



Positive Relationships & Behaviour Policy

Sept 2019

Status	Statutory
Governing Body Committee	School Improvement Committee (SIC)
Responsible Persons	Mrs F Parish Head Teacher Mrs Parkhurst Thrive Lead Trainer Mrs Smith Inclusion Manager
Date the policy was agreed	September 2019
Review date	September 2020

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Mrs F Parish
Head Teacher

Believe, Achieve and Thrive Together



Sheep Dip Lane Primary School: Positive Relationships & Behaviour Policy

Reviewed: Sept 2019

Linked Policies: Anti-Bullying Policy,
Home & School Agreement, Equalities Policy

Rationale

At Sheep Dip Lane Primary School we fully support the rights of all members of our community to work, learn and play in a safe, supportive and stimulating environment.

We are proud to be a Thrive Ambassador school and all members of our community are fully committed to work together to establish a positive school ethos and promote effective learning within an environment where all children and young people can feel safe, enjoy and achieve, be healthy, make a positive contribution and achieve future economic wellbeing.

We must ensure that at the centre of our positive relationship management practice is a knowledge and understanding of all children, their differences and similarities. Mutual respect is essential, all members of our community must be treated fairly and sensitively acknowledging and respecting all cultural, emotional, social and spiritual differences.

Throughout school life we are seeking to develop positive attitudes, raise the self esteem of all children and establish school and education as being of value. It is hoped that this will be achieved through a range of class and school strategies that reward effort and achievement.

All members of staff accept their responsibility for establishing positive professional relationships with the children to support healthy brain stem development to meet each child's individual social and emotional needs. Staff work with children on teaching acceptable codes of behaviour and for the use of rewards and sanctions in line with policy. All members of our community must aim at all times to be good role models.

The positive relationships policy and procedures have been reviewed in relation to safeguarding and child protection procedures.

Introduction:

This policy takes into account information provided in:

- Ofsted Inspecting Equalities Briefing April 2014
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- “Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders” 2002
- “DOH & DFE Guidance for Restrictive Physical Interventions” July 2002
- Use of Reasonable Force Guidance July 2013 (England)
- Behaviour and Discipline in schools February 2014
- DFE Guidance for Exclusion from Maintained Schools – September 2017
- Local authority policies.

Aims:

At Sheep Dip Lane Primary School we:

- ✓ All have the right to learn.
- ✓ Are all responsible for supporting the rights of others and ourselves.
- ✓ Have rules to support our right to learn and achieve in a safe environment.
- ✓ Have rewards to celebrate the right choices we make and our successes.
- ✓ Have consequences to help us learn to take responsibility for our actions and to support us to make the right choices in the future.
- ✓ Have a Code of Conduct by which all children and staff demonstrate they are responsible members of our community and understand our expectations.
- ✓ Build confidence among children and young people to show empathy and understanding.
- ✓ Work with members of our school community to raise awareness and develop respect of both our own and others' behaviours.
- ✓ Use agreed methods of reporting and responding to incidents of inappropriate and positive behaviours.
- ✓ Identify a clear system to deal with inappropriate behaviour and refer children when necessary for additional support from our Thrive practitioner team or wider professionals (PLC).
- ✓ Use Thrive screening and CPOMS incident data to improve the effectiveness of our positive relationships system and to target resources efficiently to meet individual children's needs.
- ✓ Share good practice and develop training when necessary to ensure consistency in approach and standards of expectation.
- ✓ Review the policy at least annually.

A Positive Approach to Relationship Management

An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. We aim to provide positive everyday experiences that enable our children to reach their full potential.

The Core Beliefs

Behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings.

The Thrive approach helps us understand the needs being signalled by a child's behaviour and gives us targeted strategies and activities to help them re-engage.

*Helping children to **Stop, Feel, Think and Act** appropriately.*

Positive support is more likely to change behaviour than controlling and punishing.

Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.

An acute awareness of every individual child's needs through our class based screening enables us to support them and act with compassion and fairly.

*We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions. Reinforcing good behaviour helps our children feel good about themselves. We' **Believe,***

Achieve and Thrive together'.

Our School's expectations for children and adults.

