

Delph Side Behaviour Policy 2024-2025



Our Values

'At the heart of the community, we welcome and nurture, promoting resilience, growth and independence within our inspiring and transformative environment.'

ENJOY EMBRACE EVOLVE

At Delph Side, we intend for our pupils to acquire the skills and knowledge which will enable them to develop as individuals - to be emotionally literate, confident, caring, concerned and committed to their own development, yet aware of their responsibilities to others. We believe that positive and respectful behaviour is the responsibility of all 'Delph Sider's', and should be modelled, supported and taught by parents, carers and Delph Side staff alike.

We believe that children behave positively when they **ENJOY** coming to school, and being part of a wider community of friends and family who care about each other equally. Children should enjoy their learning and enjoy their time in class. Children, who **ENJOY**, become productive and happy, and care about good order in their learning environment.

We believe that positive behaviour is supported when children and staff **EMBRACE** a high standard of expected behaviour, conduct, self-discipline and respect for themselves and others. Children should embrace reasonable challenges and overcome challenging milestones with the support of trusted adults.

We believe that behaviour expectations can be modelled by supportive adults, and that children can **EVOLVE** in their behavioural culture by observing high-quality examples throughout our school. Children who evolve their behaviour and learn from experience go on to become more resilient and help others to grow with them along their Delph Side journey.

Our values were created by staff, pupils, governors and school council were consulted in a collaborative process to select ENJOY, EMBRACE and EVOLVE, along with key attributes which feed into our values:

- Positivity
- Resilience
- Empathy
- Belief
- Trust
- Nurture
- Community
- Respect
- Voice
- Responsibility
- Honesty

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Legislation and statutory requirements

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

- Department of Education. (2022).
- Behaviour in Schools, Advice for Headteachers and School Staff.
- Department of Education. (2022). Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.
- Searching, screening and confiscation at school (July 2022)
- The Equality Act (2010)
- Use of reasonable force in schools (July 2013 currently under review/consultation May 2023)
- Supporting pupils with medical conditions at school (August 2017)
- Department for Education. (2018). Mental health and behaviour in schools.
- Department of Education. (2015). Send Code of Practice.
- Department of Health. (2015). Future in Mind. Promoting, protecting and improving our children and young people's mental health and wellbeing.
- Education Endowment Foundation, EEF. (2019). Improving behaviour in schools.

School Leadership

At Delph Side, we believe it is every person's duty to uphold the expected standard of behaviour for our children to observe and follow, as high-quality role models. Our staff will lead by example by modelling the highest behavioural standards in their professional conduct, their interactions with each other and the relationships we form with our Delph Siders. We are committed to fairness, positivity and restoring justice; we listen to our children and demonstrate how to resolve conflict amicably and with respect and dignity, but also with firmness.

Senior Leaders will support all staff members in promoting positive behaviour and lead on managing challenging behaviours across the school – being supportive coaches to teaching and learning staff. Senior Leaders will record, monitor and action behaviour which falls short of the high standards we set, and will report to the Governing body on behavioural challenges, initiatives and development opportunities that arise. Leaders will also arrange for suitable training and development opportunities for staff to enable them to effectively deliver our behaviour policy.

Roles and Responsibilities

It is every staff members responsibility to encourage and model positive, respectful and socially acceptable behaviour at Delph Side, and to apply appropriate sanctions when negative, disrespectful or unsociable behaviours are observed in any setting within school.

We will involve parents when behaviour problems arise, at an early stage rather than as a last resort. This will be achieved through daily conversations at our classroom doors, through our Seesaw app and by promptly telephoning parents on the same day.

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The responsibility our pupils have

Our pupils are active learners who engage with the activities set by their teachers. Through their enthusiasm for learning and the tasks at hand, our children will aim high with positivity in class and will strive to maintain their own high standards of behaviour, etiquette and interactions with others.

Through our Growth Mindset philosophy, our children are expected to positively impact on others' well-being, by demonstrating positive attitudes to their learning and the learning of their peers. Pupils will be given responsibilities to help with managing everyday school life. Through their own contributions to wider school events, environments and procedures, the children will own and value their community and the people who make it a valued place.

Pupils will be encouraged:

- To respect each other's right to speak and give opinions
- Not to put other people down or laugh at them
- Not to make personal comments □ To help each other

The responsibility parents have

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting good behaviour in school.

Delph Side expect to be supported by the parents of our pupils, in all matters involving negative behaviour, investigations into negative behaviour – including allegations of bullying - and in follow-up support opportunities.

Promoting Good Behaviour in all areas of our school

We believe that all behaviour is communication, and behaviour is most positive when children feel safe, secure and happy in their environment. At Delph Side, we strive to create this environment along with the engagement, stimulation and challenge that draws out the very best behaviours in all of our Delphsiders.

We promote good behaviour using an array of strategies, which include:

- Our Delph Side Behaviour Steps (see appendices) which offer a systematic and scaled approach to managing behaviour, setting out appropriate and corresponding consequences and staff actions.
- Delph Side Behaviour Steps visible in every learning area of school – for staff and children's quick reference.
- EYFS-friendly Delph Side Behaviour Steps – with visual aid to support EYFS children
- Our Values – Enjoy, Embrace, Evolve - woven into every lesson, visible in every room, and referenced in every weekly Gathering.

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- Weekly Gathering – both virtually and in-person to celebrate achievements, extra-curricular successes and weekly attendance
- Values Badges – Enjoy, Embrace, Evolve badges awarded to children from each class in weekly Gathering
- Trackit Lights behaviour management system to be used from Autumn 2 of 2022 – with 'green' behaviour points used in each class to reward positive behaviours. Green behaviour points will contribute towards ENJOY, EMBRACE and EVOLVE house teams.
- 'Spotted' badges awarded for positive behaviour, acts of kindness and supportive behaviour – noticed secretly by staff
- 'Making the Difference' awards presented to children who have impressed with exceptional behaviour or contributions to school life or in the wider community
- Attendance celebrated
- Class teachers are given professional license to install and manage personalised behaviour rewards and class charters, which are based on the Delph Side Behaviour Steps.
- A restorative approach to resolving behavioural disputes and negative choices by 'fixing' situations between the victim and the aggressor.
- Visiting another class to share achievements, great work or share a success.
- Visiting SLT to share achievements, great work or share a success.
- Sharing achievements, great work or sharing a success via school social media
- Sharing achievements, great work or sharing a success via Seesaw app
- Collective worship opportunities, SLT assemblies and subject leader assemblies to promote positive ethos and understanding of cultures, ideas, subject areas and lifestyles.

