



Positive Relationships & Behaviour Policy

Sept 2017

Policy ratified on:	Sept 2013	July 2014	Jan 2015	Oct 2016	Awaiting ratification next Governors AGM Oct 17	
Date for review:	April 2014 Currently Under Consultation	July 2014	Jan 2015	Sept 2016	Sept 2017 LA model policy no current update	
Signed/Responsible Chair of Governors	J Thomas	J Thomas	J Thomas	J Thomas		
Signed Head Teacher	F Parish	F Parish	F Parish	F Parish	F Parish	

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Sheep Dip Lane Primary School: Positive Relationships & Behaviour Policy Reviewed: Sept 2017

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.

Our 3 Golden Rules

- No hurts -We keep each other safe and happy;
- Stick together – We respect our environment do as we are asked first time;
- Enjoy learning and have fun

All of this is to 'be the best that we can be'.

At Sheep Dip Lane Primary there is a whole school commitment to positive reinforcement using the Thrive Approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. Parents are expected to work in partnership with the school's policies and guidelines for behaviour in the interests of their own children and of the whole school community.

There is a whole school commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in school to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes in order to gain rewards and experience feelings of well-being, pride and satisfaction. They will also be clear about the logical consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in school is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

Children who experience difficulties are given support from staff and peers to be empowered to make their own choices. As we do with every other aspect of learning, if a child is communicating that they are struggling to recognise sensations and feelings in order to control their behaviour, they are given the support needed using trained Thrive practitioners to develop their social and emotional development.

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 and 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
- Star of the day in each class celebrates daily achievements
- Sending good work to other staff members for reward or praise
- Special responsibility jobs – School Champions.
- Positive phone call home
- Individual raffle tickets – which can be banked or spent on reward prizes each week at Thrive time or saved until the end of the half term
- Praise postcard home
- Head teacher awards leading to Truly Trusted badge, Ambassador Badge and Prefect badge.
- Hot choc Friday treat time.

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.

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. 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 behaviour

Support and Consequences in the EYFS

In the EYFS we recognise that our youngest children in school will need extra support, guidance and encouragement to understand what behaviour is expected of them in school. While following the whole school behaviour policy as closely as possible, the following modifications reflect our children's needs to receive more immediate rewards and consequences for their behaviour and be supported by staff they know well to make the right choices.

Start with a 'polite reminder' the same as whole school.

- **1st stage**- children are given positive reminders and modelling is used as support
- **2nd stage**- child is given additional support, may be moved nearer to an adult, is supported in by the adult attuning and validating to the child and reminding what we do e.g. 'I know this is really tricky sharing for you, and in school we work together and tidy away like this, I will help you.'
- **3rd stage**- a child may need a stop reminder for safety and be directed and supported to the thrive safe space in the FS unit to calm, adults will stay alongside and use vital relationship functions VRF's to attune, contain and support the child. Parents will be informed of this requirement for support at the end of the session. If needed a child may need an activity and resource to safely discharge anger/calm anxiety e.g. bubble blowing, popping bubble wrap, twisting a blanket with adult support, stamping on the safe spot.

For children who class screenings show need support to think and act whilst having a strong sensation/feeling personalised behaviour plans will be put into place and all staff are expected to follow these with consistency to develop the whole child.

Support and Consequences in KS1

All staff must be fully aware of the class Thrive screening to know children who are at Thinking stage or above and those that are not yet and require individual plans for support.

For all children failure to follow the school rules will result in a hierarchy of consequences for those children who are able to think whilst having a strong feeling/sensation:

The reminder of expectations are pointed out to the child and encouraged with a reminder that they have the option to make a better choice at that point.



1st Warning - A reminder is given, the child is listened to if appropriate, their feelings validated, contained e.g. support, limited choices are given to help them in a calm way e.g. 'I noticed that you haven't started learning, is something wrong? Make the right choice it is learning now or at playtime. A warning noted by the child's name on a record sheet maintained by the teacher (without verbal reference to this).



2nd Warning -If there is no improvement, the child is directed to the class safe/thinking space to calm and make the correct choice. Adults observe and offer support using VRF's vital relationship function if appropriate or allow space. If calm the child is reminded with limited choice learning now or at playtime. The child would catch up some learning for 5 mins or letters/verbal apologies given for any hurts.



3rd Warning- If the behaviour continues to disrupt others, the child will be sent to a safe space just outside of the classroom and adults will support. Any missed learning must be finished at the teacher's discretion, either in the child's own time at school, or a copy at home. Letters of apology done for any hurts or disruption. Parents will be informed by the teacher that day.



If the pupil comes back to class and the behaviour does not improve, a member of the SLT will be called and the pupil will be removed from class to work in an SLT designated space. Parents will be contacted immediately to inform them of this. If this continues into other days, a behaviour plan and consequence ladder chart will be considered by the school and parents fully included in the process.