Our 3 Golden Rules

- No hurts -We keep each other safe and happy;
- Stick together – We respect our environment and do as we are asked first time;
- Have fun learning

Our Code of Conduct

Our expectations are that adults and children will:

- listen to each other
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and belongings of all
- ensure that other people are not put at risk by their actions
- respect other peoples' views
- care for other peoples' property

In the classroom we expect children will:

- Follow our Golden Rules
- Be polite and respectful to everyone, using your manners towards adults and children.
- Get on with their work responsibly and complete the work to the best of their ability.
- Keep all classrooms tidy.
- Share and use materials sensibly returning them to the appropriate place.
- Follow the classroom rules.
- Let others get on with their work.
- listen to, and follow instructions.
- raise hands to participate at appropriate times.
- help and support your friends.
- Do not distract others from learning.
- Be part of a team.
- Be a role-model to other children.

In the Corridors and Shared Areas: All school staff will ensure that they take responsibility for behaviour on the corridors.

- Respect other classes when moving to a different area in school.
- All members of the school will show good manners around school and address each other politely on the corridors.
- Walk sensibly on the left and quietly throughout school.
- Hold doors open for adults, visitors and other children.
- Keep shared areas & corridors tidy.

In the playground we expect children will:

- Be kind and friendly.
- Share.
- All children and staff to use appropriate language.
- Keep your hands and feet to yourself.

- Play sensibly and not put others at risk by selfish actions.
- Put all equipment away carefully in the correct place.
- Football to be played sensibly – No falling out
- Apologise if you need to.
- look after property of the school and other children
- All children will need a Toilet/First Aid pass to come into school collected from the class teacher on duty or senior midday supervisor – Mrs Staniforth.
- Solve problems together.
- Disagreements must be solved without losing your temper, going through what happened through questioning, without resorting to aggression / physical violence.

Lining up at the end of playtimes & lunchtime:

- Two rings on the bell will happen at the end of playtime and lunchtime breaks.
- On the first whistle everyone will stop and stand still. All football games will be stopped and all equipment held. Staff will wait until all children are still before proceeding.
- On the second whistle all children walk to their lines.
- Teaching staff will meet and greet the children quickly letting them in calmly into the cloakroom areas.

Responsibilities of Staff

All members are expected to model our school ethos in their interactions with children and with other staff. We know that self-image is formed largely by how children feel they are perceived by adults and children with significance in their lives. All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted. Staff should have high standards of expectations in terms of learning and behaviour. All staff are responsible for ensuring the school's behaviour policy and procedures are fully implemented.

At Sheep Dip Lane Primary there is a whole school commitment to positive reinforcement using the Thrive Approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy.

Parents/carers are expected to work in partnership with the school's policies and guidelines for behaviour in the interests of their own children and of the whole school community.

There is a whole school commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in school to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes in order to gain rewards and experience feelings of well-being, pride and satisfaction. They will also be clear about the logical consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in school is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

Included in this policy is clear guidance, strategies and positive relationship management techniques (see next page). All class teachers should follow school's procedures and policy using the Thrive Approach including ensuring that a de-brief happens with children involved. For some children individual plans detailing rewards and sanctions may be necessary.

Rewards and Consequences Overview:

Within school we have a range of options and rewards in place to reinforce and praise good behaviour with clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that may vary according to the age of our pupils, and any other special circumstances that affect the pupil. We aim to develop an ethos where there is a healthy balance between rewards and logical consequences with both being clearly understood by all children and staff. Children should learn to expect fair and consistent consequences for inappropriate behaviours which are linked to the behaviour. Logical consequences are designed to teach children more appropriate behaviours. All systems are flexible and take into account individual circumstances. At the beginning of each year staff discuss expectations, reward systems and class contracts with children. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for both learning and behaviour.

All class teachers should follow schools procedures and policy and for some children individual plans detailing rewards and sanctions may be necessary.

Rewards:

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated.

Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- **Post it on the 3 R's board (Ref Paul Dix 'When Adults Change Everything Changes') Respect, Recognition, Rewards**
- Stickers and stamps in our books
- Marvellous Me online rewards system – badge award, learning photo and message
- Positive phone call home or Marvellous Me message
- Star of the day in each class celebrates daily achievements
- Sending good work to other staff members for reward or praise
- Special responsibility jobs – School Champions.
- Praise postcard home
- Weekly golden time for each class for 30 mins on a Friday.
- Head teacher awards leading to Truly Trusted badge, Ambassador Badge and Prefect badge.
- Hot choc Friday treat time.

