



Positive Relationships & Behaviour Policy

Sept 2016

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Signed/Responsible Chair of Governors	J Thomas	J Thomas	J Thomas	J Thomas
Signed Head Teacher	F Parish	F Parish	F Parish	F Parish

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Sheep Dip Lane Primary School: Positive Relationships & Behaviour Policy

Reviewed: Sept 2016

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

Rationale

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

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

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

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

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

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

Introduction:

This policy takes into account information provided in:

- Ofsted Inspecting Equalities Briefing April 2014
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- "Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders" 2002
- "DOH & DFE Guidance for Restrictive Physical Interventions" July 2002
- Use of Reasonable Force Guidance July 2013 (England)
- Behaviour and Discipline in schools February 2014
- DFE Guidance for Exclusion from Maintained Schools – February 2015 latest edition
- Local authority policies.

Aims:

At Sheep Dip Lane Primary School we:

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

A Positive Approach to Relationship Management

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

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

The Core Beliefs

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

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

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

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

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

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

We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions.

Reinforcing good behaviour helps our children feel good about themselves.

Our School's expectations for children and adults.

We are polite and respectful to everyone.

We listen to everyone.

We look after all property.

We help and support each other.

We try our best at all times.

We keep our hands and feet to ourselves.

We wear school uniform.

(These are displayed in pictures and text around school).

Classroom Expectations:

Always follow the school rules.

- ✓ Keep your hands and feet to yourself.
- ✓ Be polite and respectful to everyone using your manners towards adults and children.
- ✓ Try your best at all times.
- ✓ Look after all school property and other people's property. Do not take things without permission from anywhere around school.
- ✓ Keep all classrooms tidy.
- ✓ Follow the classroom rules.
- ✓ Listen to everyone.
- ✓ Put up your hands to offer ideas and stop and listen when asked.
- ✓ Be part of the team.
- ✓ Be a role-model to children around you.
- ✓ Help and support your friends.
- ✓ Do not distract others from learning.
- ✓ Be ready for learning at the start of the day.
- ✓ Always make sure the class teacher knows if you are leaving the classroom to work in another area - never leave without permission.
- ✓ Wear school uniform (labelled), no jewellery and to be responsible for this. No high heels in school.

In the Corridors and Shared Areas:

All school staff will ensure that they take responsibility for behaviour on the corridors.

Respect other classes when moving to a different area in school.

All members of the school will show good manners around school and address each other politely on the corridors.

Walk sensibly on the left and quietly throughout school.

The Sheep Dip 3 S's: SMART, SENSIBLE, SILENT.

Hold doors open for adults, visitors and other children.

Keep shared areas & corridors tidy.

On the Playground:

Be kind and friendly.

Share.

All children and staff to use kind and friendly words.

Keep your hands and feet to yourself.

Play sensibly.

Put all equipment away carefully in the correct place.

Football to be played sensibly – No falling out.

Apologise if you need to.

All children will need a Toilet/First Aid pass to come into school collected from the class teacher on duty or senior midday supervisor – Mrs Staniforth.

Solve problems together.

Disagreements must be solved without losing your temper, go through the four questions to help find a solution.

The end of playtimes & lunchtime:

Two rings of the bell will signal the end of playtime.

Two whistles will be blown at the end of lunchtime break.

On the first signal everyone will stop and stand still. All football games will be stopped and all equipment held. Staff will wait until all children are still before proceeding.

On the second signal all children **walk** to their classroom doors to be greeted in by the teacher immediately to prevent the need for lining up.

Responsibilities of Staff

All members are expected to model our school Thrive ethos in their interactions with children and with other staff.

We know that self image is formed largely by how children feel they are perceived by adults and children with significance in their lives.

All staff, children and visitors are expected to treat each other with respect. By doing this a calm environment is created, a place where children can feel safe, learning takes place and good behaviour is promoted.

Staff should have high standards of expectations in terms of learning and behaviour.

Staff should always look beyond the behaviour a child is showing: attune and validate to calm the child, be clear what behaviour is safe/unsafe and help the child know as an adult it is our role to keep them and others safe. Once calm following the child's individual plan (if appropriate) the child is supported to think about their actions and how to resolve these with logical consequences.

All staff are responsible for ensuring the school's behaviour policy and procedures are fully implemented.

Head Teacher Awards

As part of our schools' weekly **Celebration of Achievement Assembly** children whose behaviour has been good are highlighted and rewarded, taking home a Head Teacher certificate describing their achievement. The awards are linked to our behaviours for learning – super learning powers we look for and reward are for: **Effort, Teamwork, Confidence, Resilience, Talk, Determination and Reflection.**

A personal reflection card for the child's parent or carer to complete at home describing their feelings about this achievement.