Classroom Management

In addition to 'promoting good behaviour' and the strategies outlined above, class teachers are given freedom to create and manage behaviour rewards which are suitable, appropriate and meaningful their cohort of pupils – based on our knowledge and understanding of our pupils. Class teachers may use a range of reward opportunities such as, but not limited to:

- Passport to Privilege rewards – discussed and agreed upon as a class
- Extra break times
- Approved on-site visitors
- Approved virtual workshops
- Use of technology, such as Chrome books or iPads to enhance fun learning
- Extra PE opportunities as part of PE SLA
- Use of our Forest School area
- In-class cinema experiences

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All of the above extrinsic opportunities come second to intrinsic, daily, 'in the moment' rewards of positive verbal feedback, celebration, acknowledgement of daily successes by all members of staff – in line with our Delph Side Behaviour Steps and our Values.

Teachers have the full support of senior leaders, our Behaviour Leader and external support from WISH – via Kingsbury Primary School – our FORWARD cluster of schools and through Team Teach to help positively manage classroom behaviour.

To effectively manage classroom behaviour for maximum teaching and learning, we will employ strategies such as, but not limited to:

- Differentiated learning tasks to provide suitable, engaging levels of challenge
- Well-constructed seating plans to limit disruption and maximise learning
- Provide hand-over meetings between teachers
- Utilise EHCP, IBP, IEP, WISH support plans and Team Teach positive handling plans for individual children and make provision for their behavioural and learning needs
- Offer quality-first teaching engage all learners and minimise opportunities for negative behaviours
- Utilise Teaching Assistants effectively to offer learning support
- Observe, review and feedback on classroom management through behaviour learning walks and audits
- Utilise whole-class behaviour support plans and staff behaviour support plans
- Ensure lessons offer suitable pace, timings, challenges and enjoyment
- Use our Delph Side Behaviour Steps fairly, consistently and constructively

Preventing Bullying

The Department for Education states that no legal definition is outlined for what bullying constitutes, but provides the following guidance:

“There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- ***repeated***
- ***intended to hurt someone either physically or emotionally***
- ***often aimed at certain groups, for example because of race, religion, gender or sexual orientation***

It takes many forms and can include:

- ***physical assault***
- ***teasing***
- ***making threats***
- ***name calling***
- ***cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)”***

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- **prejudice based bullying**
- **discriminatory bullying**

Bullying, in all forms, will not be tolerated at Delph Side Primary School and is treated with urgency and is prioritised by all members of staff as part of our Safeguarding Policy, Anti-bullying Policy, Online Safety Policy and Cyber-Bullying and Social Networking Policy.

We include all forms of bullying in our investigating of bullying incidents and concerns, and while we acknowledge that it is difficult to completely eliminate bullying in schools, we will act swiftly, decisively, fairly and justly to investigate bullying and ensure that our

Delph Sider's feel safe, secure and can fully meet our VALUES.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- 'Anti-Bullying Week' is observed
- 'Anti-Bullying Week' materials are also used throughout the year
- Jigsaw PSHE curriculum
- Collective Worship with SLT
- Monitoring of communal areas at breaks and lunches
- Monitoring of playground by Senior Leaders and supervision by teaching staff
- Family Wellbeing Officer employed to lead pastoral provision
- The Hub in place as pastoral areas
- Educating around bullying and the impact it has
- Approachable staff who the children can have confidence in when disclosing bullying incidents and concerns
- Ongoing training and support given to Welfare and Support Staff
- Monitoring of playtimes by Behaviour Leader
- Computing curriculum which includes online safety, and our Online Safety Policy
- 'Faith Week' is observed annually to break down cultural barriers and educate children about diversity.
- Well-staffed break and lunch times on the playground.

Screening and Searching

There are two sets of legal provisions which enable our 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 pupil's 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. Confiscated items that represent potential harm to pupils or staff will be secured in the school office before they can be disposed of/handed to the relevant authority.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons, knives illegal substances and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher, and Senior Leaders, to decide if and when to return an item, or whether to dispose of it.

The school also reserves the right to follow DfE advice on Searching, Screening and Confiscation where there is a need to search a pupil for a mobile device relating to Online Safety (See Online Safety Policy and Social Media Policy).

Delph Side Primary School also reserve the right to prohibited and confiscate personal items which contravene our COVID-19 Risk Assessment (See COVID-19 Risk Assessment).

Behaviour of Pupils with Additional Needs

To support the behaviour of pupils with additional needs, we will offer provision and flexibility which will enable pupils to regulate their own behavior and give them the best opportunity to access mainstream teaching and learning, whilst respecting the rights of other pupils in our classrooms.

Our Behaviour Leader and SEND-Co will meet to discuss the needs of pupils with SEND and with needs which may impact their ability to regulate their behaviour. We will assess, plan, deliver and review the support in place for pupils requiring additional support – and will utilize SEND provision in The Hangout as required. As part of our consultation in planning effective SEND support, we will meet with parents to establish possible triggers for misbehavior and understand remedial actions and effective strategies for de-escalating misbehaviour or pre-empting misbehaviour. In addition, we will make reasonable adjustments to classroom routines and classroom environments for pupils to maximise the likelihood for positive behaviour, such as: seating plans, planned breaks or sensory diet sessions, planned adult support and differentiated learning.

Communication & Regulation Plans

In order to facilitate the tailored support that many of our pupils require, we will work in conjunction with Kingsbury Primary School to develop a Communication & Regulation Plan for any child who requires additional behavioural support. We recognize that

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pupils with SEND needs may also require behavioural provision and may be more likely to receive Team Teach physical support if they find themselves in crisis.

