



# Behaviour Policy

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Updated to include reference to Playtime Policy Dec 2022

Approved: 8 February 2023

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Chair of Governors

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Date

It is the primary aim of Davyhulme Primary School to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school Behaviour Policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values, vision and ethos of the school
- Outline the expectations, rewards and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

### **Legislation, statutory requirements and statutory guidance**

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

## **Behaviour Principles**

Our school has a clear set of behaviour principles for all members of our school community to adhere to:

- Every pupils understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Body also emphasizes that violence or threatening behaviour will not be tolerated in any circumstances.

## **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual harassment - please refer to our 'Harmful Sexual Behaviour Policy' for further information
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items including:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/bi-phobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

### **Our Behaviour Curriculum**

Our intent is to create a culture that promotes excellent behaviour.

At Davyhulme Primary School, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Restorative Practice**

As a restorative school, we take a restorative approach to resolving conflict and preventing harm by having restorative conversations with pupils. Our aim is to de-escalate an issue and to try to work to resolve a problem for everyone involved. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative practice is a proactive way of working WITH pupils, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117). They seek to increase the opportunities for dialogue at every level. Restorative conversations may be held by class teachers and/or our pastoral lead.

### **Self-Regulation Strategies**

We encourage our pupils to develop the ability to regulate their emotions. We spend time talking with our pupils about our different feelings and emotions, and how to recognise how we are feeling. Our whole school follows the Zones of Regulation framework which is a systematic, cognitive-behavioural approach used to teach pupils how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. All classrooms have a Zones of Regulation display, and pupils are encouraged to 'check-in' with their emotions at various points throughout the day.

The Zones of Regulation framework develops awareness of feelings, energy and alertness levels, while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides teaching staff with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. It is hoped that once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks,

managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

## **Responding to Behaviour**

### **Classroom management**

Teaching staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules and establish their own classroom routines
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Taking the time to build positive relationships with pupils
  - Establishing clear routines
  - Creating a class contract for behaviour expectations
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Using Zones of Regulation to help pupils to self-regulate.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding policy for more information.

### **Responding to Good Behaviour**

When a pupil's behaviour meets, or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

### **Reward Systems**

Pupils are encouraged to show respect for others and display good manners at all times, closely linked to our school's values and Golden Rules. The Golden Rules are consistently shared and applied with all pupils from Nursery through to Year 6. These rules are also followed at lunchtimes - this ensures a consistent approach at all times across the school.

### **Golden Rules**

Do be gentle, don't hurt anybody.

Do be kind and helpful, don't hurt people's feelings.

Do be honest, don't cover up the truth.

Do work hard, don't waste time.

Do look after property, don't waste or damage things.

Do listen to people, don't interrupt.

*(If teachers wish to create a list of their own class routines e.g. we put our hand up before we speak etc., they establish these with their own classes).*

### **Our 6 Playground Golden Rules**

1. We are kind, gentle and helpful.
2. We are always honest.
3. We are polite and respectful to everyone.
4. We listen.
5. We take care of our playground equipment.
6. We ask children on their own if they'd like to join in.

### **Our Happy Playground Routines**

- ✓ When we hear the whistle, we stand still.
- ✓ We ask permission to go inside.
- ✓ We keep within the football boundaries

- ✓ We play together and look after each other.
- ✓ We tell an adult if we feel sad or lonely.
- ✓ We give equipment to the Playground Leaders at the end of playtime.

### **Our Dining Hall Rules**

1. We follow instructions straight away.
2. We line up quietly.
3. We walk in the dining hall.
4. We finish what we are eating before we speak.
5. We remember to say 'Please' and 'Thank you'.
6. We put our hands up to ask to leave.
7. We talk quietly to the people next to us.
8. We are polite and respectful.

For further details on playtime and lunchtime behaviour management strategies, please refer to our Playtime and Happy Lunchtime Policy - see Appendix 3.

Children are encouraged to 'live the values everyday'. We are a values school and a set of core values underpins our entire ethos and curriculum:

- We are Ambitious.
- We are Caring
- We are Courageous.
- We are Collaborative.

Our staff has a consistently positive approach and lead by example. Positive behaviour and good choices are encouraged and rewarded in a variety of ways. All staff are encouraged to offer praise for the PROCESS of learning as opposed to the end PRODUCT, and for making good behaviour choices and for living our school values. This reflects our commitment to creating a Growth Mindset culture in our school.