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

There are levels to the Head Teacher awards: 1) first award, 2) bronze award, 3) silver award, 4) gold award, 5) platinum award, 6) diamond award. If a child achieves all of these awards they will earn a 'Truly Trusted' badge and take part in a special achievement event. For children who reach this stage there is a second set of goals: bronze star, card 1, silver star, card 2, gold star, card 3 and the Ambassador badge. The following levels then work towards becoming a school prefect where they will have specific responsibilities that model to others our school ethos and high standards of expectation.

Rewards and Consequences Overview:

We aim to develop an ethos where there is a healthy balance between rewards and logical consequences with both being clearly understood by all children and staff. Children should learn to expect fair and consistent consequences for inappropriate behaviours which are linked to the behaviour. Logical consequences are designed to teach children more appropriate behaviours. All systems are flexible and take into account individual circumstances. At the beginning of each year staff discuss expectations, reward systems and class contracts with children. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for both learning and behaviour.

Included in this policy is clear guidance, strategies and positive relationship management techniques (see next page). All class teachers should follow schools procedures and policy using the Post Incident Learning approach (PIL). For some children individual plans detailing rewards and sanctions may be necessary.

Rewards:

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

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

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs – School Champions.
- Special privileges (e.g. Reward time choices)
- Positive phone call home
- Whole Class voted rewards
- Individual raffle tickets – which can be banked or spent on reward prizes each half term
- Student of the Week certificates
- Star wall/Stars of the Week (Early Years)
- Praise postcard
- 'Leader' badges (used in KS1/Foundation)

- Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded at the end of Half-term Rewards Assemblies for excellent learning, excellent behaviour at lunchtimes. Badges, books and prizes are presented.
- Golden time weekly for all KS1/2 classes 30 minutes on each Friday.

School Trips and Events:

Trips and school events are classed as privileges in school. If a child chooses not to follow rules and routines in school, then they are choosing not to take part in school events and trips based on health & safety grounds and trust.

Children have to learn this skill as it is a skill for life. At school we promote this ethos so children understand that behaviour is about their own choices and that others are not responsible for this.

This sanction is only incurred when others have not been successful in changing a child's behaviour.

Parents will always be informed of the decision and that this will be made by the Head Teacher or a Senior Member of Staff.

Support using the Thrive Approach:

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

Consequences:

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

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

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

Unacceptable Behaviour Includes:

