



Behaviour and Relationships Policy

At Little Digmoor Primary School, we believe that children are able to learn most effectively when behaviour and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils, where they feel safe, happy and secure. We hope to develop self-control, self-discipline and self-motivation in our children by systematically rewarding good effort, attitude, manners and behaviour, and imposing consequences for undesirable effort, attitude, manners or behaviour.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught, modelled and practiced, through our behaviour curriculum.
- Behaviour can change over time and in response to external influences – as a school we must always be aware of the bigger picture and not just focus on the behaviour.
- Every child is the whole school's responsibility, and staff will work collaboratively to support the child and each other.
- Children respond best to a clear and consistent approach which is applied fairly.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad and balanced curriculum which is both engaging and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and consequences systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish **consistent** levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning will impact positively on general classroom behaviour.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed alongside the children through School Council. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

1. Our Rules are:

- We are gentle, we don't hurt others
- We are honest, we don't cover up the truth
- We listen, we don't interrupt
- We are kind and helpful, we don't hurt anybody's feelings
- We look after property, we don't damage things
- We work hard, we don't waste time

2. Our School Values are:

- **Be Respectful**
- **Be Responsible**
- **Be Resilient**

Behaviour Guidelines

Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e to immediately stop a child who is putting themselves or others in danger.

No child should ever be 'sent to the head' as a consequences, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for.

Our 'Use of Reasonable Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be

informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. The expectation is that classes should walk around school in single file and without talking so as not to disturb the learning of others. Staff should ensure that all children are suitably supervised when moving around the school. Expectations of behaviour for the children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision on a rota basis. There will also be two members of staff on the playground before school to welcome and supervise children. All staff should be fully aware of playtime procedures, rules, consequences and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. A member of staff collects each class off the playground to ensure that children return to class in an orderly fashion. In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that they are never left unsupervised.

Children may not bring toys or equipment from home for use at playtimes but may use those supplied by the school.

Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

Uniform

- We expect all children to come to school in the correct school uniform. Children are encouraged to wear appropriate clothes (including footwear) for school. Children should also have appropriate kit for PE and swimming lessons.
- Children are not permitted to wear jewellery in school, with the exception of a watch, small stud earrings, and items of particular religious significance that have been authorised by the Headteacher.
- Watches and stud earrings are the only items of jewelry which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewelry. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be left in the office for the duration of the lesson.
- Children are not permitted to have any patterns shaved into their hair at any time of the school year.
- All children must wear school shoes. On a wet, cold or snowy day, children can come to school in wellies or boots but they must bring their school shoes in a bag to change into, once at school.
- In the event that the incorrect uniform is worn, the children will be gently reminded. If this is not rectified, then a message will be sent home via the school text service. If this is not a success, parents/carers will be invited in for a meeting.
- Uniform may be purchased from our online partners – myclothing.com. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn. Trainers are not part of school uniform.

PE Kits

- These need to be brought into school on the first day of each half term. The infant children will take this home half termly and the junior children will take this home weekly, with the expectation that they are returned back to school for the following week.
- Our PE kit consists of black shorts and white T-shirt (with or without logo), black pumps or trainers for outside.
- For swimming a one-piece costume is required for girls and trunks for boys plus a towel. A swimming cap will be provided by school.

Food and drink

- Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.
- Breakfast is provided for any children who require it as well as a healthy mid-morning snack. Water is available throughout the day and a choice of milk or water at lunchtime.
- We will allow sealed sweets such as Haribo to be brought in for birthdays but these will be sent home so that parents can decide whether they are eaten or not.

Personal property

- The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission).
- Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Parents are encouraged to pay for snack, lunches, trips etc by bank transfer wherever possible.

Mobile Phones

- Mobile phones should not be brought into school with the exception of children who walk home from school.
- Mobile phones must put in the office on the way in to school and collected on the way home. They should never be left in trays or coats or used during school hours.
- Smart watches and other devices capable of sending or receiving messages, making calls, taking photographs, recording audio or video, or accessing the internet are not permitted. Where a pupil is found using, or in possession of, a mobile phone or smart device in breach of this section, the device may be confiscated and returned to a parent/carer at the discretion of the Headteacher or a member of the Senior Leadership Team.