Consistency is key in dealing with behaviour in school. As a school, we have developed a crib sheet of our 'Top Ten Consistencies at Davyhulme Primary School'. This is to ensure that all behaviour is dealt with: calmly, clearly and consistently - see Appendix One.

### **Rewards:**

Positive behaviour will be rewarded with:

- Verbal praise (carefully used to ensure that staff are praising the process of learning rather than the end product and good behaviour choices).

- Team points awarded for good learning behaviours and for making positive choices by following our Golden Rules and living our values.
- Merit stickers from teaching staff in recognition of good manners, good behaviour and good learning behaviours.
- Showing pieces of work to the Deputy or Head teacher.
- Use of a class Recognition Board to celebrate good behaviour/positive learning behaviours.
- Communicating praise to parents/carers via a phone call or a message on Seesaw
- Certificates, prize ceremonies or special assemblies
- Teachers nominate one child per week for the Owl Award in recognition of academic or social achievements. This is received as an owl trophy in front of the school at Good Work Assembly (KS2). Teachers (KS1) award the class bear to one child each Thursday in recognition of good manners, behaviour and good attitudes towards learning. The children take the bear home for the weekend then take part in a Rewards Assembly where the children share their weekend news with the school and their invited parents.
- Consistent praise throughout the day when 'caught' being good.
- In Key Stage 2, Postcards of Praise are awarded to pupils for positive attitudes towards learning and/or good behaviour.
- Values slips are given to children by all staff (including lunch-time supervisors) if children are seen to be living the values. These are given out to children during Assemblies and sent home with pupils.
- Raffle tickets - awarded by teaching staff and midday supervisors.
- Golden Book of Praise - a child is nominated once a week by midday supervisors for making good choices. This is shared and celebrated in weekly assemblies in Key Stage 1 and Key Stage 2.
- Golden Time - awarded weekly to all pupils who have followed the Golden Rules (20 minutes).
- Positions of responsibility, such as prefect status, play leader, sports leader, or being entrusted with a particular decision or project.
- Whole class or year group rewards, such as a popular activity.

### **Lunchtime Reward Systems**

We aim for our midday staff to adopt a common sense approach to behaviour management by implementing the following strategies:

- 'Catch the children being good'. This is particularly important when behaviour has improved, and amongst those 'quietly good' pupils who can be unintentionally overlooked.

- Provide constructive play - this is based on the understanding that boredom can often lead to problems on the playground.
- Use praise and incentives - this is both to teach and recognise good behaviour, but also to praise children for responding well in difficult situations, for example, 'Well done for calming down...'
- Criticise the behaviour, not the child. 'You are okay, but this behaviour is not.'
- Provide consistent and fair boundaries - this makes things safe and predictable for pupils.
- Provide a fresh start for pupils - once a problem is resolved, our staff will show pupils that they can move on as things are forgiven.

### **Four Steps to Success**

We have identified four, clear steps for our midday staff to follow. This also applies to teaching staff who are on playground duty at break time:

1. **Quiet** - speaking quietly in the event of misbehaviour conveys calm authority, and sets the tone for the child's response.
2. **Listen** - giving a child a chance to explain helps to calm the child down, understand why and reduces the chance of further incidents.
3. **Clear Instruction** - provide crystal clear instruction about what the child must or must not do next.
4. **Smile** - ending the discussion with a big smile after things are resolved shows a positive expectation of future behaviour.

### **Rewards**

Our Midday staff will always focus on the positive and reward children for trying their best to follow our golden rules. Reward systems include:

1. Pom-poms are awarded to individuals, collected into tubes representing each team colour. Middays encouraged to be explicit as to why pom-pom has been awarded, e.g. 'Thank you for showing resilience.' These are compared on a weekly basis in celebration assemblies and a winning class declared and rewarded - golden lunchbox with reward contained inside. EYFS will award their certificates in the classroom.
2. Each midday to nominate 1 pupil per week for a mention in celebration assembly. Include on each certificate pupil name, staff name and reason for the award (reinforcing positive behaviours for everyone).
3. Top-table. Each half-term, middays nominate 5 pupils and a friend for each one, to sit at the 'table of awesomeness' (fancy cloth, iced juice, real plates, fancy cups, fairy lights, ketchup, chips etc.) School

issues invitations for pupils to show at home. The table will be attended by a member of the lunchtime staff.

