take time out depending on their age. Again, this should be done in a supportive way, outlining the desired behaviour they would like to see moving forward. A member of SLT will be on duty if advice is needed.

If the child still refuses to follow instructions or is disrespectful then Clair or a member of the senior leadership staff will be called for via the radio. Restorative work will be carried out with the child depending on the level of behaviour.

Ways of Promoting Good Lunchtime Behaviour

- Midday Supervisor stickers
- Instant positive comments - written or spoken.
- Play leader
- Demonstrating how to play by setting up games and challenges
- Library or Hall duty

Severe Clause:

It is recognised that for some children further sanctions may need to be used. The list below is not exhaustive.

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or the school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon

Any of the incidents above will, in the first instance, result in an immediate exclusion or suspension- depending on the severity. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on an individual basis with the final decision being made by the Headteacher, and in their absence the Deputy Head teacher.

Any suspensions or exclusions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

Only the Headteacher (or the acting Headteacher), or his/her nominated member of the Senior Leadership Team has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

When a pupil is excluded, the school will provide work for the pupil to do at home until the fifth day of the exclusion. On the sixth day the school will arrange for full time alternative provision until the pupil returns to school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher will also inform the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Working with Parents/Caregivers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can happen anywhere, and all staff working at Dale Hall Primary School are advised to maintain an attitude of 'it could happen here'. The school has a zero-tolerance approach to sexual violence and sexual harassment, including online, and it is never acceptable, will not be tolerated and should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

Physical behaviour such as grabbing bottoms, breasts or genitalia, pulling down trousers, flicking bras and lifting up skirts are not acceptable and will always be challenged.

Any pupil engaging in sexual violence or sexual harassment will be subject to consequences outlined in this policy, and parents of both victim and perpetrator(s) informed.

In the event of an incidence of sexual violence or sexual harassment, immediate consideration will be given as to how best to support the victim and the alleged perpetrator(s).

All incidents of Sexual Violence and Sexual Harassment will be recorded confidentially by the DSL on MyConcern.

Behaviour Outside the School Premises, including online

Where bullying or anti-social behaviour outside school is reported to school staff, it may be investigated and acted on.

We will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

We will act on incidents of inappropriate online behaviour in the same way for example when students post comments on a social networking site or blog, or send text messages that could be viewed as bullying or harassment of another member of the school community, that are counter to our Equality and Diversity policy or that explicitly encourage other members of the school community to break the law or bring the school into disrepute.

Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Primary pupil referral units
- CAMHS - Suffolk Wellbeing Hub
- County Inclusive Support Service (CISS)
- In Year Fair Access Panel (IYFAP)
- Young Carers group
- Dash (Therapy Dog)

Our Pastoral Support Team

Our pastoral support team is there to support all aspects of behaviour. It consists of the following staff:

Headteacher
Deputy Headteacher
SENDco
Family Liaison Officer

We will meet on a weekly basis to discuss children that need our support or intervention. We will ensure that the correct support is identified and we will ensure teachers and parents are involved. Our family liaison will make sure that the relationships with parents remain supportive.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Governors are notified of fixed term exclusions on a termly basis. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. If this is necessary the Headteacher will immediately contact the Chair of Governors.