Screening and Searching

Headteachers and staff have the authority to search a pupil or their possessions where there is reasonable grounds to suspect that a pupil may have a prohibited item.

The Headteacher and staff authorised by the Headteacher have the power to search without consent where they suspect a pupil has a mobile phone or smart device in breach of this policy, a vape, lighter, fireworks, energy drinks, knives, weapons, stolen items, alcohol or illegal drugs.

Items that are confiscated by the Headteacher or authorised members of staff (SLT) will be dealt with in accordance with statutory guidance and school procedures. Where appropriate, items may be retained, disposed of or handed to the police.

Restrictive Interventions (Including Reasonable Force)

At Little Digmoor Primary School, we are committed to creating a safe, calm and supportive environment where the use of restrictive intervention is minimised through effective behaviour support, de-escalation and positive relationships. **Please read our Restrictive Intervention Policy.**

Concerns, Complaints...and Compliments

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office. We would ask that any concerns / complaints be brought to the Headteacher's notice. If the concerns cannot be resolved informally, parents / carers can raise their concerns more formally through the school's complaints procedures. We would also be pleased to receive compliments – feedback from parents / carers when things have

Child-On-Child Abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting; initiating/hazing type violence and rituals; abuse in intimate personal relationships between children; consensual or non-consensual sharing of nudes or semi-nude images or videos, or causing someone to engage in sexual activity without consent.

All staff will have a clear understanding of the Child Protection and Safeguarding Policy and they will follow the procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. The same will apply for any Online Safety incidents. During assemblies and in the classroom, children are informed about the people/children they can go to, if they wish to discuss an issue. All concerns are logged on the CPOM system, in a timely manner and you can also go and speak with the DSL/Deputy DSLs.

The lead DSL will carry out a half termly analysis to monitor the types of behaviour that are occurring in school.

Little Digmoor Primary School and DSL 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
 - 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
- Contextual safeguarding issues.

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

General

- Verbal feedback should include praise
- Celebration assemblies take place each Friday morning. A selection of certificates are handed out and parents/carers are invited to watch.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations / showing their work
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- One 'Wise Owl' per year group is chosen each half term who is a role model and they receive a certificate. A trip/event is organised for all Wise Owls at the end of the summer term.

Rewards throughout the school day

- Class dojos are given as a reward. Each Friday, the children have the opportunity to spend their dojo's or to save them. The children can spend them at the dojo shop in increments of 20 up to 100.

Rewards at lunchtimes

All lunchtime staff carry golden tickets with them whilst they are on duty and award them to children who behave well and demonstrate our school values during the lunch break, both when eating and playing. In order to make these tickets prestigious, we have limited the number of tickets. Staff can only award a maximum of two per day. These are collected before the celebration assembly on a Friday and placed into a draw. One ticket is drawn and this winner is placed on a top table list ready for the end of half term.

During the final week of the half term, all winners will get the opportunity to eat their lunch at a decorated table for all children to see.

Consequences

Consequences

The following represents a continuum of consequences that is followed sequentially in most cases. The consequences are intended to ensure, as far as possible / appropriate, a whole school approach to discipline. Many children in our school will never move beyond the first one or two consequences, others will pass through more of the consequences regularly. A minority of children will reach the end of the consequences, and if this happens regularly, these children may be considered to have a social, emotional or mental health need (category of SEND). When this happens, they may be added to the school's SEND Record, and offered appropriate help, support and strategies, in consultation with their parents / carers.