3 incidents of this nature where learning has been disrupted for the child or others and SLT have been involved, a meeting with the Head Teacher will be arranged with the child's parents/carers. The behaviour plan will be reviewed, Thrive support/referral will be considered and liaison with the SENDCO and other agencies for additional support for the child/family.

Support and Consequences in KS2

All staff must be fully aware of the class Thrive screening to know children who are at Thinking stage or above and those that are not yet and require individual plans for support.

For all children failure to follow the school rules will result in a hierarchy of consequences for those children who are able to think whilst having a strong feeling/sensation:

The reminder of expectations are pointed out to the child and encouraged with a reminder that they have the option to make a better choice at that point.

1st Stage- A reminder is given, the child is **listened to** if appropriate, their **feelings validated, contained** e.g. support, limited choices are given to help them in a calm way e.g. 'I noticed that you haven't started learning, is something wrong? Make the right choice it is learning now or at playtime. A warning noted by the child's name on a record sheet maintained by the teacher (without verbal reference to this).

2nd Stage/Warning -If there is no improvement, the child is directed to the class **safe/thinking space to calm** and make the correct choice. Adults observe and offer support using **VRF's vital relationship function** if appropriate or allow space. If calm the child is reminded with containment and **limited choice** learning now or at playtime. The child would catch up some learning for 5 mins, apologies to be made.

3rd Stage/Warning- If the behaviour continues to disrupt others, the child will be sent to a safe space just outside of the classroom and adults will support using **Attuning, validating, containment and regulating** strategies to support the child. Any missed learning must be finished at the teacher's discretion during playtime, either in the child's own time at school, or a copy at home. If any equipment/resources are damaged the child will tidy/copy/repair where possible. If any hurts are caused to peers/adults a letter of apology is done by the child that day. Parents will be informed by the teacher that day.

Stage 4 - If the pupil comes back to class and the behaviour does not improve, a member of the SLT will be called and the pupil will be removed from class to work in an SLT designated space. Parents will be contacted immediately to inform them of this by the class teacher or Phase leader. Missed learning caught up at playtimes. If this continues into other days, a behaviour plan and consequence ladder chart will be considered by the school and parents fully included in the process through a meeting with the Phase leader.

3 incidents of this nature where learning has been disrupted for the child or others and SLT have been involved, a meeting with the Head Teacher will be arranged with the child's parents/carers. The behaviour plan will be reviewed, Thrive support/referral will be considered and liaison with the SENDCO and other agencies for additional support for the child/family.

Stage 5 - Any incidents of severe damage to property, persistent verbal abuse to peers/staff, deliberate violence to peers/staff and severe disruption to learning the previous stages will be bi-

passed so that safety needs are met immediately. SLT/Thrive practitioners will be sent for to assist. The child will be supported to a safe space away from class to calm. Parents informed as soon as possible and may be asked to attend to support/meet. 3 Repeated serious incidents will lead to individual plans and multi-agency referrals for support, internal learning area away from peers to limit learning disruption and Thrive intensive support. Weekly monitoring by the Head and feedback to parents.

Stage 6 - If a child is not responded to change of adult, has caused significant damage to property or injury to peers/staff, the Head teacher is sent for. Parents informed to attend site immediately, a fixed term exclusion may occur, determined by the Head Teacher or Deputy.

Stage 6
 Fixed term exclusion from school
 1 day
 2 days
 3 days
 4 days
 5 days up to 15 days

Playtime consequences:

<p>Stage 1 Verbal safety reminders and positive encouragement given by adults on duty.</p>	<p>Stage 2 If inappropriate behaviours continue, the child will walk with an adult for 5 mins with verbal reminders and good play pointed out to them in discussion.</p>	<p>Stage 3 If the child then returns to unsafe/unkind play they will stay with the adult for the rest of playtime.</p>	<p>Stage 4 If a child's behaviour is unsafe, they will be escorted inside by adults to a safe space and additional support sought. No plays for the rest of the day and parents informed at the end of the day.</p>
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For some children who are on screening at being or doing stage, their playtime play may be unsafe, they may require separate playtime/physical activity support in a contained safe plan, parents will be informed and modelled safe play will be put into place.

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.

3 Repeated Fixed Term Exclusions

This stage could be deemed appropriate for school for permanent exclusion.

Extreme violent conduct

This stage could be deemed appropriate for school for permanent exclusion.

Stage 6: 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

Persistent high level disruptive behaviour.

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 positive 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. They must assess the situation and risk to the child, peers and themselves.

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.

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 consequences. Parents/carers will be contacted following a child moving onto stage 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 in the child's reading diary.

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.