Our new reward system 'Marvellous Me works effectively to promote the Golden rules and our school learning behaviours, (resilience, collaboration, good communication, inquiry, nurturing each other and teamwork. Through rewarding children for displaying excellent behaviour, in line with the specific Golden rule or learning behaviour that is applicable. It is a Web-based rewards system, based on a virtual character. It is simple and fun and allows teachers to use as an effective classroom recognition tool. It ensures that children follow clear rules and will specify rewards and sanctions for breaking the rules. By recognising and rewarding 'good' behaviour and reflecting on 'unacceptable' behaviour with consequences, it is believed that 'good' behaviour is encouraged. It engages and excites children, motivating them to strive for higher achievement levels. It also empowers and involves parents in their child's class-based achievements. Teachers are using the Marvellous Me app to have regular communication with parents. Messages can be sent via the app and class stories can also be created to update parents on learning for that week. The system is regularly monitored to determine how the system is working, looking at patterns of positive/negative referrals, investigating variation amongst year groups/phases, taking steps to ensure consistency.

Head Teacher Awards

As part of our schools' weekly **Celebration of Achievement Assembly** children whose behaviour has been good are highlighted and rewarded, taking home a Head Teacher certificate describing their achievement. The awards are linked to our behaviours for learning – super learning powers we look for and reward are for: resilience, collaboration, good communication, inquiry, nurturing each other and teamwork and respectful manners.

This strategy is to promote that **all** children understand that if they are sensible, try their best and follow schools' expectations for behaviour they will be rewarded for their efforts.

School Trips and Events:

Trips and school events are classed as privileges in school. If a child chooses not to follow rules and routines in school, then they are choosing not to take part in school events and trips based on health & safety grounds and trust. Children have to learn this skill as it is a skill for life. At school we promote this ethos so children understand that behaviour is about their own choices and that others are not responsible for this. This sanction is only incurred when others have not been successful in changing a child's behaviour. Parents/carers will always be informed of the decision and that this will be made by the Head Teacher or a Senior Member of Staff.

For some children who are on screening at being or doing stage, their playtime play may be unsafe, they may require separate playtime/physical activity support in a contained safe plan, parents will be informed and modelled safe play will be put into place.

Support using the Thrive Approach:

The procedures outlined in the following section are to help deal effectively with inappropriate behaviour. All class teachers are responsible for maintaining the high standards of behaviour in school. If a child exhibits inappropriate behaviour, staff should initially calmly attune and validate with the child using observation and saying what you see as well as unpicking when appropriate using 'I'm wondering if' strategy to ask a child what has happened. Safe spaces are available in each classroom and in open spaces for a child to be directed/guided to, where they can calm with support if appropriate to the individual child's needs.

Consequences:

This policy is designed to empower both teaching and support staff in our mutual desire to create a safe, fair, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

Be calm – Children should be dealt with calmly, firmly but fairly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should "fit" the offence and be linked to the behaviour. Logical Consequences should be designed to teach pupils at Sheep Dip Lane more appropriate behaviour

Unacceptable Behaviour

Includes:

- Disobedience
- Biting, spitting, hitting and kicking

- Foul language and swearing
- Making unkind remarks or Racist/Homophobic comments.
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Walking away from members of staff
- Being rude to members of staff
- Truancy
- Forming gangs and bullying

Temper tantrums and physical disputes must be dealt with and pupils restrained if necessary (see Additional Guidelines). Pupils will be removed from class to avoid disrupting the learning of other pupils.

Under no circumstances is violence tolerated towards a member of staff.

Each class will follow the school based reminders when the appropriate behaviour is not displayed by children. Personalised provision (where necessary) along with personal behaviour plans done with key staff for pupils who may persistently show high level concerns, ensure support is put in place.