Disobedience, Truancy

Biting, spitting, hitting and kicking

Damaging property

Foul language and swearing

Stealing

Making unkind remarks or Racist/Homophobic comments

Answering back, rudeness or aggression to adults

Forming gangs and bullying

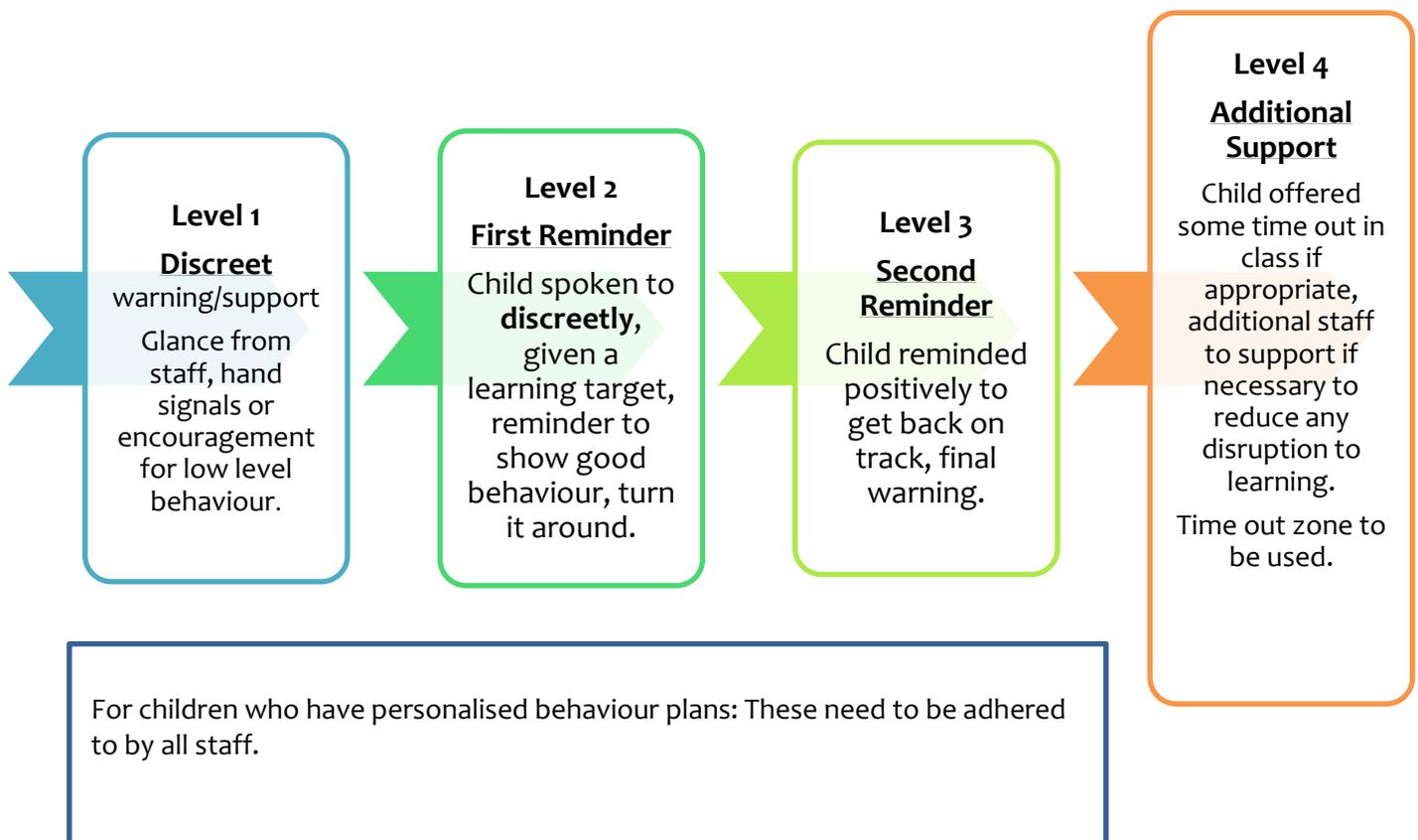
Walking away from members of staff /Being rude to members of staff

Temper tantrums and physical disputes must be dealt with and children safely held only if necessary (see Additional Guidelines). Children will be supported to use the quiet area or safe space in their class.

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

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

School based reminders/warnings and logical consequences:



Consequence Ladders

	KS1	KS2
5-damage to property, persistent verbal abuse to peers/staff, deliberate violence to peers/staff.	<p>SLT removal from class, level 4 immediate support. Time out. Parent/carer contacted to come into school.</p> <p>Property damage to be assessed, parents shown, logical consequence e.g. tidy up, support repair/replacement.</p> <p>Verbal abuse reinforce expectation, possible apology, letter, high monitoring by Head Teacher/Deputy Head teacher.</p> <p>Deliberate/targeted violent assault Post incident learning, Behaviour plan reviewed</p> <p>Multi agency support/meetings. PLC referral/Educational Psychologist referral/ASD team support.</p> <p>Exclusion if severe or repeated. Thrive team intensive provision based support.</p>	<p>SLT removal from class, level 4 immediate support. Time out. Parent/carer contacted to come into school.</p> <p>Property damage to be assessed, parents shown, logical consequence e.g. tidy up, support repair/replacement.</p> <p>Verbal abuse reinforce expectation, possible apology, letter, high monitoring hourly by Head teacher/Deputy Head Teacher.</p> <p>Deliberate/targeted violent assault Post incident learning, Behaviour plan reviewed Multi agency support/meetings. PLC referral/Educational Psychologist referral/ASD team support.</p> <p>Exclusion if severe or repeated. Seclusion – safe and support learning area monitored and reviewed weekly with parents/staff. Personalised timetable – short learning focus alongside Emotional/Communication support. Thrive team intensive provision based support.</p>
4-persistent disruptive behaviour in class	<p>After two high level disruptive incidents letter home for parent/carer meeting, individual plan reviewed, threshold assessment and Thrive assessment. Possible pre-CAF.</p> <p>Repeated persistent disruptive – Thrive individual screening & intensive support.</p>	<p>After two high level disruptive incidents letter home for parent/carer meeting, individual plan reviewed, threshold assessment and Thrive assessment. Possible pre-CAF.</p> <p>Repeated persistent disruptive – Thrive individual screening & intensive support.</p>
Higher threshold level behaviours		
3-disruptive behaviour in class or hit out at pupil	<p>Level reminders to be followed, check on reasons why? Follow personal plan, instigate level 4 where necessary. SLT to ensure parents informed, post incident learning completed, plans amended. Hourly monitoring of work if necessary by SLT leader.</p> <p>Hitting –reminders by staff on rules, post incident learning and 5 mins holding hand at playtime.</p>	<p>Level reminders to be followed, check on reasons why? Follow personal plan, instigate level 4 where necessary. SLT to ensure parents informed, post incident learning completed, plans amended.</p> <p>Hourly monitoring of learning if necessary by SLT leader. Hitting –reminders by staff on rules, post incident learning to be completed with child.</p> <p>-adult to revisit to incident (once child is calm) to model, applying the suggested strategies</p>
2-refusal to work/follow instructions	<p>Level reminders to be followed, check on reasons why? Instigate/Refer to personal plans if persistent.</p> <p>Work to be supported initially and some attempt at catching it up at break.</p>	<p>Level reminders to be followed, check on reasons why? Instigate/Refer to personal plans if persistent.</p> <p>Work to be supported initially with a clear instruction. If it is not completed it will be done at break time.</p>
1-Low level behaviour: unfocused, not following initial instructions, push in line.	<p>Time target, differentiation check, verbal target, complete work for 5 mins at break.</p>	<p>Time target, differentiation check, verbal target, complete missed work at break and go out if possible once done.</p>