Next Steps

Where pupils' behaviour does not meet school expectations, staff will use the following 'Step System' to inform next steps (a copy of this can be found at the bottom of this document):

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Following the rules	Following the rules	Following the rules	Following the rules	Following the rules
Taking turns Putting hand up when speaking Walking sensibly around school Following instructions	Speaking politely to staff and children Using good manners Following instructions Co-operating with others Showing kindness Speaking truthfully	Helping others in the playground Being respectful towards others Being respectful with property	Being respectful towards others Being respectful with property Consistently following school rules	Being respectful towards others Being respectful with property Consistently following school rules
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
Shouting out Name calling Low level disruption	Speaking rudely to staff Answering back Using bad language Not following instructions Deliberate distraction Provoking others Lying Racial, homophobic, transgender comment Play fighting	Aggression (including retaliation, hitting, kicking) Abuse of property, furniture Absconding from school building Spitting Verbal abuse/swearing (with intention) at another child Stealing from another child or school property	Abuse (racial, homophobic, transgender, sexual, peer to peer) Bullying (physical, social, verbal, cyber) Vandalism Verbal abuse/swearing at staff Absconding from school site Stealing from staff or money/high value items	Persistent bullying Persistent verbal abuse towards staff Physical abuse of staff Non-engagement of parents/carers
Actions	Actions	Actions	Actions	Actions
Warning given Parallel praise Reminder of rules "In our class we..." TA to support child Second reminder – removal of one DoJo but the chance to earn it back.	Time out / consequence given 10 minutes time out (taken to another class if in KS2 and in class if in KS1) Verbal apology Member of class staff speak to parents at the end of day if behaviour is unusual/new/concerning	SLT to be notified and incident logged on CPOMS Referral to pastoral team if necessary. If appropriate, school behaviour plan put in place/restorative justice meeting Miss two days playtimes. Phone call home from headteacher.	Continued support from Headteacher/ SENDCO/ pastoral team Parents meet with Headteacher and class teacher Restorative justice meeting Possible managed transfer Suspension	Further support Restorative justice meeting Second cluster transfer Suspension Permanent exclusion

NO CHILD MUST EVER BE GIVEN A CONSEQUENCES PURELY ON THE WORD OF ANOTHER CHILD.
If an adult has not seen the incident it MUST be investigated.

The chart above shows the standard escalation process. Please note that at any point, depending on the severity of the incident, or context around repeated incidents, any step/s may be bypassed. This decision will be made by the Senior Leadership Team.

Staff involved, or those who witness the behaviour, will record all relevant incidents on CPOMs.

We have agreed that a 'common sense' approach to implementing this policy will be essential. We aim to offer a consistent series of consequences, with a consistent tolerance level through school, but recognise that each pupil, set of circumstances and context will be different.

We hope to apply the principles sensitively, according to the child's age and needs.

Missed play will be supervised by either the class teacher or TA.

If an incident was to occur after playtime, then they would miss time at lunchtime. Likewise, if an incident occurred in the afternoon, then the missed play would take place the following morning.

Children with Behaviour Issues

The school acknowledges that a small minority of children may for whatever reason are unable to make the correct choices available to them in order to control their own behaviour. There are occasions, therefore, when the rewards and consequences system does not work for individual children. In this case the SENDCo will be informed and will monitor the situation, referring to outside agencies if further support is required.

This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or consequences procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Behaviour Targets

- Should provide limited (maximum of three) clear and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child.
- If clear targets cannot be identified seek advice from SENCO/Headteacher
- Should provide clear consequences for breaking the agreement and rewards for success.

Bullying(Please see the school's Anti-Bullying policy for further details).

Whilst we recognise that bullying is inherent in every school, we will do our utmost to 'stamp it out' at Little Digmoor. This policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other. We aim to promote appropriate behaviour through the implementation of this policy, direct teaching (notably through the PSHRE / Citizenship curriculum) and by creating an emotionally and socially safe environment where skills are learned and practiced. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- Teach pupils how to constructively manage their relationships with others.
- Discuss ways of keeping safe online.
- Teach children how to have a growth mindset. Circle time, role-play, assemblies and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. Areas within the school building and the playground will be monitored by members of staff on duty.

Racist Incidents

All racist incidents, including racist comments or abuse, will be reported immediately to the Deputy Headteacher or to the Headteacher. Such incidents will be regarded as extremely serious and will be dealt with accordingly. The parents / carers of the perpetrator of any racist incident will be informed immediately, by telephone if possible. The parents / carers of the victim will also be contacted to explain what has happened and how it has been dealt with. A record is kept of all racist incidents and the Headteacher reports the number to the governors verbally. Pupils, their parents / carers, staff and governors must understand that our school will not tolerate any form of racism.