Every child starts each day being greeted into school by staff at the gate and classroom door. Every day is a fresh start and every lesson. If staff note a child is showing signs of worry, struggling to separate from carers or any inappropriate behaviours a 1-1 feeling session, in the sensory room, will be done to address any concerns and initiate appropriate support for the child that day/lesson.

Routines

We have a set of expectations for staff to follow to ensure consistency and help children understand in our school we have rules and clear routines to help us work and learn together safely and positively.

As part of de-escalating children’s behaviour every child is greeted into school. This helps staff to identify any environmental issues or individual worries. School will put appropriate support in place to ensure the child has a successful day in school. This ensures the child feels supported to manage their emotions and feelings and reduces the likelihood of behaviour escalating.

See appendix 1) School Values and Expectations for Routines

School based reminders/warnings and logical consequences:

In our school all adults are expected to model our school values and expectations all of the time, as research shows this trains and supports children’s own social and emotional development. We also recognise staff and children who show these excellent behaviours on our respect, recognition and rewards boards in every classroom and around school. Positive comments are recorded as affirmations and shared weekly at our achievement and celebration assembly. In this way we create the climate and culture in school of mutual respect. We use a logical consequence method to act immediately and re-address an unacceptable behaviours, discreetly, through modelling and supporting children.

Behaviour for Learning

KS2

Our Logical Consequences

Stage 1

Talking (over teacher, during listening time)
Wandering in class
Disrupting peers
Not following adult instructions
Pushing into the line
Shouting out

8

Stage 1

Verbal discreet warning

Cue card reminder



Behaviour for Learning



KS1

Stage 5
Fixed term exclusion 1-15 days
Repeated exclusion/severe and dangerous incident could lead to Permanent Exclusion

For children who have individual and personalised behaviour plans: These need to be adhered to by all members of staff.

Talking (over teacher, during listening time)
Wandering in class
Disrupting peers
Not following adult instructions
Pushing into the line/taking item from peer

9



Verbal discreet reminder
Model expectation
Highlight a peer/positive e.g. 'I can see ... showing good looking/listening.'
Cue card non-verbal reminder



Stage 5
Fixed term exclusion 1-15 days
Repeated exclusion/severe and
dangerous incident could lead to
Permanent Exclusion

For children who have individual and personalised behaviour plans: These need to be adhered to by all members of staff.

Violent Conduct:

Some behaviour is regarded as totally unacceptable such as physical violence and bringing offensive weapons into school or making objects into weapons with the intent to cause harm to others. The health and safety of all children and staff is paramount.

High level violent acts by a child towards other children or staff will result in fixed term exclusion. (1-5 days)

Any child bringing in an offensive weapon into school, such as a knife or when a child breaks equipment or makes a weapon with the intent to cause harm to others will be excluded. (Up to 15 days)

Damage to property has to be put right by the child wherever possible. In the circumstances of extreme damage parents/carers will be contacted, shown the level of damage and may be asked to contribute or pay for the damage.

Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe.

The plan and package of support will be reviewed regularly and after any high level incidents with members of the school's inclusion team.

3 Repeated Fixed Term Exclusions

This stage could be deemed appropriate for school for permanent exclusion.

Extreme violent conduct

This stage could be deemed appropriate for school for permanent exclusion.

Some behaviour is regarded as totally unacceptable such as physical violence and bringing offensive weapons into school or making objects into weapons with the intent to cause harm to others. The health and safety of all children and staff is paramount. High level violent acts by a child towards other children or staff will result in fixed term exclusion. (1-5 days). Any child bringing in an offensive weapon into school, such as a knife or when a child breaks equipment or makes a weapon with the intent to cause harm to others will be excluded. (Up to 15 days) Damage to property has to be put right by the child wherever possible. In the circumstances of extreme damage parents/carers will be contacted, shown the level of damage and may be asked to contribute or pay for the damage. Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe. The plan and package of support will be reviewed regularly and after any high level incidents with members of the school's inclusion team.

Stage 6: Fixed-term and permanent exclusions:

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school.

The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A child can be excluded for the following: (Ref: DFE **Exclusion from maintained schools, academies and pupil referral units in England** guidance 2017)

Acts of violence towards other children or staff.

Bringing an offensive weapon to school or breaking equipment and using this as a weapon with intent to harm others.

Severe damage to property

Persistent high level disruptive behaviour.

