



## **Deepdale Community Primary School**

### **Behaviour and Relationship Policy 2023-2024**

#### **Rationale**

This document reflects the importance the school places on promoting effective relationships and positive behaviour for learning. The establishment of an appropriate learning environment for all children at school and at classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive, caring and nurturing relationships between all staff and pupils as well as between pupils themselves.

**Good behaviour needs to be taught, modelled and supported by parents and teachers**

#### **All Behaviour is Communication**

This policy has been written with the view that effective relationships influence good behaviour, resilience and self-belief which allows teachers to plan and teach to the highest standards.

#### **Statement of Principles**

- This behaviour and relationship policy has been written and reviewed in consultation with all members of our school community.
- As a school we recognise that for some children, appropriate behaviour for learning is complex and complicated. Childhood in the 21<sup>st</sup> century is difficult for many children. Research shows that more children now have responsibilities as carers and more children experience trauma and abuse. These children may have fewer opportunities for learning / play because of life in poverty which in turn results in poor diet, housing and mental health issues. All of these factors can make managing behaviour difficult therefore a “one size fits all” approach no longer works for many children and can cause frustration and anger.
- As a school, we recognise that children's life experiences influence behaviour for learning.
- We are committed to building positive relationships with all children and working on meeting children's needs so that they feel calm, secure and safe to learn.
- As a school, we recognise that, from time to time, we will have children in our school whose behavioural needs we are unable to meet. We are committed to seeking expert help for these pupils.
- As a school, we are committed to helping children manage their own behaviour in positive ways. We acknowledge that this can be a challenge for some of our children and that there are times when, because of their circumstances, some children will find it more difficult to manage their own behaviour positively. It is at these times that children need more help from the adults around them.

**“Children need our love most, when they deserve it least.”**

## **Our behaviour and relationship policy is intended to support the following principles**

- At Deepdale Community Primary School, we aim to work on a proactive behaviour and relationships policy whereby we meet children's needs before problems arise. This leads to children having a strong sense of belonging to the school family as well as feeling they have some control over their environment.
- At Deepdale Community Primary School, we aim to help children develop an understanding of right and wrong and what constitutes good behaviour.
- We aim to develop a common understanding of acceptable and unacceptable behaviour between all members of staff, children, parents and governors.
- We want our children to understand that their actions impact on others and their learning opportunities in school. We want all children to take responsibility for their actions.
- When dealing with incidents of inappropriate behaviour, we will always address the behaviour and not the child. We will look beyond the behaviour for the underlying causes and plan to teach missing skills in order for the child to feel empowered and able to avoid repeating inappropriate behaviour.
- Our expectations of children and their behaviour will be consistent. Good behaviour will be expected from all children. Praise, rewards, consequences and sanctions will be used consistently by all staff.

## **Context**

This policy should be read in conjunction with the following policies:

- Health and Safety policy
- Safeguarding policy
- Attendance policy
- Single Equalities policy
- Teaching and Learning policy
- Anti-bullying policy
- Home–School agreement
- Special Educational Needs policy
- Display policy

## **Promoting Good Behaviour and Relationships**

### **Our promises to the children include:**

- Greeting each child each morning
- Listening to children – open ‘emotional’ bank account between child and teacher
- Establishing clear routines - could include children's ideas
- Communicating behaviour expectations in ways other than verbally
- Ending the day in a positive way and beginning the next day afresh.
- RIPs and PIPs – reprimand in private, praise in public
- Having a plan for dealing with low level disruption
- Using positive reinforcement – We’ll be firm, fair and consistent.

- Staff will ensure that all children are suitably supervised when moving in and around school, ensuring Children walk sensibly and calmly with consideration for others.
- Children following the expected routine will be recognised – e.g. “thank you for good walking”. Children not behaving appropriately will be encouraged to do so – e.g. “Can we all show good walking?”
- Staff and children will be encouraged to pick up fallen articles - i.e. Coats, book bags etc.
- Children will be taught to understand the concept respecting personal space.
- On duty, a staff member will circulate and take the opportunity to socialise with children whilst maintaining an overview of the areas and spotting potential problems before they escalate.
- Staff must follow activity rotas.
- Two whistles: one to stop, one to tidy equipment and move on.
- A staff member will promptly lead children back inside the classroom.

These routines are planned to support children who find it difficult to manage their own behaviour as frustration and anger can lead to escalating behaviour issues.

### **School Values**

At Deepdale Community Primary School, we have School Values, which are designed to encourage all members of our school community to develop responsibility for the school environment, its ethos and their own behaviour.

They are:

- Respect
- Pride
- Responsibility
- Honesty
- Determination
- Resilience
- Courage
- Empathy

### **Rewards**

Ongoing rewards should come in the form of praise and positive interactions from the adults in school and will be developmentally appropriate.

**Shouting at children does not work and is not conducive to good modelling or the ethos of a quiet, calm, nurturing environment. Shouting should only be used to get a child away from danger.**

### **Golden Assembly, Pride Award and Attendance Award**

These awards are celebrated weekly during assemblies, led by the Head teacher and Senior Leadership Team.

### **Team Points**

Personalised to each class, children can earn a team point for displaying better than good behaviour or learning. Rewards negotiated as a class can be won.

### **Personalised Class Systems**

Personal class systems like; gems, raffle tickets and stars offer extra incentives to support children's behaviour.

### **Golden Tickets**

Children can earn golden tickets at lunchtime which are given by the Teaching Assistants. These are then shared with the teacher. The children then take the golden tickets home to share with family.