We will meet with pupils, families and key staff in school to develop a plan of support, strategies and provision to promote the pupil's wellbeing. A Communication & Regulation Plan will include possible triggers and will outline early anxiety behaviours, defensive behaviours and crisis behaviours -providing staff with useful strategies to help de-escalate behaviours and regulate the pupil safely and with dignity.

Plans will be reviewed regularly and will reflect the current provision and support required for the pupil as they progress through their time at Delph Side.

For children who access mainstream classroom provision, and display specific behavioural challenges, we will use Personal Behaviour Plans to set targets for regulating their behaviour throughout the school day. We will consider the provision in place, the resourcing and staffing in place and will consider potential trigger points. We do this by meeting with parents to establish a rounded picture of the child and have input from parents and the child to form a personalized plan to support behavioural choices and enable the child to assimilate into the Delph Side behavioural culture.

Pupil Transition

We are committed to providing children who join Delph Side with the best start possible. To facilitate a comfortable, welcoming and familiar start to our school, we will meet with prospective families and direct them to our policies, including Behaviour, Safeguarding and Anti-bullying policies – to help both prospective pupils and their families acclimatize to and understand the expectations set out at Delph Side.

Where a pupil has experienced a fixed term suspension, or has returned to our school, we will meet with the pupil and family members to inform them of our behavior expectations and the ways in which we respond to negative behaviour.

Child-on-child abuse

We are mindful that negative behaviours can occur between pupils and can take many forms and can also occur for a range of reasons. We are committed to investigating incidents which may present as bullying and those which may be abusive. We recognize the possibility of child-on-child abuse, and as part of our safeguarding and anti-bullying policies, Senior Leaders will investigate such incidents to their end – informing parents of findings and referring to relevant agencies where the circumstances permit.

As part of our investigation into child-on-child abuse, we will consider:

- The wishes of the victim in terms of how they want to proceed
- The nature of the alleged incident
- The ages of the children involved
- The development stages of the children involved

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- Any power imbalance between the children
- Is the incident a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, school or college staff
- Contextualized safeguarding issues.

Suspensions, Off-site directions and Managed Moves

We are committed to ensuring that pupil misbehavior is addressed and pupils are offered timely, suitable support to enable them to restore their behaviour and make positive choices. Using our Delph Side Behaviour Steps and Playground Behaviour Steps, which are shared with pupils and parents and displayed in all public areas, we will endeavor to help children regulate their behaviour and work within the positive support systems provided.

For children whose behaviour has escalated and continued misbehavior has exhausted support options from step 1 to step 3 of our behaviour steps, we may require the use of a fixed term suspension as a way of addressing the severity and extremity of escalated behaviour. While this is unfortunate, we reserve the right to utilise a fixed term suspension for up to 5 days – at the discretion of the head teacher and senior leaders. This is intended to be a short-term measure to help both the pupil and parents to address, reflect on and restore recent challenging behaviour. Parents and pupil will be informed at every stage of our concerns, before and during a possible suspension.

In rare cases, off-site directions may be utilised when a fixed term suspension has yielded little impact. This option is agreed upon by schools in our school cluster in order to allow the pupil to reflect on their more extreme behaviours, and allow potential and proven victims to receive their own support through the aggressor's absence. This is intended to be a short-term measure to help both the pupil and parents to address, reflect on and restore recent challenging behaviour. Parents and pupil will be informed at every stage of our concerns, before and during a possible off-site direction.

In the most extreme of cases, when fixed term suspensions and off-site directions have been unsuccessful in restoring or remedying misbehavior, we will ultimately utilise our right to a Managed Move. A Managed Move will only be actioned when all other support options have been exhausted, including the use of external support agencies and school cluster support – in conjunction with SEND support services – and has been sanctioned by the Headteacher and the Chair of Governors. We will engage with parents at every step of Managed Moves and consult with suitable primary settings to facilitate the transition and transfer of the pupil to their next primary setting.

Routines

We understand that clear, familiar routines offer structure, comfort and safety to our pupils, and to facilitate this, we provide daily routines which make life at Delph Side accessible and management for all pupils. Our breakfast club opens from 7.45am, and school gates open from 8.45am. Morning tasks are provided for children to settle into

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their day, until our first sessions begin at 9am. Daily mathematics, writing, spelling, handwriting and arithmetic practise are timetabled as per each teacher's professional judgement and are shared with children. Wider curriculum subjects including PE, RE, PSHE, History, Geography, Computing and Music will typically form afternoon learning and will be shared via curriculum mapping on our school website and via Seesaw for parents and children to be aware of.

Adjustments to a typical timetable are available for pupils with additional needs, and can include structured support sessions in The Hangout, The Hub; with our Family Wellbeing Support Officer, sensory diet sessions, LEGO therapy, timetabled wellbeing sessions with our school therapy dog, and PE Plus sessions.

Physical intervention and support

At Delph Side, we recognise that on very rare occasions, certain children may require physical support by our members of staff for a range of reasons - in the form of positive handling. By having a deep and caring understanding of our pupils, our staff will, if necessary, use reasonable and appropriate levels of force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school.

Senior Leaders and authorised school staff may also use such force as is reasonable, necessary and appropriate, given the circumstances, when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

There are identified members of staff within our school who have up to date training on safe physical restraint techniques through accredited Team Team facilitators and have completed 'blended' online course modules in the principles of positive handling and de-escalation strategies - but this is in addition to collective responsibility of all staff, who have the legal right and school authority to use reasonable force.

Incidents where reasonable force is used are kept and fully recorded using CPOMS and parents of pupils in receipt of positive handling or de-escalation strategies are informed and consulted upon the full incident. In all cases, staff will dynamically risk assess any given situation before employing reasonable, proportionate and necessary force in the circumstance for the shortest possible period of time. Key members of staff have completed Team Teach training and will conduct half-termly 'refresher' sessions to coach each other and feedback as critical friends.