If the Head teacher excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the Local Authority (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 has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. Any exclusion of more than 15 days in any term results in a Governors Disciplinary Committee Meeting.

Lunchtime Exclusion

Children whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period.

Permanent Exclusion

The Head Teacher may wish to permanently exclude a child if there have been repeated fixed term exclusions and reintegration plans are not supporting the child to de-escalate unsafe/disruptive behaviour. A decision to exclude a pupil permanently may be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Governing Body will meet to review this decision. Parents/carers may appeal against a permanent exclusion in accordance with Local Authority procedures.

Managed Moves

If a child is not able to accept the support given consistently then it may be more appropriate to hold an emergency review meeting or professionals meeting to request a change of school/placement. It may be necessary to involve other agencies and the Local Authority.

The use of positive handling to support children:

Central to this policy is the understanding that any Physical Intervention used by staff should be in accordance with the idea of “Reasonable Force” and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods can be used.

Key inclusion staff and the Head Teacher have been trained by Team Teach who are DfE recognised providers.

Team Teach reiterates school's philosophy that the use of physical handling techniques should only be used as a last resort.

School is committed to ensuring that staff deal professionally with all incidents involving aggressive behaviour and only use physical handling as a last resort.

Prior to this every strategy will be used to de-escalate the situation.

Children who require physical handling must be treated with respect and handled according to Team Teach guidelines to ensure minimal risk to injury.

Staff must understand and follow school procedures by listening and observing the child whilst attempting to keep calm and supportive. This is important especially when facing challenging behaviour. They must assess the situation and risk to the child, peers and themselves.

It may be necessary for the staff member to escort the child to a quiet safe space in order to try to de-escalate the situation.

All staff must understand the importance of responding to the emotions and feelings of the child which lie beneath the behaviours being exhibited.

Staff should only positively handle a child if the child is:

- Injuring themselves or others.
- Assaulting another child or staff member.
- Engaged in deliberate damage or vandalism to property.
- Engaged in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

A member of staff who recognises that the behaviour is beginning to escalate towards a point where positive handling may be needed must seek assistance from another member of staff. A member of staff who observes a child's inappropriate behaviour may require positive handling by a member of staff has a responsibility to offer support and assistance.

Thrive workers, staff with team teach accreditation, the Head Teacher or Inclusion Manager should be called to support any incident where positive handling is required to support a child.

Staff should explain to the child being physically handled the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he/she calms down the physical handling will stop.

All incidents where positive handling has been required must be recorded on School's Serious Incident Form.

After any incident of this nature the child and member of staff afterwards must be checked for injury and if injured must immediately seek medical treatment from a first aider. Following this an ACRASS form must be completed and Corporate Health and Safety Team contacted for advice.

After the incident the child must be given time to calm with two members of staff. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to support or collect their child.

The members of staff who dealt with the incident must be offered a short break followed by a discussion with an SLT member to begin the analysis of the incident.

After the incident if the child is calm and able to remain in school safely, they must talk through the underlying reasons for the incident.

Children identified as likely to have high level incidents that may require positive physical handling will have a personal behaviour plan in place done with the child, staff and shared with parents/carers.

Complaints re the use of physical handling:

Any complaint will be made formally to the Head teacher.

The Head teacher will fully investigate the complaint and report her findings to the parents/carers. A record of her findings will be written on the designated pro-forma.

Where the parents are not satisfied they will be able to make representations to the governing body. An initial meeting with the Chair or Vice Chair will be held. Information will be collected with a second meeting arranged with the parents to report and discuss the findings. If after this, parents are still dissatisfied with the outcome they have the right to make representations to the Chief Education Officer at Civic Centre.

Parental Involvement:

When and how do we involve parents?

Please refer to the school consequences. Parents/carers will be contacted following a child moving onto stage 3 or higher levels. The school has standards of behaviour which both the children and their parents are made aware of. This will ensure that everyone in school is working towards the same standards and fully understands them.

Home / School Agreement:

The school's behaviour policy will be supported by a Home /School Agreement. All parents will be encouraged to sign the agreement. One copy will be retained by the parent, another copy in school.