### **Sanctions**

Children who have prevented the team from achieving points should meet with the class teacher to talk about their inappropriate behaviour and how it can be changed. Children who are finding behaviour difficult require the teacher's imagination in ensuring ways to avoid these children losing class rewards continually. Children who are consistently displaying poor behaviour on a daily basis need help and support with their behaviour in class. Adults should be careful not to make idle threats and to follow up any sanctions that are imposed. Consequences should never hinder learning and should be respectful, reasonable and realistic – not punitive.

### **\*Input classroom overview\***

### **Reflection Room**

For children whose behaviour for learning has affected their ability to work, they will be asked to attend a Friday Reflection Room run by a member of the Pastoral team. This is achieved by gaining 5 reminders throughout the week which cannot be earned back. This will be recorded on CPOMS, a paperslip completed and shared with parents/carers. If a child misses 3 Friday lunchtimes, they are referred to the Deputy Head Teacher and a parent/carer meeting is arranged. Support for the teacher will also be given from the Behaviour Lead to ensure behaviour management strategies are being adapted and used effectively.

### **Exceptionally Poor Behaviour**

Occasionally, there may be incidents of exceptionally poor behaviour. These will be dealt with by the Headteacher, the deputy Headteacher, the assistant Headteacher or another senior teacher in accordance with the guidelines outlined in this policy. These may be incidents such as;

- Physical aggression, which endangers the child concerned, other children or adults.
- Bullying (also see anti-bullying policy on the school website)
- Severe verbal abuse that is overtly directed at staff or pupils.
- Serious violation of property.
- Engaging in behaviour that has stopped the class learning.
- Deliberate use of sexist or racist remarks to cause offence.

### **Exclusion**

- The decision to exclude a pupil will be a last resort and will be in line with the government guidance to exclusion and guidance from the publication 'improving behaviour and attendance: guidance on exclusion from schools and pupil referral units' (2008) by dfe.
- The Headteacher will decide whether to exclude a pupil for a fixed term or permanently, in line with our behaviour policy, taking account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

- Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.
- Schools have a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.
- Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
- Although there is no legal duty to do so, school will provide and mark work for all excluded pupils for the first five days of any exclusion.
- When a child is excluded from school, parents must take responsibility for their child and make sure they are not in a public place without good reason during school hours for the first five school days of any exclusion.
- Following any fixed term exclusion, parents will be expected to attend a reintegration interview to discuss their role in ensuring their child is well-behaved in school.

### **Behaviour Outside the School Gates**

When representing Deepdale Community Primary School outside of school premises, (including walking home) children will be reminded of expected behaviour and this will be highlighted in visit risk assessments.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

### **Preventing Bullying**

Please find the Anti-Bullying Policy on the school website.

### **Confiscation of inappropriate items**

#### **Taken from DfE; Searching, Screening and Confiscation, July 2022**

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes
  - Fireworks
  - Pornographic images
  - Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

At Deepdale Community Primary School, we discourage children from bringing toys and other items from home, including money. The reasons for this are so that these items do not get lost, stolen or broken and therefore cause upset for children and parents. If items are brought into school, the class teacher will usually look after them until home time, when they are handed to the child's parent, with a reminder that this is not appropriate.

### **Power to Use Reasonable Force**

#### **In line with the DfE; Use of reasonable Force, July 2013**

At Deepdale Community Primary School, we do not have a 'no contact' policy, as this brings the risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking the action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment because this is unlawful. Key staff have been provided with training to support their understanding of reasonable force.

### **Roles and Responsibilities**

- The governing body has the responsibility of setting down the general guidelines and standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the responsibility of ensuring that the principles outlined in this policy are adhered to on a day-to-day basis.
- The teacher will deal with day to day behaviour issues. Any children who are regularly displaying inappropriate behaviour, will be discussed with the pastoral team and the appropriate intervention put in place. Outside agencies will be contacted, when necessary, for alternative provision for behaviour issues.
- School has support systems for pupils and their parents displaying persistent disruptive behaviour should be identified.
- All school, staff who work with children have the power to discipline pupils whose behaviour is unacceptable. We expect all staff to adhere to the principles and guidance outlined in this policy.
- We expect that all parents will support this policy. Communication about any aspect of this policy and its application should be directed to the head teacher.

### **Consultation, Monitoring and Evaluation**

The Headteacher and senior leadership team monitors the effectiveness of this policy on a regular basis. This is reported to the governing body along with recommendations for further improvements.

### **Monitoring and Record-keeping**

Incidents of persistent low-level behaviour and Reflection Room attendance will be logged on CPOMS. Learning mentors keep records of their involvement with incidents of poor behaviour and bullying. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

This policy will be annually reviewed with staff and the governing body every year along with the school's Anti-Bullying policy.

### **Complaints Procedure**

This section of the policy should be read in conjunction with the school's complaints procedure which can be found in our school prospectus. An up to date copy of this is available on the school website. A full copy of the complaints procedure is available from the school office.

In respect of this particular policy, it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made, the onus is on the person making the complaint to prove that their allegations are true. It is not for the member of staff to show that they have acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. The Headteacher and governing body will refer to the 'dealing with allegations of abuse against teachers and other staff' (2012) guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. A full copy of this guidance is kept in the school office and is available online.
5. The Headteacher and governing body will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact in school who can provide support.
7. The governing body must consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, the governing body and local authority have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

This behaviour policy has been reviewed and agreed by the governing body and the school parliament. It will be reviewed on an annual basis.

	<b>Date</b>	<b>By</b>	<b>Role</b>	<b>Ratified</b>	<b>Review Date</b>
Version 8	Autumn 2021	J. Warren R. Jones Y. Musa	Behaviour and PSHE Leads Pastoral team	SLT & N. Mirza	Autumn 2022
Version 9	Autumn 2023	J. Hurley S. Patel	Behaviour Lead Pupil Inclusion Lead	N. Mirza & SLT Y. Musa	Autumn 2024