Children who require physical intervention will usually have a Team Teach Positive Handling Plan with individual, personalised strategies for de-escalation. If a child, who previously has not been assessed as requiring possible Team Team intervention then requires support, we will action a Team Teach Positive Handling Plan and share amongst appropriate staff members.

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Beyond the school gate

We recognise that behaviour continues past our school gates and into the local community, and that our Delph Sider's, whether in uniform or not, represent our school and our reputation. We also recognise that the emergence of social media, and its impact upon youngsters, can be a contributing factor to negative behaviour incidents outside of school. To address negative behaviours, including online behaviours, online hate, 'trolling' and even anti-social behaviour, we reserve the right to utilise our Delph Side Behaviour Steps, and the logical consequences set out in our steps to effectively and appropriately address behaviour beyond the school gate, if the behaviours:

- bring Delph Side Primary School into disrepute
- impact teaching and learning in school time
- Impact on staff school time by addressing 'out of school' behaviour
- Are being observed on numerous occasions without the child/ children evolving their behaviour or outlook

This section should be read in conjunction with our Online Safety Policy, Computing Policy, Anti-Bullying Policy and Social Media Policy and with our Delph Side Behaviour Steps.

School support systems

School support - Partnerships with local agencies

To support our children's individual needs, their SEND and our managing of behaviour, we utilise WISH support – provided by Kingsbury Primary School, in Skelmersdale. We buy into the WISH support cluster, who liaise with us to provide suitable and tailored strategies to enable our pupils to integrate into our mainstream classroom settings and achieve their full potential. We utilise WISH support by contacting WISH when concerns over a child's classroom behaviour and behaviour for learning arise – which may be the result of undiagnosed medical conditions, personal circumstances, culture for learning or as part of their developmental stage.

We then liaise with WISH to develop a support plan for practical classroom support, strategies to maximise learning and de-escalation techniques. This is shared with parents and agreed upon with a review date set.

In addition to WISH support, we utilise Team Teach positive handling resources and training materials to support our recent accreditation (July 2021). We access the latest updates and de-escalation strategies to support our practical application for de-escalating challenging behaviour.

School support – managing allegations of misconduct

This section should be read in conjunction with the school's complaint procedure and complaint form – which can be provided by our school office or from our school website.

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- In respect of this particular policy it should be noted that:
- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. We refer to the “*Dealing with Allegations of Abuse against Teachers and Other Staff*” guidance where an allegation of using excessive force is made against a member of staff. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- We 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.
- If a decision is taken to suspend a member of staff, we will ensure that the person concerned has access to a named contact who can provide support.
- Our Governing body will always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, we acknowledge that schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

We are satisfied that the above Behaviour Policy is appropriate and to be adopted by the school. To be reviewed on an annual basis by the School Council, staff and Governing body.

This policy is referenced in:

- Staff Induction
- Child Protection & Safeguarding Policy
- Remote Learning Policy
- Acceptable Use Policy
- Online Safety Policy
- Cyber-Bullying Policy

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Team Teach Positive Handling Policy 2024-2025

At Delph Side, we have a commitment to ensuring the well-being, health and safety of our pupils at all times – even when they may be at risk of losing self-control. We understand that, for some children, regulating themselves in times of crisis may present a risk to themselves, to others, to the calm order of school life and to school property.

To support our identified children, Delph Side will commit to the following:

- Specifically identified staff members will be trained in the safe use of Team Teach positive handling strategies.
- All staff members will be encouraged to use positive, calming de-escalating techniques to resolve and settle moments which may lead to crisis.
- Staff members will behave and conduct themselves in line with our Behaviour Frameworks, and will act as a positive influence and role model for pupils.
- Identified staff will take part in half-termly 'refresher' training to recap, discuss and practise the correct use of approved Team Teach strategies.
- Senior Leaders will structure Positive Handling plans for children identified as possibly requiring physical and verbal de-escalation strategies.
- We will only employ the use of physical intervention as a last resort, and when its use is NECESSARY, REASONABLE and APPROPRIATE.

Team Teach physical interventions:

Through our approved Team Teach training, our staff will employ physical interventions which reflect the context of the situation we are managing in order to safeguard the individual pupil, others nearby and the safety of our staff. We will also use physical intervention on the rare occasion when good order is prejudiced and when school property is at risk of damage.

Wrist guide

A first stage support, applying a 'caring C' to the pupil's wrist, to guide the pupil to a desired and agreed location. Wrist guide is a gentle prompt and requires the pupil's compliance. Caring C can be replaced by hand-holding to show emotional support and a soft approach when de-escalating the situation.

Elbow guide

A second stage support, by applying a 'caring C' to the pupil's elbow to gently but assertively guide the pupil to the agreed and desired location in school. This also requires the pupil's compliance in following the adult to an agreed and desired location.

Single-person – single elbow

A third stage support, using 'caring C' on the inside of the pupil's forearm, along with a caring palm on the shoulder to brace and limit shoulder movement whilst travelling

between locations. This gentle support protects the pupil if they are in crisis and protects staff from strikes as arms flail.

Two-person – single elbow

A fourth stage support, which requires two members of staff who both apply a single elbow support using 'caring C' and 'caring palm'. This support is reserved for more extreme physical displays and when a child, while in crisis, is in danger of injuring themselves, staff or is damaging property. This support is to be used whilst in a standing position, but can be continued into a kneeling position.

Seated Two-person – single elbow

This support can be applied whilst seated in suitable furniture such as couches in The Hangout or in The Hub, and in bean bags in Y4, Y3 and Y1 classrooms. This support may require a third member of staff to correctly position and maintain the position of furniture.

Single-person – double elbow

A fifth stage support in which a staff member must brace both pupil's elbows to limit more extreme and potentially violent movement. This is used only in extreme outbursts when a child is in crisis and is a danger to themselves, other pupils, to staff and is at risk of damaging property. The staff member must apply caring C to pupil's opposite forearm, whilst applying caring C to nearside wrist. This support is primarily used to safely travel with the pupil to an agreed location.