## **Responding to Misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases - see Appendix 2.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

## **Sanctions**

If pupils choose to not follow our Golden Rules, the following sanctions are consistently applied:

- Verbal Warning and a reminder of the expectations of behaviour (this is an opportunity to get back on track)
- Written warning (warning slip/sad face card given discreetly). Fresh start next lesson. It is essential that any misbehaviour is dealt with privately and discreetly.
- Pupils must know that any poor behaviour will always be dealt with and followed through.
- If still breaking a Golden Rule, lose 5 minutes Golden Time and record on sheet
- Continue to 10 minutes etc.
- Allow children the chance to 'earn back' Golden Time - earning back contract
- Fast track this for serious incidents - remove from class/setting

Additional sanctions which may be given for poor behaviour include:

- Short, immediate consequence - e.g. asking a child to stay behind for two minutes; being last to leave Assembly; being last in the dinner queue etc.
- Setting of written tasks such as an account of their behaviour/behaviour reflection form
- Sending a pupil for 'time-out' in another classroom...but always followed up by class teacher.
- Expecting work to be completed at break or lunchtime
- Loss of privileges - for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom (teaching children the importance of putting right a wrong)
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom for a set period of time - internal exclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis.

If the needs of a particular pupil are not being met by these approaches, individual systems may be put in place to provide a child with specific targets to focus on in the form of a report card. These are shared with parents and the Deputy Head on a weekly basis for review and discussion.

If a child misbehaves repeatedly in class and teacher imposed sanctions are ineffective, then the child is sent to the Deputy Head teacher who initiates the preliminary stages of the formal school behaviour management policy.

### **Formal Procedures for Unacceptable Behaviour**

Teachers will use their professional judgement to manage challenging behaviour using a variety of strategies. Serious or continual incidents will be recorded on CPOMS. If the strategies are unsuccessful, parents will be informed that formal procedures will now be adopted as follows:

#### **Stage 1**

The Phase Leader and Deputy Head are informed and will contact parents where applicable to discuss child's behaviour and strategies for improvement.

### **Stage 2**

Head teacher informed and parents contacted by letter and that a fixed term exclusion is being considered.

### **Stage 3**

Fixed term or permanent exclusion.

### **Short Circuit Cases**

Short circuit for extreme cases of verbal or physical abuse. These are referred directly to the Head teacher and may be put on any stage of the sanctions stages at the Head teacher's discretion.

### **Lunchtime Sanctions**

At all times, we encourage our midday supervisors to use positive reinforcement in order to create a culture of happy and successful lunchtimes.

A separate behaviour book is kept for lunchtime incidents that are reported by midday supervisors. Serious incidents may also be recorded on CPOMs. All concerns, including repeated incidents of misbehaviour, are passed to the Deputy Head teacher.

### **Consequences**

A 3-step consequence system is in place to ensure that problems are dealt with in a calm, consistent and fair way.

1. Quiet word. Be clear about what behaviour is now expected. Used for when someone 'got carried away' and behaviour can be viewed as unintentional.
2. Two-minute reflection, accompanying staff member quietly. (responsibility/respect/reflect). This is extended to 5 minutes only if the pupil is uncooperative or cheeky. This consequence is used for 'pre-meditated' behaviour.
3. Referred to SLT for 'red line' behaviour (bullying, violence, racism or any form of prejudice, spitting or swearing. This also includes showing a lack of respect for authority by refusing to follow Step 2). Whatever action SLT decides to take should conclude by returning the pupils to the midday for Step 2 to be carried out to ensure that their authority remains intact.

### **Problem-solving**

Staff try to help pupils to sort out any problems in a fair way, encouraging pupils to take responsibility for their behaviour. They will listen to all

parties involved and encourage pupils to find a fair solution that both parties can agree to.

### **Short Circuit Cases**

Short circuit for extreme cases of verbal or physical abuse. Referral is made directly to the Head teacher and a pupil may be put on any stage of the sanctions stages at the Head teacher's discretion.

Further transgressions or exclusions may result in the case being referred to the Governors.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding Policy & Harmful Sexual Behaviour Policy for more information.

## **Serious Sanctions**

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (internal exclusion).

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Deputy Head teacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral leads
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Support from specialist teachers from the Behaviour Support Service
- Multi-agency assessment

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal on CPOMS.

### **Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head teacher and only as a last resort.

Only the Head teacher has the authority to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed days in line with the stages of our sanctions guidelines, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Parents are informed in writing by the Head teacher of any exclusion, and they are informed of their right to appeal to the Governing Body.

