

## **Aims/Rationale**

Dussindale Primary School aims to provide children with an educational experience that will allow them to develop towards their full potential; academically, emotionally and socially. The school promotes an ethos of care, mutual respect and support to enable children to become active, responsible and caring members of the school and wider community.

At Dussindale Primary School, we want to make sure that pupils feel looked after, safe and happy when they are in and out of school.

This policy outlines Dussindale's approach to promoting positive behaviour and the school's approach to negative behaviour. We believe that if children are to develop into life-long learners and happy, effective citizens, they need to feel within themselves the benefits and enjoyment of learning well and living and working happily with others; positive reinforcement comes from the identification, recognition and celebration of these benefits with the help of adults.

## **At Dussindale Primary School, we will help pupils by:**

- ensuring that our school Successful Learner Web is used to teach children to be compassionate, resilient, ethical and to become critical thinkers;
- support children to recognise their emotions and learn strategies for dealing with negative emotions, so they do not cause harm to themselves or others; this is called self-regulation;
- teach children how our actions and behaviour affect ourselves and others;
- use a restorative approach to support peer mediation;
- teach pupils what to do if they feel like they are being bullied, or if someone else is being bullied; (SEE ANTI-BULLYING POLICY)
- ensuring all adults in the school community understand and follow this policy consistently and fairly, so that all pupils do so too;
- ask children and parents to work with the school and to annually sign a home/school agreement and an acceptable use of technology agreement.

## Key Roles and Responsibilities

- All members of staff and volunteers will receive training on this policy as part of their induction programme. Staff will receive regular and ongoing training as part of their professional development.
- The Governing Body has overall responsibility for ensuring the implementation of this policy. The Governing Body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- All staff and volunteers will be responsible for following the policy by creating a supportive and high quality learning environment, teaching positive behaviours for learning fairly and consistently.
- Parents/Carers will be expected to support their child(ren) to take responsibility for their behaviour inside and outside of school. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to staff.

## Expectations

In order to feel safe and happy at school and in the wider community, we all need to think about people's feelings before we say or do something. (See Appendix A for our THINK poster which is displayed around the school.)

**All adults in school, parents/carers and children are expected to follow the School Code.** (See Appendix B)

The school will ensure that pupils follow the School Code by establishing class communities and teaching children how to work together and be responsible for their behaviour and actions. This includes learning how to take turns in conversations, working as a team and respecting others' views, beliefs and faiths. It also includes teaching children how to move around the schools safely, politely and quietly, with adults modelling good behaviour such as appropriate voice levels and language.

## **Outside school and the wider community**

Pupils at school must agree to represent the school in a positive manner. The guidance laid out in the school's Code of Conduct applies both inside and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about negative behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Yare Trust Complaints Policy.

## **Negative Behaviour**

For the purpose of this policy negative behaviour is behaviour that can upset or hurt others, and prevents children from learning. (See Appendix C for examples of 'low level unacceptable behaviour'.)

## **Procedures for dealing with negative behaviour**

The Department of Education recognises:

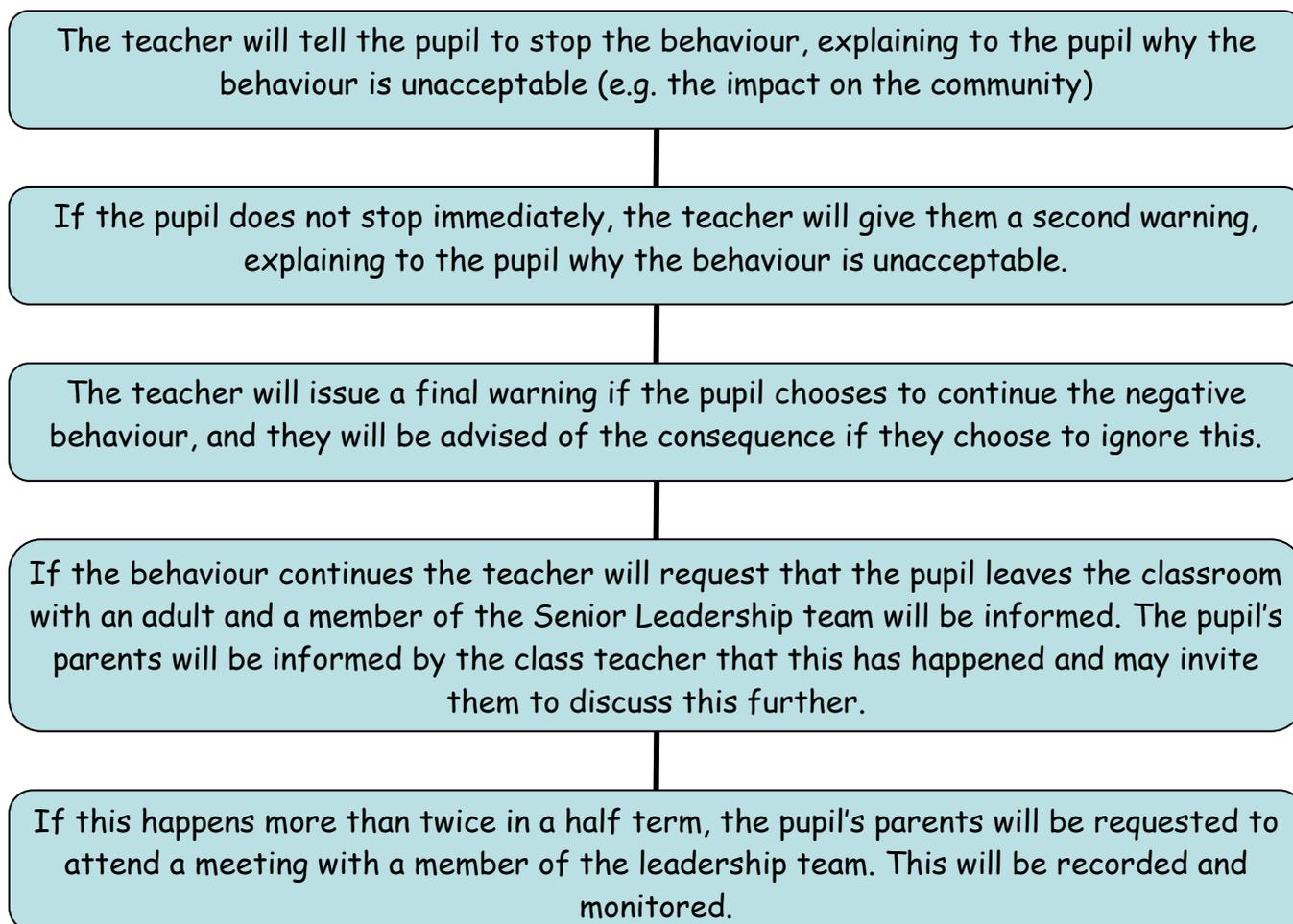
*The School staff, headteacher and governors are best placed to decide how best to respond to the particular issues that affect their pupils.*

At Dussindale Primary School we recognise that all behaviours happen for a reason, and therefore we treat each child as an individual in our response, using a restorative approach. Using a restorative approach has a greater chance of positive impact on longer term outcomes for pupils, as it enables opportunities to reflect and learn from mistakes. We also accept that some behaviours have consequences, as if they continue they can cause harm to self and others.

Staff knowledge of a child will always be used to consider the best way forward for an individual. Teachers will use their professional judgement when issuing consequences, taking into account whether they believe the behaviour was intentional or if it is the first time the pupil has displayed the behaviour; these might include: a verbal warning, missing minutes from a break time, using time-outs, completing a 'Reflection' form (Appendix D).

At all stages the pupil has the opportunity to reflect on their behaviour and how it affects others; this is their chance to change the behaviour and outcomes.

## Steps in restorative approach:



We recognise that early intervention can prevent negative behaviour. As such, staff receive Norfolk Steps Training which enables them to identify potential unacceptable behaviour before it escalates; this can be behavioural problems in the classroom or during playtime/lunchtime.

### Physical harm

Through childhood, children learn to respond to others with words rather than physically. Children are taught from the beginning of their school career that it is never right to deliberately physically hurt another person. In this school, all instances of physical harm are recorded, and there is a clear stepped response to acts of deliberate (but minor) physical harm:

- On the first incident, the child misses playtimes for one whole day;
- On the second incident, the child misses playtimes for two whole days;
- On the third incident, playtimes are missed for one whole week.