Two-person – double elbow

This support is used for very extreme incidents where the pupil is displaying violent behaviours or extreme defiance which risks the pupil's safety. Two members of staff will both apply a double elbow support to limit movement and safely brace arms. The close contact that this support provides can provide calming effect and help to de-escalate violent behavior. This support should NEVER be applied in a seated position – so as not to restrict the pupil's breathing during the support. This support should not be used for more than 5 minutes without a change of face between members of staff, or an opportunity to release the support and provide the pupil with an opportunity to self-regular and de-escalate.

Team Teach in The Hangout

While we reserve the right to utilise reasonable force to safeguard our pupils, and safeguard school property, we recognize that pupils who access The Hangout may require varying levels of Team Teach positive handling supports. To ensure that the correct and suitable physical supports are used for each individual pupil, we will ensure that any Communication & Regulation Plans reflect the correct level of physical support for each pupil. Plans will be shared and communicated with staff who work in The Hangout, and plans will be reviewed as often as necessary, as an evolving working

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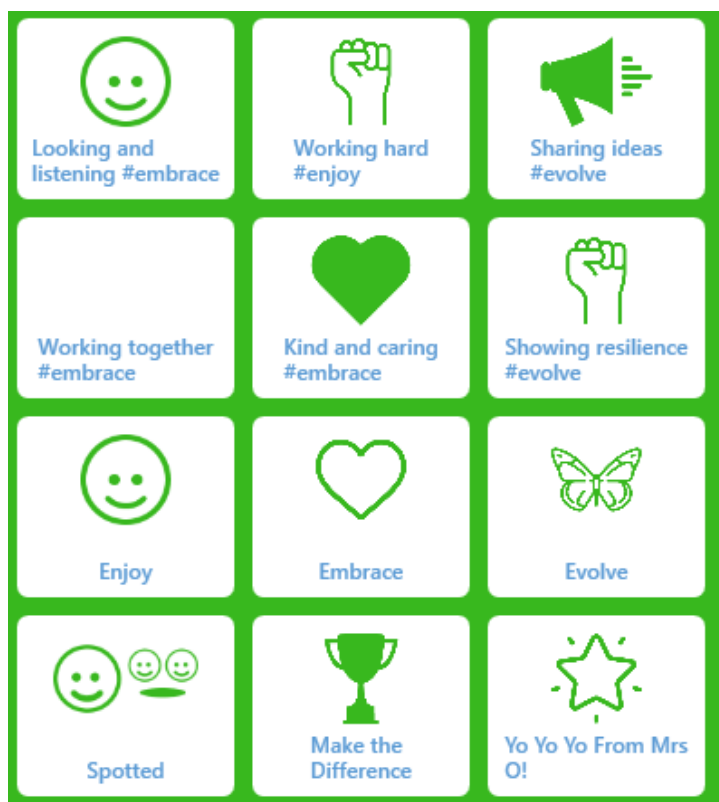


document. As with any use of Team Teach support, physical support will be used as a last resort, when all other de-escalation strategies have been exhausted. We will notify parents if any form of Team Teach support has been utilised and will record using CPOMS.

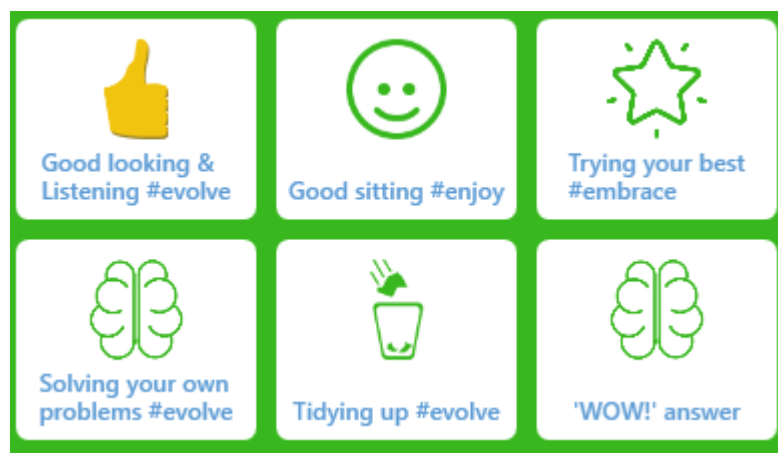
Trackit Lights

Delph Side uses the Trackit Lights behaviour management system in order to uniformly reward positive behaviour and to regulate negative behaviours – which is based on a traffic light system of 4 colours

KS2 GREEN Behaviours



KS1 GREEN Behaviours



At Delph Side, to assist our day-to-day behaviour management and to enable our pupils to achieve their potential in each lesson, we will utilise the Trackit Lights behaviour management system.

We will refer to the Trackit Lights desktop app and iOS app to support children in making positive choices, which can be

instantly recognised and rewarded. Trackit Lights is based around **GREEN** positive behaviours, where every child begins at **GREEN** and can receive **GREEN POINTS** for an agreed reason with the class teacher.

Spotting positive behaviours

When we spot positive behaviours, we will select **GREEN** and select a value which best represents the behaviour we have spotted. We will also clearly explain why the **GREEN** has been awarded – letting pupils know which positive attribute has been observed.

Each **GREEN** behaviour will award 1 point to the pupil, and will award the point to the pupil's Delph Side Values Team.

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GREEN behaviours such as ENJOY, EMBRACE, EVOLVEMrs O reserves a special **GREEN**, which award the pupil and their team 10 points – to be used for an exceptional behaviour.

Amber behaviours

When a pupil's behaviour choices don't demonstrate positive attributes, or does not embody our DS Values, we may use **AMBER**, which follows a verbal reminder of our expectations. An **AMBER** serves as a visual reminder to pupils, to encourage them to work on their current behaviour and earn **GREEN** points. This acts as an initial reminder. When a child demonstrates the positive attributes we love and expect, the pupil's **AMBER** will be removed and will reset them back to 'CLEAR'.