The agreement will be reviewed and signed. Children can only sign the Child's Declaration in their parent's presence. The parent and child's copy will be kept in the child's reading diary.

Working with Other agencies:

As part of the school's inclusive ethos we will make every attempt to work with other agencies to safeguard the welfare of a child from an early stage and ensure that a child receives as much support as possible.

The school believes that often behaviour results from social and emotional issues and therefore other agencies are needed to stop the escalation of these issues.

Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, CAMHS, Family Support Worker (Children's Centre), IFFS, Primary Learning Centres, SEND LA team, ASD LA team and the Educational Psychological Service when appropriate.

Police

Value is placed on good relationship with the police and good liaison is encouraged. The community police support officers regularly run come into school and attend meetings where they can support the outside issues affecting a child's behaviour.

Sharing of Information

The school will keep up to date records of a child and ensure that in relation to the policies on safeguarding & child protection that they will in accordance with guidance on information sharing follow the correct procedures. All conversations regarding a child with a multi-agency team will be recorded on the (pink) multi agency form and kept with the child's safeguarding file separate from their other records, in accordance with Doncaster model protocol.

Care of school premises and sites:

- Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.
- Staff will display children's work to a high standard.
- The building will be kept clean and tidy.
- The grounds will be kept clear of litter.
- The plants will be well maintained.

Equal Opportunities & Disability Discrimination:

All children will be treated equally and fair within the school. There will be no discrimination regardless of age, sex, race and gender, disability, religion, belief or in line with the Equality Act 2010.

The school endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy – this may include improving physical environment or improving the accessibility of information to disabled pupils and their parents/carers.

Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

Monitoring of behaviour in school:

Behaviour is monitored on a half-termly basis by the Inclusion Team. A report is passed to the Inclusion Team to ensure that all children in school are reviewed on an individual basis. Support programmes will be identified for children causing concern in school to modify inappropriate behaviour as soon as it arising. This is to prevent an escalation of the behaviour pattern.

School data analysis of behaviour looks at groups including any trends e.g. class, gender, disability and ethnicity. Any incident with a concern showing harassment, oppressive behaviour, acts of discrimination it is followed up by the Senior Leadership Team and logged on the schools/Local Authority SIMs system.

Policy Review:

All procedures follow a stage system to ensure that pupils are treated in a fair manner. This system can be viewed in appendices of this document. These systems are reviewed on an annual basis or more regularly if appropriate to address any concerns/complaints.

The policy is updated by the Head teacher and the inclusion team. This will be presented to Governors to ensure they agree the systems of behaviour.