The Head teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions exceeding 5 days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The Governing Body has a Discipline Committee which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the Governors.

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

As a school, we will endeavour to anticipate and remove triggers of misbehaviour by making reasonable adjustments, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Use of sensory equipment to help pupils to self-regulate
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or a medical need
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This is particularly important for pupils who have been removed from class for a period of time, or excluded.

Strategies include:

- Reintegration meetings following an exclusion with Head teacher and parents/carers
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **Pupil Transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy, Golden Rules and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to share relevant information about the pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Reasonable force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control and Restrain Pupils*. The actions we take are in line with the government guidelines on the restraint of children. All staff have received training in safe handling of pupils. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Confiscation & Searches**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **Confiscation**

Any prohibited items (listed earlier in policy) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Head teacher, or by the Head teacher themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head teacher, designated safeguarding lead (or Deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails - e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head teacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Roles and Responsibilities**

### **The Governing Body**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines.

The Head teacher has day to day authority to implement the school's Behaviour Policy, but the Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

### **The Head teacher**

It is the responsibility of the Head teacher, under the Schools Standards and Framework Act 1998, to implement the school Behaviour Policy consistently through our school and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in our school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representations by parents or the LEA and consider whether the pupil should be reinstated.

If the Governors' appeal panel decides that a pupil should be reinstated, then the Head teacher must comply with this ruling.

The head teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from our behaviour recording systems, such as CPOMS, is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- The Head teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. School governors are kept informed of both fixed term and permanent exclusions.

### **Class Teachers**

Staff are responsible for:

- Building positive relationships with their pupils
- Creating a calm and safe environment for pupils
- Having consistently high expectations for all of the children
- Treating every child fairly and with respect and understanding
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, Golden Rules, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations.
- Liaising with other members of staff and external agencies if further support and advice is needed

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and Carers**

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

The school rules, rewards and sanctions system is explained to the parents in the School Welcome Pack and parents sign a consent form in support of our Behaviour Policy in the Home School Agreement. Our expectations are also reinforced in pupils' planners.

We expect parent to support their child's learning, and co-operate with the school, as set out in the Home-School agreement. We try to build a supportive dialogue between the home and our school, and parents are informed about concerns regarding their child's welfare or behaviour.

If our school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way in which their child has been treated they should initially contact the class teacher, then Phase Leader or Deputy Head teacher. If the concern remains, they should contact the Head teacher and then the school governors. If these discussions cannot resolve the problem informally, a formal grievance or appeal process can be implemented.

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Behaviour Policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **Pupils**

Pupils will be made aware of the following when we talk about the behaviour culture and high expectations at Davyhulme Primary School:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Core Values and Golden Rules
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated sessions to reinforce our expectations, our values and our Golden Rules, wherever appropriate.

Pupils will be supported to develop an understanding of the school's Behaviour policy and wider culture through, for example, Assemblies and PSHE lessons.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

### **Training**

Staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint and reasonable force
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring this policy**

This Behaviour Policy will be reviewed by the head teacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Reviewed: October 2022

Updated to reference Playtime Policy Dec 2022

# Appendix 1

## Our Top Ten Consistencies Crib Sheet - Davyhulme Primary School

Remember the 3Cs:

**Calm**

**Clear**

**Consistent**

### **Consistency 1**

Follow the Behaviour Policy.

Refer to the Golden Rules

Rewards

Sanctions

### **Consistency 2**

Meet and Greet - shake hands with pupils as they enter the classroom every day.

### **Consistency 3**

Fantastic Walking - promote it, notice it, value it.

### **Consistency 4**

Use Recognition Boards - no names on board for negative reasons. Praise desired behaviours (including learning behaviours) every single day.

### **Consistency 5**

Celebrate 'over and above' behaviour

### **Consistency 6**

Send positive notes home/phone calls home

### **Consistency 7**

Use Keystone Routines:

Use countdown/hand up signal to stop class - ensure everyone stops.

Eyes on me.

Simple, clear instructions - no more than 3.

### **Consistency 8**

When dealing with challenging behaviour, avoid confrontations and having to think on your feet.

Use the 30 second intervention script - remember to always state what the child has done well previously.

**Consistency 9**

Use Restorative Practice to deal with issues of conflict - aim to repair relationships.

**Consistency 10**

Be consistent! Don't deviate. Be calm, clear and consistent!

## Appendix 2

### Scripts to Use:

#### 30 Second Intervention:

'I noticed that you are... (e.g. having trouble getting started).

