



Achieving Excellence Together in a Caring Community

Relationships and Behaviour Policy

Approved by:	FGB	Date: 9 th September 2024
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Rationale

We ensure everyone at Dorchester Primary School promotes positive behaviour through kindness, empathy and respect. We want all children to enjoy learning, achieve excellence and contribute to a caring community.

Everyone at 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-regulation and understand that dysregulation is the communication of an unmet need. It reflects 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 adults and children; examples have been detailed as, but are not limited to, the points below:

Ready

- Our attendance is important and we come to school every day.
- We get to lessons on time.
- We wear our uniform with pride.
- We make sure we have the right equipment for all lessons and treat equipment carefully.
- We take part fully in lessons and show resilience.
- We have everything we need to enable us to focus and use resources appropriately for this purpose

Respectful

- We are kind.
- We listen when others are talking and take turns to contribute our ideas.
- We are polite and show good manners to everyone.
- We respect differences and know we are all equal.
- We look after our equipment and share it.
- We look after our classroom and environment.
- We help others when we notice that they need help.

Safe

- We follow instructions.
- We ask for help if we are unsure.
- We are not bystanders.
- We walk sensibly around our school and wait safely if there is a line.
- We can identify safe adults in school.
- We stay safe online and use technology responsibly.

Aims

This policy outlines expectations for our community's behaviour. Good behaviour and self-regulation have clear links to effective learning. We believe all children should be explicitly taught the standards of behaviour expected of them and 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 effective 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-regulation
- Teach appropriate behaviour through positive interventions.

Restorative Principles

Staff believe in a framework of restorative principles that help children recognise the importance of self-regulation and good behaviour. Through a restorative approach, children understand that the real consequences of their behaviour and actions are the impact on others, whether this be positive or negative. They actively seek to repair any damage caused to relationships or property in a meaningful way and are guided through this by empathetic adults to make more positive choices in the future. This may also include completing missed learning tasks at home to be returned the following day.

Restorative Conversations

All staff use these questions when speaking with a child about an incident. The modelling of emotional regulation from adults is important throughout these conversations.

Choose at least 3 age appropriate questions 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.



Focus on Relationships and Self-regulation

At Dorchester Primary School we value good behaviour to promote the school as a learning community and ensure a safe and effective learning environment. The highest regard is given to quality relationships between adults and children. We seek to develop independent young people who are self-regulated; who understand their impact on the school community and can manage their behaviour.

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 will act responsibly and professionally (see staff handbook). Staff receive regular training to support with managing behaviour positively and staff leading training are responsive to feedback and challenges, as part of their continual professional development. The school also subscribes to The Key CPD toolkit where there are additional resources to support individual's CPD and the behaviour lead/Deputy Head can signpost people to relevant training.

Parents/carers

We work with parents/carers to understand their children and their needs. We believe that working together to create a good support system for each child is 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 possible to support parents.

Equal opportunities

At Dorchester Primary School, we aim to treat everyone with respect, regardless of ethnicity, culture, religion or belief, home language, family background, learning difficulties, disabilities, sex, sexual orientation, gender reassignment, marital status, age or pregnancy. We want to provide equal access to all aspects of school life and work to ensure that everyone is valued fully as an individual. We are aware of our duty to promote positive attitudes and to challenge stereotypical ideas. For further information, please see our Equality Policy.

We recognise that where individual children are frequently dysregulated, they are communicating a need. Therefore, we will aim to identify this need and 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 relationships and behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers. An Individual Behaviour Support Plan will be used for children who display challenging behaviour. Advice will be sought from external agencies where necessary, using the graduated response, to assist with putting in place appropriate support strategies. These will be regularly monitored and reviewed to ensure children's needs are met.

Consistency in practice

In order to support the building of positive relationships, staff will use:

- 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 and repair in private
- Consistent follow up: Ensuring 'certainty' at the classroom, middle and senior management level. Not passing problems up the line, adults taking responsibility for behaviour interventions and seeking support.
- 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.
- Consistent respect from adults for all.
- Consistent models of emotional control: Emotional regulation that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.
- Consistently reinforced routines for behaviour around the site: In classrooms and all other areas of the school.

All staff will:

- Positively greet children daily.
- Refer to Ready, Respectful, Safe for how we do things at Dorchester
- Model positive behaviours and build relationships.
- **PIP & RIP:** praise in public; reflect and repair 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.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Uphold high expectations of behaviour consistently.