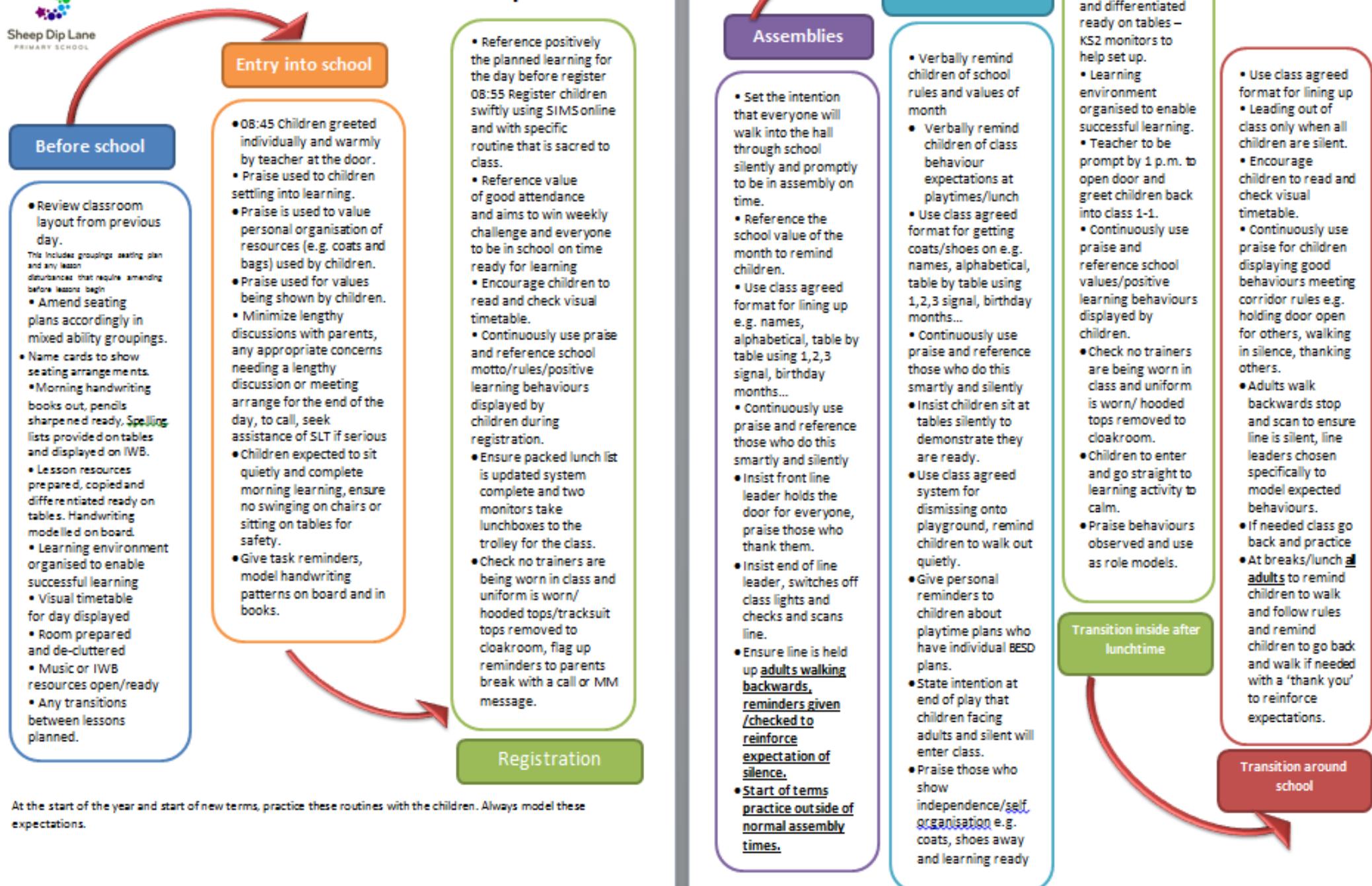
Date of Policy September 2019

To be reviewed September 2020

Signed: Head teacher

Signed: Governor

Our School Values and Expectations



Before school

- Review classroom layout from previous day.
This includes groupings, seating plan and any lesson disturbances that require amending before lessons begin.
- Amend seating plans accordingly in mixed ability groupings.
- Name cards to show seating arrangements.
- Morning handwriting books out, pencils sharpened ready. Spelling lists provided on tables and displayed on IWB.
- Lesson resources prepared, copied and differentiated ready on tables. Handwriting modelled on board.
- Learning environment organised to enable successful learning
- Visual timetable for day displayed
- Room prepared and de-cluttered
- Music or IWB resources open/ready
- Any transitions between lessons planned.

Entry into school

- 08:45 Children greeted individually and warmly by teacher at the door.
- Praise used to children settling into learning.
- Praise is used to value personal organisation of resources (e.g. coats and bags) used by children.
- Praise used for values being shown by children.
- Minimize lengthy discussions with parents, any appropriate concerns needing a lengthy discussion or meeting arrange for the end of the day, to call, seek assistance of SLT if serious
- Children expected to sit quietly and complete morning learning, ensure no swinging on chairs or sitting on tables for safety.
- Give task reminders, model handwriting patterns on board and in books.

- Reference positively the planned learning for the day before register
- 08:55 Register children swiftly using SIMS online and with specific routine that is sacred to class.
- Reference value of good attendance and aims to win weekly challenge and everyone to be in school on time ready for learning
- Encourage children to read and check visual timetable.
- Continuously use praise and reference school motto/rules/positive learning behaviours displayed by children during registration.
- Ensure packed lunch list is updated system complete and two monitors take lunchboxes to the trolley for the class.
- Check no trainers are being worn in class and uniform is worn/hooded tops/tracksuit tops removed to cloakroom, flag up reminders to parents break with a call or MM message.