KS2 AMBER Behaviours



KS1 AMBER Behaviours



Yellow behaviours

On some occasions, following a verbal reminder, and an **AMBER** visual reminder, a pupil may continue to make negative choices. We will further remind pupils about the possibility of escalating to **YELLOW** or **RED**, but if attempts to support pupils in regulating their behaviour are unsuccessful (in line with our Behaviour Steps) we may convert a pupil's **AMBER** – initial reminder – to a **YELLOW** final reminder. This will usually prompt pupils to self-regulate their behaviour and move towards more positive **GREEN** behaviours which embody our DS Values.

We will make clear the reasons why a pupil has converted from **AMBER** to **YELLOW** – using similar phrasing to, 'We must now use **YELLOW**, as you are not _____.'



KS2 YELLOW Behaviours



KS1 YELLOW Behaviours

Red behaviours

On rare occasions, when attempts to support a pupil's regulation towards positive behaviour has proven to be unsuccessful, we will convert a pupil from **YELLOW** to **RED** – selecting a specific reason from 7 possible scenarios which link to our Behaviour Steps.

KS2 RED Behaviours



KS1 RED Behaviours



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Sometimes, **RED** can be used when a pupil's behaviour has not been progressively escalating, but when a single incident has been directly disrespectful, dangerous, verbally or physically offensive, property has been damaged or threatening and aggressive behaviours have been observed. This is in line with behaviours within Step 3, 4 and 5 of our DS Behaviour Steps, which will typically be met with consequences from the Evolve section of Step 3, 4 and 5.

Trackit Lights will be used in settings outside of the classroom, by all teaching and learning staff – on the playground, in the hall, during PE sessions, on residential, on enrichment activities, during off-site learning, afterschool clubs and even when supporting behaviour standards 'beyond the school gate'.

When **RED** behaviours are observed and recorded, resulting in agreed consequences, we will notify parents and carers to discuss incidents and how they were managed. Some pupils will find difficulty in regulating their behaviour, and will already be identifying as requiring further support. Such pupils will have Communication and Regulation plans in place, and may regularly use the Zones of Regulation system we utilise in our classrooms (see Behaviour Policy 2022-2023).

Cohorts and assigning points

Tracking data from Trackit Lights shows that adults should aim to award 6 GREEN points per lesson. We will award 6 GREEN points per adult, per lesson in order to promote our positive values and reward positive behaviour for learning. Our points will, as mentioned above, contribute to our Values Team points, which will be rewarded half-terminly.

Within Trackit Lights, we have split our system into 2 cohorts (Rec and KS1, and KS2) in order to create a customized and bespoke series of GREEN behaviours, which have been designed by the teaching and learning team (see below).

Zones of Regulation

At Delph Side, we recognise the importance of promoting positive mental health, recognising good emotional wellbeing and how we interact with and impact on each other's general wellbeing. We aim to develop a culture of understanding around the discussion of mental health and the wellbeing of our peers, and to enable our pupils to regulate their emotions. By implementing the Zones of Regulation, we aim to teach our pupils to identify emotions in themselves and others and provide them with strategies to help regulate their emotions and improve their wellbeing.