During these missed playtimes, the child is given the opportunity, with support, to reflect on the incident and consider ways of making reparation, as well as to recognise patterns in their own responses where incidents recur. If this does not prevent further recurrence, parents will be requested to become involved in finding solutions.

In any instance of significant, deliberate physical harm, parents will be immediately involved and the incident recorded in the Serious Incidents Log.

### **Serious Unacceptable Behaviour**

At Dussindale Primary School we will not tolerate aggressive and/or threatening behaviour, or illegal activity and we will not hesitate to take appropriate action.

For the purpose of this policy, the school defines 'serious unacceptable behaviour' as: any behaviour which may cause harm to oneself or others; damage the reputation of the school within the wider community, and or illegal behaviour, including but not limited to:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment - behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying/Cyber-bullying - a type of persistent harassment which involves criticism, personal abuse or actions which humiliate, intimidate, frighten or demean an individual (See Appendix for our Child-friendly Anti-bullying Policy)
- Vexatious behaviour - deliberately acting in a manner so as to cause annoyance of irritation
- Swearing, discriminatory remarks or threatening language
- Fighting or aggression (including, but not limited to, spitting and biting)
- Possession of banned items
- Theft
- Truancy
- Refusing to comply with disciplinary sanction

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school. Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in an alternative, supervised learning environment whilst an investigation by a member of the Senior Leadership Team takes place.

If following an investigation, the allegation is found to be true, the member of the Senior Leadership Team will issue the appropriate disciplinary action.

### **Involving External Agencies**

If internal methods of dealing with negative behaviour are unsuccessful, the school will seek the support of external agencies. This may include the Educational Psychologist, the Behaviour Support Team, Parenting Support or a paediatrician. Parents will continue to be involved at all times in supporting their child. It will be the school's aim as far as possible to maintain the inclusion of all children while giving them the appropriate support. However, in

extreme cases, where the safety, security or learning of other children and staff are considered to be at risk as a result of a child's behaviour, the school may, as a last resort, need to consider exclusion.

### **Positive Handling and Norfolk Steps**

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

### **The Last Resort Principal**

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to work their way methodically through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point:

*"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."  
(para 10 page 4 Department of Health - 1997 - The Control of Children in the Public Care: Interpretation of the Children Act 1989, London, HMSO)*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

It is our policy that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Norfolk Steps, to complement the behaviour management approaches and strategies reflected in this policy. Further details of the Norfolk Steps approach can be found on the following website:  
[http://www.everynorfolkchildmatters.org/Delivering\\_services/Norfolk\\_Steps/index.htm](http://www.everynorfolkchildmatters.org/Delivering_services/Norfolk_Steps/index.htm). All serious incidents involving physical restraint must be recorded in the Serious Incidents Log (see Appendix 1) in the headteacher's office and reported to Governors.

Please note: This policy should be read in conjunction with all other school policies.

Signed \_\_\_\_\_ Headteacher Date\_\_\_\_\_

Signed \_\_\_\_\_ Chair of Governors Date\_\_\_\_\_

Review Date: October 2018

Before you speak:

**T H I N K**

**T** = Is it True?

**H** = Is it Helpful?

**I** = Is it Inspiring?

**N** = Is it Necessary?

**K** = Is it Kind?

# School Code

- We care for each other and our school community
- We listen to each other
- We keep safe
- We are honest
- We are kind and respectful
- We look after the environment
- We are resilient in our learning



## **Appendix C – Low Level Unacceptable Behaviour**

For the purpose of this policy, the school defines 'low level unacceptable' behaviour' as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- lateness
- shouting in class
- Talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping ones hands to oneself
- Throwing things within in the class or (inappropriately) in the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Not following class/school rules
- Disruption on public transport
- Use of mobiles
- Grafitti

**'Low level unacceptable behaviour' may be escalated as 'serious unacceptable behaviour' depending on the behaviour breach.**

**The Inclusion Team can be a source of support for all staff where there is repetitive low level unacceptable behaviour.**



**Reflection**

Date \_\_\_\_\_ Time of incident \_\_\_\_\_ Full Name of child \_\_\_\_\_

**What was I doing?**

.....  
.....

**What someone else was doing to (with) me?**

.....  
.....

**Who has been affected, and how?**

.....  
.....

**What do I need to do next time?**

.....  
.....

**Any other thoughts?**

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