Registration

Assemblies

- Set the intention that everyone will walk into the hall through school silently and promptly to be in assembly on time.
- Reference the school value of the month to remind children.
- Use class agreed format for lining up e.g. names, alphabetical, table by table using 1,2,3 signal, birthday months...
- Continuously use praise and reference those who do this smartly and silently
- Insist front line leader holds the door for everyone, praise those who thank them.
- Insist end of line leader, switches off class lights and checks and scans line.
- Ensure line is held up adults walking backwards, reminders given /checked to reinforce expectation of silence.
- Start of terms practice outside of normal assembly times.

Transition to playground and back inside

- Verbally remind children of school rules and values of month
- Verbally remind children of class behaviour expectations at playtimes/lunch
- Use class agreed format for getting coats/shoes on e.g. names, alphabetical, table by table using 1,2,3 signal, birthday months...
- Continuously use praise and reference those who do this smartly and silently
- Insist children sit at tables silently to demonstrate they are ready.
- Use class agreed system for dismissing onto playground, remind children to walk out quietly.
- Give personal reminders to children about playtime plans who have individual BESD plans.
- State intention at end of play that children facing adults and silent will enter class.
- Praise those who show independence/self-organisation e.g. coats, shoes away and learning ready

Transition inside after lunchtime

- Lesson resources prepared, copied and differentiated ready on tables – KS2 monitors to help set up.
- Learning environment organised to enable successful learning.
- Teacher to be prompt by 1 p.m. to open door and greet children back into class 1-1.
- Continuously use praise and reference school values/positive learning behaviours displayed by children.
- Check no trainers are being worn in class and uniform is worn/ hooded tops removed to cloakroom.
- Children to enter and go straight to learning activity to calm.
- Praise behaviours observed and use as role models.

- Use class agreed format for lining up
- Leading out of class only when all children are silent.
- Encourage children to read and check visual timetable.
- Continuously use praise for children displaying good behaviours meeting corridor rules e.g. holding door open for others, walking in silence, thanking others.
- Adults walk backwards stop and scan to ensure line is silent, line leaders chosen specifically to model expected behaviours.
- If needed class go back and practice
- At breaks/lunch adults to remind children to walk and follow rules and remind children to go back and walk if needed with a 'thank you' to reinforce expectations.

Transition around school

Appendix 2) Stage 3/4 Medium level incident form

Appendix 3) Stage 5 Serious Stage Incident form

Appendix 4

School Procedures for dealing with aggressive adults

The school's Positive Relationship Policy and Code of Conduct clearly states that adults and children will:

- Care for all people and treat them with respect and politeness
- Disagree without losing their tempers

In the event of staff having to deal with an aggressive adult, the following procedures will be adopted:

- Staff will do their best to remain calm and deal with the query but make it clear that the individual's behaviour is unacceptable and against the school's ethos.
- Encourage the adult to discuss the query away from the main thoroughfare. In the case of aggression over the phone, encourage the adult to come to school to meet senior staff.
- Ensure another member of staff is present to act as witness. In the case of aggression over the phone the admin office manager will be present as a witness and the call put on speaker.
- If the adult becomes abusive or in any way threatens a member of staff, the member of staff should withdraw giving the adult time to regain their composure. Line of sight should be maintained. In the case of threats made over the phone, the member of staff should explain the phone will be put down to stop further distress and allow the member of staff to regain their composure.

If the adult continues to be aggressive they will be asked to leave the premises. The Head teacher, Deputy Head teacher or Assistant Headteacher or site manager will be informed immediately.

- The adult will be escorted from the premises.
- The Head teacher will formally write to the adult. A copy will be sent to the Chair of Governors.
- If the adult continues to refuse to leave, the police will be called.
- Once removed from the premises it is vital that staff involved in the incident write down exactly what happened. They should base their report on what they actually saw and heard and not on third party information. This should be signed and dated. A copy should be kept by the member of staff. Copies should be given to the Head teacher and Chair of Governors.
- The Head teacher will investigate the incident and write to the adult outlining their course of action. The adult could be banned from the premises.
- The Head teacher will contact the legal department.

In the event of aggression between parents on the school premises, the Head teacher will be immediately informed. She will then proceed with a similar course of action as described above.