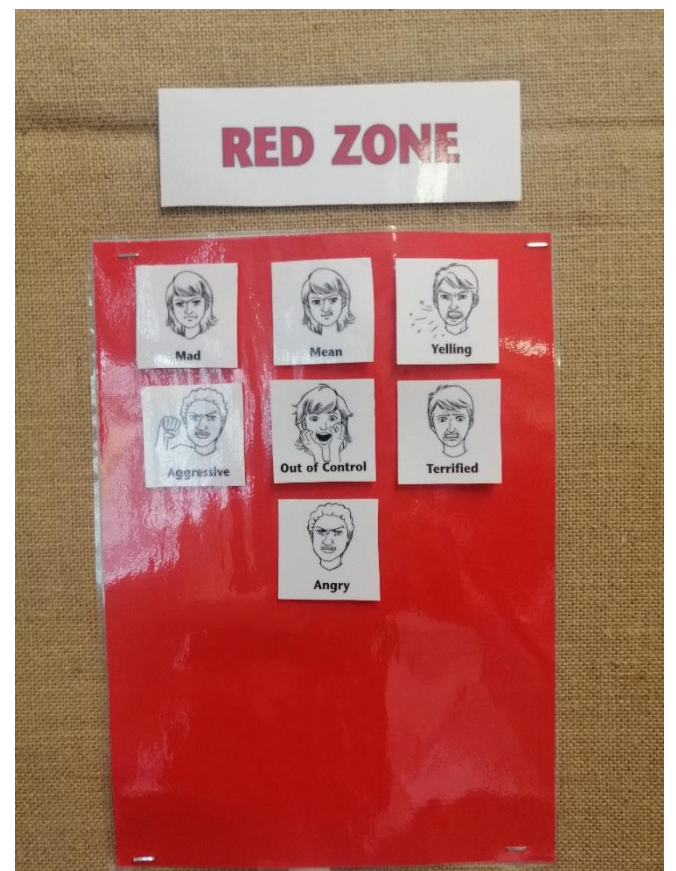
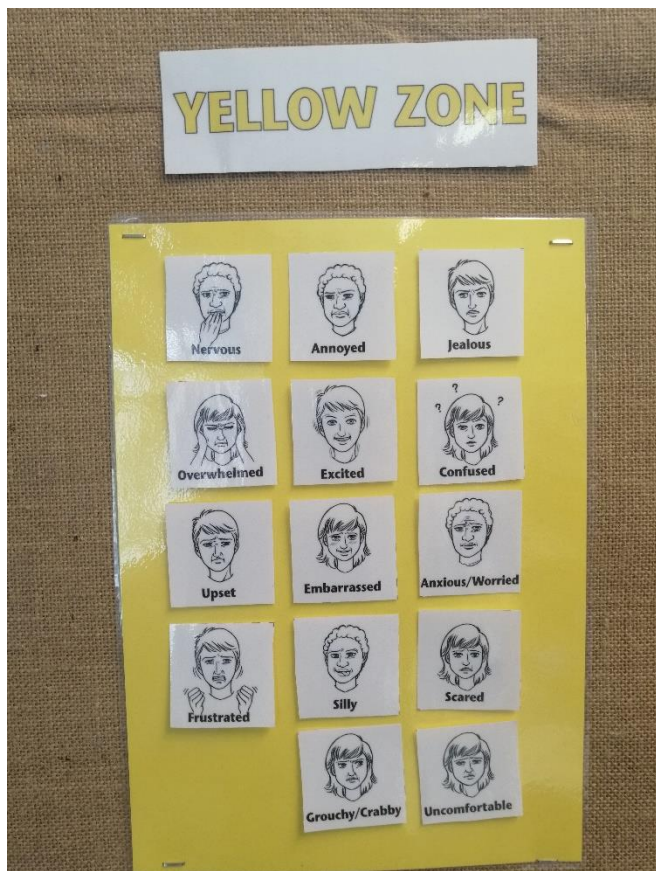
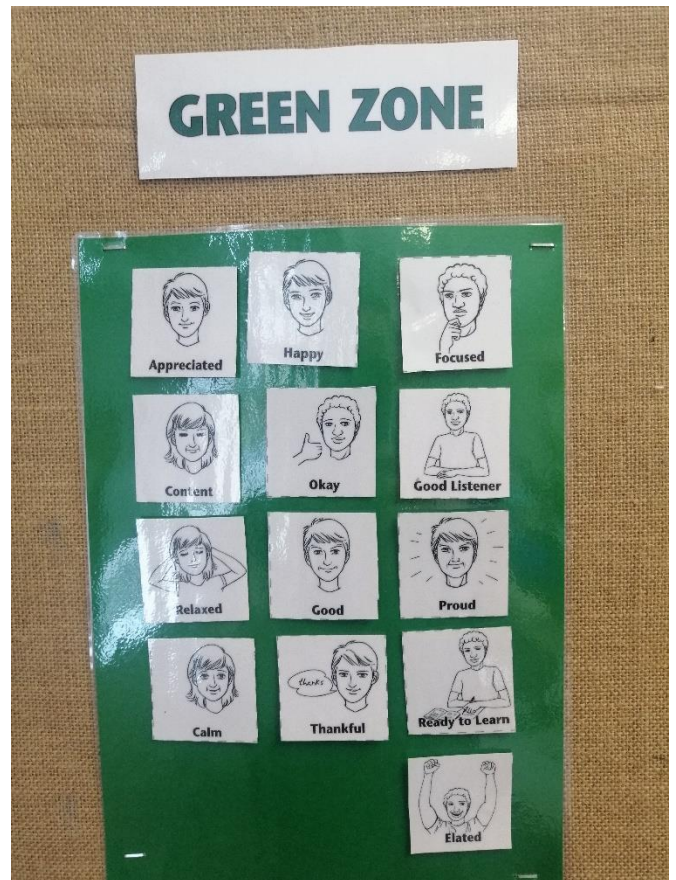
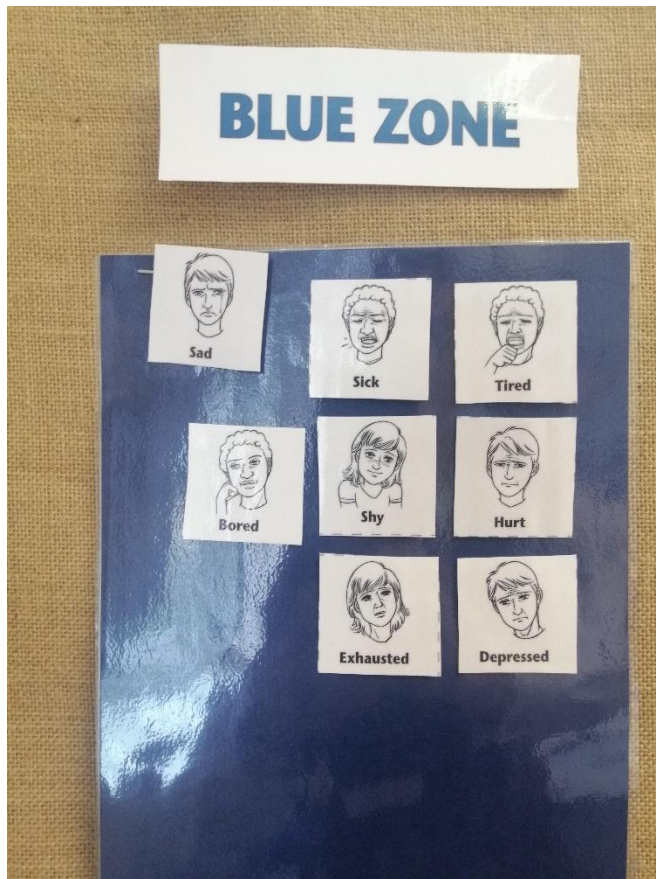
The Zones of Regulation is a range of activities and visual strategies to help develop skills in the area of self-regulation. We recognise that self-regulation, control and managing our feelings and emotional responses to events directly impacts our responses to situations, and can determine how we perceive situations. To support our pupils in understanding their emotional state and how they may react as a result, we will display a Zones of Regulation Chart in each classroom, with pupils able to position their name into a zone that they feel reflects their current level of wellbeing or their current

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emotional state. This will be used by staff to gauge children's needs and provide timely emotional and wellbeing support – allowing our pupils to feel heard and understood. This will enable staff and pupils to promptly discuss and regulate our pupils' mental health and avoid negative situations from occurring or escalating.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.







Our School Behavioural Framework

Living our values — We make the difference!



We know that the right attitude and behaviours make a positive impact on children and staff experience. We want Delph Side to be a fulfilling and enjoyable place to work and this starts with how we behave towards one another. Behaviours demonstrate the attitudes and approach that each of us takes to work:

How we do things — How we treat others — What we say and how we say it

The behavioural framework will help us talk about how we behave, how we may need to modify or change our behaviour and how we hold each other to account.

It will encourage us to celebrate our achievements and develop and grow as individuals, as a team and as an organisation. The values and behavioural framework were developed by our children and shared with staff, families and local communities.



I will enjoy...

Expected Behaviours

Smile – at everyone.
Believe we make the difference.
Appreciate others.
Have confidence in decisions.
Show compassion.
Sharing problems – actively listening to others.
Trust and be trusted.

