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Achieving Excellence Together in a Caring Community

Dorchester Primary School Relationships and Behaviour Policy

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Rationale

We ensure everyone in the Dorchester Community empowers children to make a positive future contribution to society by prioritising learning and teaching. We want all children to enjoy learning, attain high standards and achieve personal goals in everything that they do.

Dorchester Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships and behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values as well as having a significant emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our School Rules (RRS)

Ready Respectful Safe

These three words can be referred to in all required situations by both adults and staff; examples have been detailed as, but are not limited to, the points below:

Ready

- We attend school as much as possible
- We get to lessons on time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We make sure we have the right equipment for all lessons.
- We take part fully in lessons and show resilience.

Respectful

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and never drop litter.
- We queue sensibly in the dining area and always tidy up after ourselves.

Safe

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside school.

Aims

This policy outlines expectations for our children’s behaviour. It extends to all members of our community. Good behaviour and self-discipline have clear links to effective learning. They are vital for children to carry with them both during and after their school years.

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding, and through the use of this policy we support our children in developing a high level of individual and social responsibility.

The key aims of this document are:

- To create a culture of exceptionally good behaviour: Ready for Learning and Ready for Life
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To use “affective language “which encourages the learner to engage positively and understand the impact of their behaviour.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To promote community cohesion which values kindness, care, good relationships and empathy for others.
- To ensure excellent behaviour is a minimum expectation for all.

The purpose of this document is to provide simple, practical procedures for staff and children that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions.

Governors will contribute fully to school life, acting as critical friends and supporting the school in becoming a nationally recognised centre of excellence.

Restorative Principles

Staff adhere to a framework of restorative principles that help children recognise the importance of self-regulation and good behaviour. It echoes our core values with an emphasis on mutual respect, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. (*see restorative conversations*).

Focus on Relationships and Self-regulation

At Dorchester Primary School we value good behaviour in the classroom and elsewhere to promote the school as a learning community and ensure safe and effective learning environments. The highest regard is given to quality relationships between adults and children. We seek to develop

independent young people who are self-disciplined and who are able to self-regulate and manage their behaviour.

Equal Opportunities

Dorchester Primary School community values diversity and seeks to give everyone in school an equal chance to learn, work and live – free from the action, or fear, of racism, discrimination, or prejudice. We work together to develop the potential of all children and establish a community that is just and fair for everyone who works at or visits our school.

Standards of behaviour

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate children or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural issues as part of their continual professional development.

Parents/carers

We work with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expected standards of behaviour are up on walls in classrooms and situated around the school.

Children with additional needs

We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of mental health needs. If such needs are identified, we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Behaviour Support Plan will be used for children whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

Consistency in practice

Staff must be a constant and consistent presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to check that children are using the school

grounds respectfully and behaving appropriately. This will support the building of positive relationships outside the classroom.

- Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour - Ready, Respectful, Safe
- PIP and RIP
 - Praise in Public
 - Restore, repair (and reprimand if necessary) in private
- Consistent follow up: Ensuring 'certainty' at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal praise, phone calls home and postcards for above and beyond.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.
- Consistent respect from adults: Even in the face of disrespectful children!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of children.

Working with Children

Dorchester Primary School expects all children to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors for our school including when travelling to and from school premises, and we expect them to act accordingly. Children are expected to follow school rules (RRS), listen and follow instructions. School work and homework should be well presented, completed to a high standard, and handed in on time. If children are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher who will work with them to draw up a support plan.

All staff will:

- Meet and greet children at the door of their classrooms.
- Refer to Ready, Respectful, Safe for how we do things at Dorchester
- Model positive behaviours and build relationships.
- **PIP & RIP:** praise in public; reflect, restore (and reprimand, if necessary) in private.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use visible positive recognition systems only
- Be calm and give 'take up time' when going through the behaviour pathway.
- Prevent before sanctions - staff will work hard to prevent off-task behaviour
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are behaving badly.

Recognition and Rewards for Effort

We expect that every child in our school will meet our standard of being 'ready, respectful and safe' at all times.

We use recognition boards in each class to positively recognise children who are exhibiting desired social or learning behaviours. The recognition board fosters a positive interdependence in the classroom but there is no prize or material reward. At the end of the lesson/day/week the aim is for everyone in the class to have their name on the board.

We recognise and reward learners who go 'over and above' our standards by putting them on the 'over and above' board in class. This reward is only for children who go 'over and above' in terms of behaviour (including demonstrating their readiness to learn through excellent work) – not every child will achieve this in an academic year and there may not be a child from each class each week who has demonstrated this. 'Over and above' behaviours might include:

- Giving extra help tidying up in the lunch hall or picking up other people's litter when it is not done to 'be noticed'
- Acts of genuine humility – putting others first and looking out for those who may otherwise be marginalised
- Showing real grit and effort in learning and so producing outcomes well above already high expectations
- Behaving absolutely impeccably, and making 'above and beyond' effort every day.

If any children make the achievement of 3 'over and above' occasions, they will receive an over and above card. They will bring them to 'Headteacher's Tea' with the head or deputy head. Such children may be invited to a 'Headteacher's Tea' on more than one occasion each term.

