

Dalmain Primary School



POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Policy Statement

All behaviour is communication.

Developing Relationships involves Building Relationships, Supporting Inclusion and Setting Boundaries.

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to positive relationships and behaviour management
- Outline our system of rewards and consequences
- Support and promote our school vision and school values.

Vision statement

Through inspirational, inclusive and academically challenging learning opportunities, we aim to nourish and encourage our children to become curious, confident and aspirational young citizens of the world.

School Values

Adventure

Acceptance

Teamwork

School Rules, Rewards and Consequences

Rules

1. Follow instructions given by all school adults
2. Keep hands, feet and objects to yourself
3. Use kind and respectful language

Rewards

The most effective form of behaviour management is building strong positive relationships, where good behaviour choices are noticed and promoted. At Dalmain Primary School we will celebrate the behaviour choices and hard work of children in a number of ways:

Positive behaviour choices will be rewarded with:

- Praise
- House points (whole school reward system)
- Stickers and certificates
- Good News postcards
- Phone calls to parents and carers
- Special responsibilities
- Sharing good work with members of SLT

Consequences

1. Warning
2. Reflection time in own class (5 minutes)
3. Reflection time in another class (10 minutes)
4. Reflection time with Safeguarding and Behaviour Lead
5. Time out of class with member of SLT to complete work set by the class teacher for the rest of the session
6. Meeting with Class teacher, Safeguarding and Behaviour Lead, Parents and Child

Inappropriate behaviour is defined as:

- Disruption in lessons, around school, and including assemblies.
- Non-completion of classwork or homework
- Not following school expectations in the playground and communal spaces.

Serious / Significant inappropriate behaviour is defined as:

- Repeated breaches of the school rules
- Physically assaulting or verbally abusing staff
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation e.g. up skirting

Reflection time consists of the child sitting at the back of the classroom for five minutes (own class) or ten minutes (another class). At playtime and lunchtime children will sit on a bench near an adult. Reflection time is an opportunity to regulate themselves, and/ or to think about the choices they have made. Once they are ready, they will rejoin the class (or playtime) after a brief discussion with the class teacher (or other adult) regarding behaviour expectations, encouragement to make positive choices and reflection on their behaviour.

Practical steps in managing and modifying poor behaviour

	Behaviour	Action	Consequence
1	First instance of poor behaviour choice that day	The adult reminds the pupil of the school rules privately and away from others if possible. The teacher makes the child aware of their behaviour.	Warning The child has a choice to do the right thing.
2	Second instance of poor behaviour choice that day	The adult makes it clear that the pupil's actions do not meet with the school expectations of behaviour and clearly outline the consequences if they continue.	Reflection time in own class (5 minutes) followed by encouragement to the child about making a more positive choice.
3	Third instance of the day of poor behaviour choice	If the pupil's actions do not change then they will be informed that their choices will be recorded on Scholar Pack and they will have reflection time in another class. Ask child to reflect on his/her inappropriate behaviour before returning to class Record on the online behaviour system	Reflection time in another class (10 minutes) followed by a restorative talk with class teacher to support them to reflect on their behaviour.
4	Fourth instance of the day of poor behaviour choice	If the pupil's actions do not change then they will be informed that their choices will be recorded on ScholarPack and the pupil will be sent to the Safeguarding & Behaviour Lead A restorative interaction takes place to support behaviour change and reflection.	Miss part of play/lunchtime With Safeguarding & Behaviour Lead to make up for lost learning time.
5	Fifth instance of the day of poor behaviour choice	If the pupil's actions do not change then they will be sent to a senior leader to spend the rest of the session with where they will complete the work set by the class teacher.	Pupil completes work set by the teacher with a member of SLT. A restorative conversation to be had between the class teacher and the child including an

			opportunity to apologise and move forward.
6	Continued poor behaviour choices over a period of time	If 6 or more poor behaviour incidents are logged on Scholar Pack over a period of two weeks, a meeting will be held between the Class teacher, Safeguarding and Behaviour Lead, Child and Parents.	Parents, class teacher, Safeguarding and Behaviour Lead and the child meet to talk through how everyone can work together to improve behavioural outcomes.

In addition to the procedures

Notifying parents and carers

Other than step 6 in the table above, when and whether parents/carers are notified is a matter for the class teacher to decide, usually in consultation with the Designated Safeguarding Lead and/or the Senior Leadership Team. Minor and infrequent incidents will generally not be reported to parents/carers, whereas more severe or frequent incidents will be. On occasion, it may be that all incidents (including positive behaviour) will be reported: as part of a behaviour management and improvement strategy developed by the school in conjunction with parents/carers, for example.