When ENJOY is not demonstrated

If the feelings of others are dismissed.
If worries aren't shared and negative thoughts develop.
If reactions to situations aren't positive or professional.
If behaviours are seen as untrustworthy.
If decisions can't be made.



I will embrace...

Expected Behaviours

Positively listen, and be open, to new ideas.
Empathise.
Respect and celebrate diversity.
Trust colleagues to support each other.
Nurture others to develop confidence.
Have a positive attitude to support our culture of positivity.

When EMBRACE is not demonstrated

If closed to change.
If time isn't taken to listen.
If 'grumbling' is supported.
If dishonesty is shown.
If there is a lack of respect.
If others are judged.



I will evolve...

Expected Behaviours

Actively seek new challenges and experiences.
Believe in each other and the organisation.
Empower self and others, through a positive mindset, pedagogy.
Regularly reflect on own.
Enthusiastically contribute to our wider professional community.
Value the opinions and ideas of others – everyone has a voice.

When EVOLVE is not demonstrated

If change is undertaken for change's sake.
If opportunities to develop own practice are ignored.
If advice/feedback isn't respected.
If opportunities aren't offered to develop or taken up.
If the focus is to undermine, rather than embrace and support.

Enjoy. Embrace. Evolve — We make the difference.



Our School Behavioural Framework

Living our values — We make the difference!



How we do things – How we treat others – What we say and how we say it

ENJOY.

I will enjoy...

Expected Behaviours

- Smile
- Believe in yourself
- Celebrate our successes
- Share worries
- Trust and be trusted

When ENJOY is not demonstrated

- Being selfish
- Thinking negatively about others
- Keeping worries to yourself
- Leaving others out

EMBRACE.

I will embrace...

Expected Behaviours

- Be positive
- Celebrate differences
- Trust each other
- Look after each other
- Attend school every day

When EMBRACE is not demonstrated

- Being negative, giving up
- Judging others
- When lies are told
- If someone feels excluded
- Stay at home

EVOLVE.

I will evolve...

Expected Behaviours

- Enthusiasm!
- Everyone using their voice.
- Reflect: how could I improve?
- Learn from each other
- Step up to challenges

When EVOLVE is not demonstrated

- Giving up
- Advice is ignored
- Being jealous of others
- If other people's ideas are treated with disrespect

Enjoy. Embrace. Evolve — We make the difference.

EYFS Behaviour Steps



Safe hands & feet.



Kind Words.



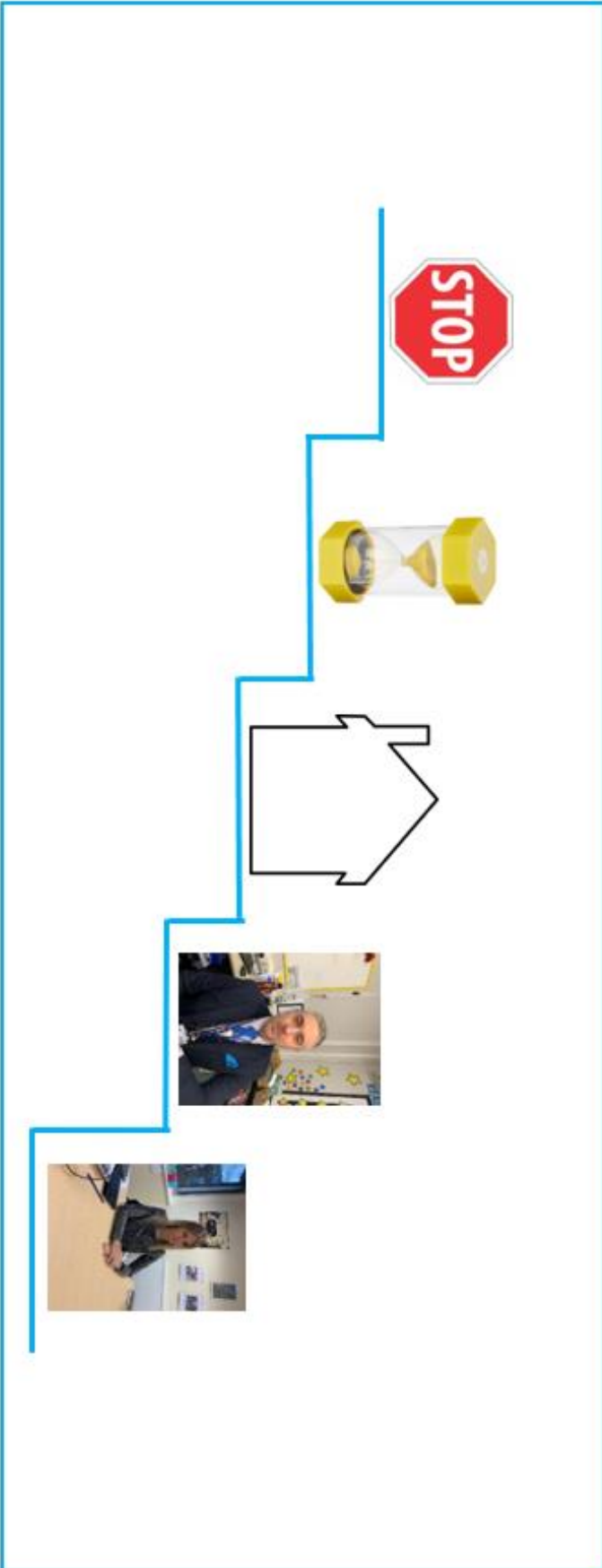
Listening ears.



Walking feet inside.



Quiet voices inside.



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Personal Behaviour Plan 2024-2025

Name of Child:		
Likes / Interests:		•
Triggers		How can we support the child when we notice these triggers?
•		•
My targets	How can I achieve my target?	Who will help me?
Preferred Team Teach strategies to use:		
How is my wellbeing supported?		
Risks associated with behaviours:		
Plan written:		
Reviewed:		
Signed.....Parent/Guardian		
Signed.....Behaviour Lead		