Dealing with challenging behaviours in the classroom/learning space

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or 'nudge' in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff will praise the behaviour they wish to see; not pander to attention seekers. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Key steps and actions in tackling behavioural challenges

1. **Redirection / Reminder** - The adult will discuss the child's behaviour with them privately, ensuring they understand why it is wrong and what impact it has, encouraging them to modify their behaviour.

2. **2nd reminder** - A clear verbal reminder making the child aware of their behaviour and making clear that their parents/carers will be called if the behaviour continues, encouraging the child to think carefully about the choice they make. (see scripted responses)

3. **Communication** – Ask to speak to the child at the end of the lesson for a few minutes – depending on the child, a time out in the classroom ‘quiet area’ may be required for a calming down period. At the end of the lesson:

1. Adult dealing with the pupil speaks has restorative conversation about their behaviour
2. Log myconcern re behaviour
3. Ensure a conversation with parents/carers occurs on the same day before they go home. This may be a positive call if the child improves after the restorative conversation, or may be informing that the child did not change their behaviour afterwards – *see step 4 Formal*

4. **Formal** - A formal meeting with child (if appropriate). If behaviour does not improve a formal meeting between the parents, child and class teacher will be convened, during which an Individual Behaviour Plan will be devised.

5. **Behaviour support** - The child will be referred to the Special Educational Needs Co-ordinator and/or members of SLT to enable us to seek external support in managing the child’s behaviour.

6. **Exclusion** - A serious breach of school rules (e.g. deliberate violence or verbal abuse) may lead to a fixed term exclusion.

Learners will jump to step 3 for aggressive behaviour or swearing. More serious breaches or noncompliance from a pupil, will result in duty DSL to be called for behaviour support, though any restorative conversations to take place as a result of the behaviour must also involve the adult who made the referral – this enables there to be no ‘passing behaviours upwards’ and ensures staff to be part of the restorative conversation, and focus on the relationship between the staff member and child/children to be repaired and restored.

A Serious Breach is an incident that may lead to a fixed term or internal exclusion.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Dorchester Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. The school must clearly show that they do not have the facilities to support the child’s needs. Advice from Behaviour Support Services would be sought in any instance of permanent exclusion.

Scripted Responses

These should be used consistently by all adults when dealing with a pupil's challenging behaviour. Responses to poor behaviour can and should be removed from a teacher’s emotional reaction. It is important that the children know staff will be consistent with their response. This removes anxiety and reduces the possibility of having an unpredictable reaction from the child if the adult’s reaction is always consistent and predictable.

- a. Always speak with a consistent, calm tone; the modelling of emotional control is again key when delivering these responses to challenging behaviour:
- b. “Your behaviour is (negative impact). I need to see (positives), I know that you can do that because last week I saw (positive example reminder). Thank you for listening
- c. Move away from the child as soon as you have delivered the response to give them time to calm down and process the information.
- d. Any attempts by the pupil to evoke an emotional response from you should be ignored so the teaching and learning time is maintained as far as possible - unless this forms a serious breach in which case moved to level 3 or 4 (Communication then Formal)

Restorative Conversations

All staff should use these questions when speaking with a child about an incident. The modelling of emotional control from the adult is important throughout these conversations.

Choose 5 from:

1. What happened?
Listen carefully to their account without judgement or preconceived ideas. It is also important to give your own account, also without judgement.
2. What were you thinking at the time?
Ask pupils to reflect on their actions and replay their thought processes.
3. What have you thought since?
A child's shift in mood or emotion may have resulted in a shift in their thoughts about their actions.
4. How did this make people feel?
The child may be unaware of how their actions affect others around them.
5. Who has been affected?
Encourage the child to see the bigger picture and consider others who may have been affected. Consider asking the child to make a list of the people who have been impacted before asking the next question.
6. How have they (others) been affected?
Try to encourage empathy by asking the children to consider other people's experiences.
7. What should we do to put things right?
Run badly, the meeting can seem like a build up to this question so it is important not to demand a specific action. There may be other ways to put things right beyond an apology. A forced apology is worthless. However, try to accept an apology when offered even if the tone is not enthusiastic.
8. How can we do things differently in the future?
It is likely that the child will meet similar situations and frustrations in the future so try to help them to recognise when their behaviour pattern begins.

Unacceptable Behaviour

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to children.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on children.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Damage to property with intent.
- Misuse of illegal or legal drugs.
- Theft.
- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault.
- Supplying an illegal or legal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.

Reasonable Force

At Dorchester Primary School staff have been trained in Positive Touch. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed. Appendix 2 gives more details on the use of reasonable force.

Transition

All records relating to a child's behaviour will be passed on to the new teacher at the end of the academic school year. These are accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them. However, we recognise that many children use the start of a new academic year, and their growing maturity, to 'reset' previous behavioural norms and that strategies used in a previous year group may not be necessary. In Y6 the class teacher and SENDCO will organise a full transition / induction process with the receiving school for children with an individual behaviour plan if necessary.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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