Access & Inclusion

We achieve equality of opportunity by ensuring that the behaviour policy is implemented fairly and consistently for all pupils. However, it is important to consider whether children's SEND and wider needs, both diagnosed and undiagnosed, have been recognised and supported. (See the school's SEND Information Report for details of our approach to supporting children with behavioural needs through targeted interventions.) In order for them to access learning and be included in all aspects of school life, we recognise that such children may require reasonable adjustments to this policy, particularly in regard to the imposition of sanctions and the rewarding positive behaviour choices. The school and staff therefore adopt a flexible approach in this regard, treating each child as an individual with individual needs and considering what steps will have the most positive outcome for the child in our efforts to improve their behaviour.

We monitor outcomes to ensure that our positive relationships and behaviour policy does not disadvantage any individuals or groups within our school. We take a proactive approach in training staff to build and develop a clearer understanding of the types of needs that children may have and how these may impact on their behaviour. Should a child's behaviours remain unaffected by the procedures outlined in this document, an Individual Behaviour Management Plan will be drawn up in conjunction with all relevant school adults, parents/carers and, where appropriate, the child themselves. Support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and other appropriate external agencies to

identify or support specific needs; this will be fed into the plan. The Individual Behaviour Management Plan will be reviewed on a regular basis.

Roles and Responsibilities

The Governing Body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

The Head Teacher

The Headteacher will ensure that the school environment encourages positive relationships, staff deal effectively with poor behaviour choices, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently. The Headteacher is responsible for reviewing this policy in conjunction with the governing body's curriculum and standards committee, giving due consideration to the school's statement of behaviour principles.

The Safeguarding & Behaviour Lead

The Safeguarding & Behaviour Lead is responsible for:

- Reviewing this behaviour policy and ensuring it adheres to statutory guidelines
- Training and supporting staff in positive behaviour management techniques and restorative justice practices
- Dealing with incidents of inappropriate behaviour, including bullying incidents, reported from staff
- Monitoring behaviour incidents logged on by teachers on Scholar Pack every week
- Dealing effectively with poor behaviour choices, and, with the Head Teacher, monitor how staff implement this policy to ensure rewards and consequences are applied consistently
- Supporting staff in responding to behaviour incidents

All staff (including Play Leaders where applicable)

All staff are responsible for:

- Implementing quality first teaching that encourages positive learning and 'can do' attitudes.
- Building positive relationships with all pupils
- Creating and maintaining a stimulating environment that encourages children to be engaged and allows them to regulate with clear links to the Zones of Regulation
- Implementing a 'Worry box' system in the classroom which is monitored on a weekly basis
- Communicating any bullying concerns with the Safeguarding and Behaviour Lead via Scholar Pack
- Communicating to any child filling out a bullying report that it has been passed on to the Safeguarding and Behaviour Lead and that it will be investigated promptly
- Modelling positive behaviour choices through their everyday interactions with children and colleagues, and actively recognising and acknowledging positive behaviour choices
- Displaying the school rules, rewards and consequences

- Supporting the principle of consistency and actively implementing the systems and procedures outlined in this policy fairly, e.g. not punishing a whole class for the actions of individuals and knowing that sometimes a restorative conversation is sufficient
- Recognising as professionals working with children that the agitated or frustrated child will not listen until they have calmed down and that co-regulation and de-escalation needs to take place before a consequence is given
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and communicating behaviour incidents on the data recording information system (Scholarpack) as required
- Liaising with other staff regarding behaviour, incidents and concerns (at handovers from Playleaders to teaching staff , for example)
- Actively developing positive relationships with parents/carers which underpin the message that we are working together, e.g. informing parents of good as well as poor behaviour. This will also include:
 - o Holding informal conversations with parents/carers regarding behaviour issues (changes in behaviours, for example) to identify, share and address concerns at the earliest opportunity
 - o Ensuring that parents/carers are aware of relevant aspects of this policy and school procedures as applicable to the school, parents/carers and the child
- Concluding the day positively and starting the next day afresh

Pupils

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Follow the three school rules at all times, including when off-site
- Accept consequences when given
- Represent the school positively, including on school trips and on the way to/from school

Parents'/Carers' Responsibilities

For pupils to achieve their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school.