As part of de-escalating children's behaviour every child is greeted into school. This helps staff to identify any environmental issues or individual worries.

School will put appropriate support in place to ensure the child has a successful day in school. This ensures the child feels supported to manage their emotions and feelings and reduces the likelihood of behaviour escalating.

<p style="text-align: center;">Stage 5 Fixed term exclusion from school 1 day 2 days 3 days 4 days 5 days up to 15 days</p>
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Violent Conduct:

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

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

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

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

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

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

<p style="text-align: center;">3 Repeated Fixed Term Exclusions This stage could be deemed appropriate for school for permanent exclusion.</p>

<p style="text-align: center;">Extreme violent conduct This stage could be deemed appropriate for school for permanent exclusion.</p>
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Stage 5: Fixed-term and permanent exclusions:

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

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

A child can be excluded for the following:

Acts of violence towards other children or staff.

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

Severe damage to property.

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

The Head teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. Any exclusion of more than 15 days in any term results in a Governors Disciplinary Committee Meeting.

Lunchtime Exclusion

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

Permanent Exclusion

The Head Teacher may wish to permanently exclude a child if there have been repeated fixed term exclusions and reintegration plans are not supporting the child to de-escalate unsafe/disruptive behaviour. The Governing Body will meet to review this decision. Parents/carers may appeal against a permanent exclusion in accordance with Local Authority procedures.

Children can be permanently excluded for:

Acts of violence towards other children or staff.

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

Managed Moves

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

The use of physical handling to support children:

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

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

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

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

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

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

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

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

Staff must understand and follow school procedures by listening and observing the child whilst attempting to keep calm and supportive. This is important especially when facing challenging behaviour.

In this situation the member of staff should not move into the child’s personal space and use the school agreed phrase with the child:

‘NAME OF CHILD, ‘I can see you are so (name the feeling), I am so sorry, you poor, poor little girl/boy. I am here to keep you safe **and** (name the behaviour e.g. running, kicking, hitting) is not ok and is not safe.’

Staff reacting in a positive way determines the experience for the child. Staff should all use the school agreed response above to ensure they calm and soothe a child who is dis-regulated, validate and name the feelings/sensations the child is experiencing and make the expectations clear that the behaviour (not the child) is not o.k.

Post incident learning – only when the child is fully calm can this be attempted. Staff should use the agreed questions: What happened? How did you feel? What could you try differently if that happens again?

It is crucial here to practice with the child similar scenarios, modelling how they could deal with situations in a positive and safe way.

Sometimes a member of staff comments, physical presence or facial expressions can trigger further confrontation. In this situation the staff member should change and let another member of staff de-escalate the situation.

A child's behaviour may also be adversely affected by an audience e.g. other children or too many staff members. In this situation children should be moved to a safe area and staff asked to support the larger group.

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

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

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

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

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

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

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

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

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

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

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

After the incident if the child is calm and able to remain in school safely, they must talk through the underlying reasons for the incident. (PIL app to be used or follow up questions on the incident form follow up actions section.

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

Complaints re the use of physical handling:

Any complaint will be made formally to the Head teacher.

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

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

Parental Involvement:

When and how do we involve parents?

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

Home / School Agreement:

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

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

The parent and child's copy will be kept at home.

Working with Other agencies:

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

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

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

Police

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

Sharing of Information

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

Care of school premises and sites:

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

Equal Opportunities & Disability Discrimination:

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

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

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

Monitoring of behaviour in school:

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

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

Policy Review:

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

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