Exclusions

There are two kinds of exclusion: - suspension - when a pupil is not allowed in school for a fixed amount of

time (including suspensions over lunch time). - Permanent - when a child is permanently barred from the school premises and their name removed from the school roll.

In accordance with Lancashire's Pupil Exclusion Notification Procedures, pupils who display any of the following, significantly or persistently, may be excluded.

- Physical aggression to staff / adults;
- Verbal abuse/threatening behaviour against a pupil;
- Verbal abuse/threatening behaviour against an adult;
- Use or threat of use of an offensive weapon or prohibited item;
- Bullying;
- Racist abuse;
- Abuse against sexual orientation and gender identity;
- Abuse relating to disability;
- Sexual misconduct;
- Drug and alcohol related;
- Damage;
- Theft;
- Persistent or general disruptive behaviour;
 - Inappropriate use of social media or online technology;
- Willful and repeated transgression of protective measure in place to protect public health.

Of course, in primary school, exclusion would only be used as a very last resort. At Little Digmoor, we hope to avoid exclusion by the use of appropriate support and early intervention, but where children do transgress the most serious rules, exclusion will be used. It is important that children learn to recognise that which may be regarded as completely unacceptable behaviour, and understand that such behaviour will not be tolerated in any part of society. We aim to help them develop as individuals, who are able to increasingly understand that they are ultimately responsible for their actions, and the consequences of those actions. It is the responsibility of parents/carers to ensure that a child who has been excluded is not in a public place during any exclusion. Children should not be sent to school when they have been excluded or suspended. If you send your child to the school when they have been excluded, they will be supervised but not educated. The school will make efforts to contact you to collect your child. If this is not possible, the matter may be referred to a social worker and treated as a supervision issue. It is possible that in these circumstances, the Headteacher may increase the exclusion or suspension in view of the non-compliance.

Signed

Mrs J Hardwick (Headteacher)

Approved by

J Hill (Chair of Governors)

Date of review October 2027

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Following the rules	Following the rules	Following the rules	Following the rules	Following the rules
- Taking turns - Putting hand up when speaking - Walking sensibly around school - Following instructions	- Speaking politely to staff and children - Using good manners - Following instructions - Co-operating with others - Showing kindness - Speaking truthfully	- Helping others in the playground - Being respectful towards others - Being respectful with property	- Being respectful towards others - Being respectful with property - Consistently following school rules	- Being respectful towards others - Being respectful with property - Consistently following school rules
Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours	Inappropriate behaviours
- Shouting out - Name calling - Low level disruption	- Speaking rudely to staff - Answering back - Using bad language - Not following instructions - Deliberate distraction - Provoking others - Lying - Racial, homophobic, transgender comment - Play fighting	- Aggression (including retaliation, hitting, kicking) - Abuse of property, furniture - Absconding from school building - Spitting - Verbal abuse/swearing (with intention) at another child - Stealing from another child or school property	- Abuse (racial, homophobic, transgender, sexual, peer to peer) - Bullying (physical, social, verbal, cyber) - Vandalism - Verbal abuse/swearing at staff - Absconding from school site - Stealing from staff or money/high value items	- Persistent bullying - Persistent verbal abuse towards staff - Physical abuse of staff - Non-engagement of parents/carers
Actions	Actions	Actions	Actions	Actions
- Warning given - Parallel praise - Reminder of rules "In our class we..." - TA to support child - Second reminder – removal of one DoJo but the chance to earn it back.	- Time out / consequence given 10 minutes time out (taken to another class if in KS2 and in class if in KS1) - Verbal apology - Member of class staff speak to parents at the end of day if behaviour is unusual/new/concerning	- SLT to be notified and incident logged on CPOMS - Referral to pastoral team if necessary. - If appropriate, school behaviour plan put in place/restorative justice meeting - Miss two days playtimes. - Phone call home from headteacher.	- Continued support from Headteacher/ SENDCO/ pastoral team - Parents meet with Headteacher and class teacher - Restorative justice meeting - Possible managed transfer - Suspension	- Further support - Restorative justice meeting - Second cluster transfer - Suspension - Permanent exclusion

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