Recognition and Rewards for Effort

We use recognition boards in each class to positively recognise children who are exhibiting desired social or learning behaviours - targets on these boards are examples of positive learning behaviours and attitudes, tailored to individual classes' needs. The recognition board fosters a positive interdependence in the classroom, with the class working together towards a common goal. The aim is for everyone in the class to have their name on the board. Low stakes and manageable whole class rewards for achieving this together then take place. For those children who are finding the target challenging, staff and other children are encouraged to support one another to achieve this.

We also recognise and reward learners who go over and above our standards by presenting them a DorcheSTAR in celebration assembly on Friday. 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. 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 perseverance and effort in learning and so producing outcomes well above already high expectations
- Behaving absolutely impeccably, and making 'above and beyond' effort every day.
- Demonstrating any of the school values consistently and exceptionally.

Key steps and actions in managing challenging behaviour

1. **Redirection / Reminders** - 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. **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:
 - Adult dealing with the pupil speaks has restorative conversation about their behaviour
 - Log MyConcern re behaviour - these will be reviewed by the DSL and behaviour lead to identify patterns to ensure that equality and fairness to all groups is maintained.
 - 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.
3. **Formal** - If behaviour does not improve or is a one off incident of a more serious nature, a formal meeting between the parents, child and class teacher will be convened to discuss how best to support the child.
4. **Behaviour support and Individual behaviour plans**- If a child needs a quiet space to re-regulate, then they can be taken to the Oasis (sensory classroom) by another member of staff or telephone for support using the number 224. The child's teacher may also need to create an individual behaviour plan if a child's behaviour is consistently impacting their learning, in order to outline the steps to support the child. They may also be referred to one or all of the following for additional advice:
 - The pastoral support team, consisting of two members of non-teaching staff based in their own reregulation sensory room
 - The Special Educational Needs Co-ordinator
 - Members of SLT
5. **Removal** - A serious breach of school rules (e.g. deliberate violence or verbal abuse) may lead to removal from class and/or break time with peers for a period of time: e.g. a lesson, a morning or an afternoon. Children may be removed to work in another class or with a member of SLT. Once a removal has taken place, children will be reintegrated back into class through a meeting with the child and relevant adult. Further repeat or very serious breaches may lead to a suspension.

Permanent Exclusion

Permanent exclusions should be seen as a last resort and we will have taken all reasonable steps to avoid exclusion prior to this point. Permanent exclusion will only occur when allowing the child to remain in school would be seriously detrimental to the education or welfare of other children and staff at the school.

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 unacceptable and will result in serious action and possible exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Child on child abuse (on grounds of race, religion, gender, sexual orientation, disability or other differences)
- Physical abuse to/attack on staff.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Malicious allegations against staff.
- 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.

Banned items

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for.

Searches

The list of banned items details what items prohibited at Dorchester. Staff reserve the right to screen all pupils for banned objects – this could involve asking pupils to turn out their bags or searching lockers. It may

occasionally be necessary to search a pupil with their consent. This will only be done in extreme circumstances when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by senior members of the teaching staff and authorised by the head teacher.
- Searches will only be carried out with consideration to legal safeguarding responsibilities and duties.
- Searches will be carried out, out of sight of other pupils.
- There will always be two members of staff present when a search takes place. Wherever possible, both members of staff will be of the same sex as the pupil.
- All searches will be logged.
- Parents/carers will always be informed if a pupil has been searched and the result of that search.
- Pupils will NOT be searched without their consent.

If the school has reason to believe the pupil requires searching and they refuse consent the Police will be called and parents/carers informed. (For more information see DfE Guidance, 'Screening, Searching and Confiscation July 2011).

Confiscation

The school has the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply.

- Illegal items (fireworks, weapons or substances) will be handed to the Police.
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of.
- High value items (£20+) e.g. mobile telephones etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

On a day to day basis mobile phones must be handed in to the class teacher for safekeeping and will be returned at the end of the day.

Prevention of bullying

We create an environment where all pupils feel valued and treat others with respect. We never tolerate bullying. We take care to make a clear distinction between unintentional rough play and bullying. This was written in conjunction with our anti-bullying policy.

Reasonable Force

Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting themselves. Should this situation 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.



Transition

At the end of each academic year, each teacher will pass on relevant information (including existing behaviour plans) about any children who have required behavioural intervention. A description of how the child presents and any strategies that have proved effective in supporting them will be shared. This includes discussion around children with specific needs and how these have been met in the previous class. 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 address issues with pupils who are misbehaving outside of school. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to tackle pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may speak to 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.

School staff will use their positive relationships to work supportively with parents by having reflective conversations with children should the need arise.