It was the rule about..... (e.g. staying on task) that you broke.

You have chosen to ..... (e.g. catch up with your work at lunchtime).

Do you remember last week when you.... (e.g. got that positive note)

**That** is who I need to see today.

Thank you for listening.' (and walk away promptly)

**Tone, volume and pace are key in delivering this effectively. It takes practice.**

#### Assertive Sentence Stems:

- You need to ...(speak to me at the side of the classroom)
- I need to see you... (following the agreed routine)
- I expect... (to see your table tidy in the next two minutes)
- I know you will... (help Kyra to clean the pen off her face)
- Thank you for ... (letting go of her hair, let's walk and talk)
- I have heard what you said, now you must... (collect your things calmly and go with Mrs Smith)
- We will... (have a better day tomorrow).

#### Further examples...

- 'You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen.... If you choose not to do the work, then this will happen.... I'll leave you to make the decision. Thank you.'
- 'Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.'
- 'I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.'
- 'I am not leaving. I care about what happens. You are going to be brilliant.'
- 'What do you think the poor choices were that caught my attention?'

- 'What do you think you could do to avoid this happening in the next lesson?'
- 'Tom, it is not like you to...'

## **Appendix 3**

### **Davyhulme Primary School Playtime Policy & Happy Lunchtimes Policy**

Our Playground Policy & Happy Lunchtimes Policy has been developed by staff, governors, parents and pupils to help create a caring ethos in the playground and in the Dining Halls, which is in line with our behaviour and anti-bullying policies.

#### **Our aims are to:**

- ensure that pupils are safe
- give pupils opportunities to develop their social skills through play and interaction in a stimulating and caring environment
- have a clear set of rules for children to follow
- have a consistent and effective rewards and sanctions system
- motivate the children to want to behave
- provide a positive focus for children with poor social skills
- encourage and support the pupils who are our Playground Leaders
- employ a direct approach which focuses on the active role pupils take in problem-solving and reflecting on their own behaviour
- ensure that our midday staff are treated with respect by pupils by encouraging them to take lead lunchtime initiatives and implement reward systems.

#### **Rules, Rewards and Sanctions**

To encourage pupils to keep the rules, we have developed a clear rewards and sanctions system that is used by all playground staff. These are clearly displayed in every playground.

#### **Our Playground Golden Rules**

- We are kind, gentle and helpful.
- We are always honest.
- We are polite and respectful to everyone.
- We listen.
- We take care of our playground equipment.
- We ask children on their own if they'd like to join in.

#### **Our Happy Playground Routines**

- When we hear the whistle, we stand still.
- We ask permission to go inside.
- We keep within the football boundaries.
- We play together and look after each other.
- We tell an adult if we feel sad or lonely.

- We give equipment to the Playground Friends at the end of playtime.

### **Our Dining Hall Rules**

- We follow instructions straight away.
- We line up quietly.
- We walk in the dining hall.
- We finish what we are eating before we speak.
- We remember to say 'Please' and 'Thank you'.
- We put our hands up to ask to leave.
- We talk quietly to the people next to us.
- We are polite and respectful.

### **Rationale**

We aim for our midday staff to adopt a common sense approach to behaviour management by implementing the following strategies:

- 'Catch the children being good'. This is particularly important when behaviour has improved, and amongst those 'quietly good' pupils who can be unintentionally overlooked.
- Provide constructive play - this is based on the understanding that boredom can often lead to problems on the playground.
- Use praise and incentives - this is both to teach and recognise good behaviour, but also to praise children for responding well in difficult situations, for example, 'Well done for calming down...'
- Criticise the behaviour, not the child. 'You are okay, but this behaviour is not.'
- Provide consistent and fair boundaries - this makes things safe and predictable for pupils.
- Provide a fresh start for pupils - once a problem is resolved, our staff will show pupils that they can move on as things are forgiven.

### **Four Steps to Success**

We have identified four, clear steps for our midday staff to follow. This also applies to teaching staff who are on playground duty at break time:

5. **Quiet** - speaking quietly in the event of misbehaviour conveys calm authority, and sets the tone for the child's response.
6. **Listen** - giving a child a chance to explain helps to calm the child down, understand why and reduces the chance of further incidents.
7. **Clear Instruction** - provide crystal clear instruction about what the child must or must not do next.
8. **Smile** - ending the discussion with a big smile after things are resolved shows a positive expectation of future behaviour.