Parents/Carers can support their child to adhere to the expectations of the school community by:

- Explaining to their child what school is for: a place for learning and living alongside other people and that means sharing – books/equipment; adult attention and co-operating with others
- Helping their child with his/her learning. This means showing an interest in what their child has done at school, sharing reading books, ensuring homework is completed, looking after/returning borrowed books and attending parents' meetings to discuss their child's progress with class teachers

- Supporting the school. Any worries or concerns should be shared first with the class teacher and/or the school's Inclusion Team
- Acting on messages from the school. This may mean praising their child at home for actions at school or discussion and discussing any consequences at home
- Understanding that children also learn from watching the behaviour and actions of their parents/carers and siblings
- Sending their child to school on time, every day when he/she is well enough to come, to notify school if he/she is not well enough to come
- Communicating with the school any special medical needs, or any special circumstances at home that may affect your child's learning

Zones of Regulation

Rooted in cognitive behavioural therapy, the Zones of Regulation is a framework that uses four colours – blue, green, yellow, and red – to help pupils identify their feelings and level of alertness. Pupils are supported to learn strategies to support themselves when they are in an uncomfortable zone and get back to the 'green' zone. When pupils are in the 'red zone' the school's priority is to support the pupil to calm down and move to a different zone to keep themselves and others safe, before addressing the reason that the pupil may be in the red zone.

Safeguarding

Dalmain School is committed to promoting and safeguarding the welfare of children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another pupil's poor behaviour, including poor behaviour online such as cyberbullying. (See **Safeguarding & Child Protection Policy**)

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

The school also recognises its responsibilities under Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils, and under sections 88-94 of the Education and Inspections Act 2006 which require schools to regulate pupils' behaviour and publish a behaviour policy and a written statement of behaviour principles (see appendix 1), and give schools the authority to confiscate pupils' property. In line with DfE requirements, this policy will be published on the school website.

Bullying and Preventing Bullying at Dalmain

Aims

- To show children that bullying and harassment are unacceptable.
- To provide a safe secure environment.
- To foster a caring, co-operative ethos central to which is the belief that we should respect ourselves and others.
- To encourage staff, pupils and parents to work together to ensure that any incidents are brought into the open and dealt with quickly and decisively.

Our School Statement:

We encourage a respect for the uniqueness of individuals and ensure that the differences between us are valued and celebrated. We are committed to the elimination of all forms of bullying and harassment. Whilst recognising that bullying and racial harassment exist in all areas of society, we strongly believe that it is the right of every pupil to work and study without fear of bullying, harassment or victimisation. Any such behaviour constitutes a breach of school discipline and will not be tolerated.

If any bullying should occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is encouraged to tell the staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Dalmain School.

We take a proactive approach to bullying as well as responding when an incident occurs. We regularly provide opportunities through circle time, assemblies and through the curriculum to reflect on what constitutes bullying and appropriate reactions to it. We support a 'telling' environment where children are enabled and encouraged to ask for support. This can be directly with a member of staff or through the use of 'worry boxes' in the classrooms. Staff are aware of the signs of bullying and will record any bullying concerns on Scholar Pack. The Safeguarding and Behaviour Lead will together devise an action plan to address the bullying concern. The situation will be discussed with pupils and parents/carers in order to achieve a successful conclusion.

Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim. (Lewisham's agreed definition from the Anti-Bullying Alliance)

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

Positive Handling

In some circumstances, trained staff may use reasonable force to positively handle a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded following the positive handling policy and procedures, and reported to parents

Training

Selected staff are provided with training on positive handling and all staff are trained in de-escalation strategies, managing behaviour and the use of restorative justice techniques. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every 2 years. At each review, the policy will be approved by the Head Teacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Peer on Peer Abuse policy
- SEND Policy

Approval Level:	Full Governing Body
Signed by Chair of Governors (Catriona Scott):	<i>Catriona Scott</i>
Date approved:	March 2025
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Author:	Gisela Wilkinson
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Version:	001

HISTORY		
Policy review date	Reason for review	Description
February 2025	Annual review	Clarification of the school's graduated approach towards SEND children.

Appendix 1:

Governors' written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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
- All staff understand the links between emotional well-being and overt behaviour. The behaviour policy is implemented taking account of this link.
- Rewards, sanctions and specific, agreed behaviour interventions for individuals are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff – PSHE sessions at an appropriate developmental level for pupils and professional development sessions for all staff are used to ensure this understanding
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions and offered support to make positive choices
- Families are involved when behaviour incidents occur to foster good relationships between the school and pupils' home life