## **Rewards**

Our Midday staff will always focus on the positive and reward children for trying their best to follow our golden rules. Reward systems include:

4. Pom-poms are awarded to individuals, collected into tubes representing each team colour. Middays encouraged to be explicit as to why pom-pom has been awarded, e.g. 'Thank you for showing resilience.' These are compared on a weekly basis in celebration assemblies and a winning class declared and rewarded - golden lunchbox with reward contained inside. EYFS will award their certificates in the classroom.
5. Each midday to nominate 1 pupil per week for a mention in celebration assembly. Include on each certificate pupil name, staff name and reason for the award (reinforcing positive behaviours for everyone).
6. Top-table. Each half-term, middays nominate 5 pupils and a friend for each one, to sit at the 'table of awesomeness' (fancy cloth, iced juice, real plates, fancy cups, fairy lights, ketchup, chips etc.) School issues invitations for pupils to show at home. The table will be attended by a member of the lunchtime staff.

## **Consequences**

A 3-step consequence system is in place to ensure that problems are dealt with in a calm, consistent and fair way.

4. Quiet word. Be clear about what behaviour is now expected. Used for when someone 'got carried away' and behaviour can be viewed as unintentional.
5. Two-minute reflection, accompanying staff member quietly. (responsibility/respect/reflect). This is extended to 5 minutes only if the pupil is uncooperative or cheeky. This consequence is used for 'pre-meditated' behaviour.
6. Referred to SLT for 'red line' behaviour (bullying, violence, racism or any form of prejudice, spitting or swearing. This also includes showing a lack of respect for authority by refusing to follow Step 2). Whatever action SLT decides to take should conclude by returning the pupils to the midday for Step 2 to be carried out to ensure that their authority remains intact.

## **Problem-solving**

Staff try to help pupils to sort out any problems in a fair way, encouraging pupils to take responsibility for their behaviour. They will listen to all

parties involved and encourage pupils to find a fair solution that both parties can agree to.

### **Daily activities in the playground**

We have a selection of daily activities and resources to help pupils develop skills of cooperation and turn-taking. Many of these activities are supervised by our specially trained Sports Leaders. We also have a dedicated area called, 'The Zone' which provides a wide range of activities to suit different 'play types'.

### **The Zone**

Every playground will have a dedicated area which is known as 'The Zone.' Each day, a different activity will take place, drawn from a wide range of activities that are designed to appeal to differing styles of play.

The Zone will be supervised by midday staff, who will determine each day's activity. Staff should not be required to micro-manage the activity. Their role is to ensure the rules are known and respected.

The Zone is designed to be inclusive - it is a place where everyone is always welcome to come and play. 'Of course you can!' should always be the response to the question, 'Can I play?' In this way, The Zone can be used as a place to engage children who appear lonely or who have difficulty joining in.

The Zone is designed to embed 'novelty' into the playground offering. It is not anticipated that it will be the main focus of play for the majority of children. It will appeal to different characters on different days.

### **The Quiet Area**

In addition, there is an area in the quadrant in Key Stage 2 which is known as the Quiet Area. This is an area specifically aimed at those pupils who wish to be quiet and calm during lunchtimes. This area provides a quiet space for children who wish to read, engage in mindful colouring, or just chat quietly with their friends. This area is supervised by Year 6 prefects.

### **Playground & Sports Leaders**

These are pupils who apply to do jobs during playtimes in the playground, and in the dining hall. They help in the Junior and Infant departments. They wear bright red caps so they can be easily identified. We also have Sports Leaders who wear blue caps. These are our Year 5 pupils who have received specialist training from the Sports Hub in order to lead and organise games on the playground. These activities will run alongside the activity in The Zone.

### **What do our Playground Leaders & Sports Leaders do?**

Their jobs include:

- teaching children games
- befriending lonely children and helping them to make friends

- telling the Midday Supervisors if they have any concerns regarding playtimes, such as bullying or fighting
- helping to take out and put away playground equipment
- helping in the dining hall
- attending weekly meetings with the Deputy Head to develop the skills they need to do their jobs well

### **Why do we need Playground & Sports Leaders?**

The members are positive role models who teach the qualities of caring and friendship.

They raise their own and other pupils' self-esteem.

They help to create a positive ethos in our school.

### **Children with Additional Needs**

We recognise that it may be difficult for some of our pupils with additional needs to follow our playtime behaviour policy. In these cases, reasonable adjustments will be made and specific targets will be set.