

# Behaviour and Exclusions Policy

**Article 3:** All adults should always do what is best for you

**Article 28:** You have the right to education

## Dormers Wells Primary School



*Believe Aspire Flourish*

*Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief*

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This statutory policy will be reviewed every year.

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## **Dormers Wells Primary Behaviour and Exclusion Policy**

### **1. Introduction**

At Dormers Wells Primary (DWP), we have adopted a therapeutic approach to our behaviour policy focusing on creating a positive and supportive environment where students' emotional and mental well-being are prioritised, and where behaviour is understood as a communication tool rather than simply a problem to be managed. It emphasises understanding the root causes of behaviour, developing positive relationships, and providing individualised support to help students learn and grow. Therapeutic Thinking recognises that some children have been unlucky enough to experience a range of Adverse Child Experiences (ACEs) and that children who have experienced higher numbers of ACEs are likely to have fewer positive outcomes in areas such as physical and mental health, behaviours, attendance, relationships and educational attainment. Taking a therapeutic approach to learning is designed to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude towards school and themselves as learners. It is also essential that adults and pupils have mutual respect and that all take responsibility for their part in maintaining high standards of behaviour in school. In addition to this, some children may require a Therapeutic Plan to formalised strategies that differentiate from the police. Others may need a more flexible approach at times of anxiety or change or in specific circumstances.

Our policy aims to provide equity to learning, removing barriers, providing clear guidance and strategies to help children regulate their own behaviour independently. Clear procedures and strategies outlined in this document will ensure that pupils who might otherwise be excluded or marginalised, such as those who have e.g. Special Educational Needs, communication and language difficulties, physical or mental disabilities and members of other minority groups.

### **Aims and objectives**

Therapeutic Thinking Key Principles & Aims

- To develop a common language and a joint
- To support schools and settings with developing a therapeutic approach to behaviour.
- To establish understanding of the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety.
- To support the inclusion of those with difficult or dangerous behaviours.
- To reduce and eliminate exclusions.
- To support consistency within services.
- To support Senior Leadership Teams in the development of quality policy and planning.

Therapeutic Thinking principles Therapeutic Thinking is an approach to behaviour that prioritises the prosocial (positive) feelings of everyone within the dynamic. This is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

All children and young people within the dynamic should be given as many positive experiences as possible in order to create more individual positive feelings. The Therapeutic Thinking approach challenges the concepts of 'bribes and sanctions' frequently used to manage behaviour, which often results in children and young people only following instructions because they will 'get something' for doing so. Instead, the approach seeks to foster the independence of children and young people by teaching them how to develop internal discipline and intrinsic motivation. The aim is that they are always able to behave pro socially, without the need for adults to manage this.

The policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils are able to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupil
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Clearly define the school's rules, establishing clear and expectations of behaviour
- Ensuring safety and wellbeing of every member of the school community
- To teach children to have self-control and take responsibility for their actions

- To teach actions and choices have consequences
- To teach children to be tolerant of others and provide opportunities to develop empathy and caring about the needs and rights of others.
- To instill a sense of pride and ownership of the school
- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour
- To work collaboratively with parents/carers to create a partnership between home and school
- All children and staff being treated with respect
- To prevent all forms of bullying and promote inclusion

When we use a therapeutic approach:

- We analyse behaviour rather than moralise about it
- We look for the root causes of feelings and behaviours
- We model therapeutic practices with all children, adults in school and parents or visitors from outside
- Our language is chosen carefully so it is outcome and resolution

We aim to create positive experiences as these create positive feelings and behaviours, We believe that because staff, pupils, parents and Governors value positive and regulated behaviour and children's mental health.

#### **Children:**

- Learn what behaviour looks like
- Do as well as possible in their schoolwork
- Learn pro social behaviours
- Learn how behaviour impacts others
- Learn how to regulate emotions and develop their emotional literacy
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence and self-esteem

#### **Staff:**

- Support staff to build their knowledge and understanding of different therapeutic behaviour strategies to support all the needs of the children.
- Teach effectively in line with the Therapeutic Approach
- Teach effective ways to regulate emotions through set curriculums e.g. Zones of Regulation, Sensory Support Plans, Social Thinking, Anxiety Gremlin etc.
- Meet the needs of all pupils within the class setting
- Make positive contacts with all parents and carers and are transparent with information being shared.

#### **Parents:**

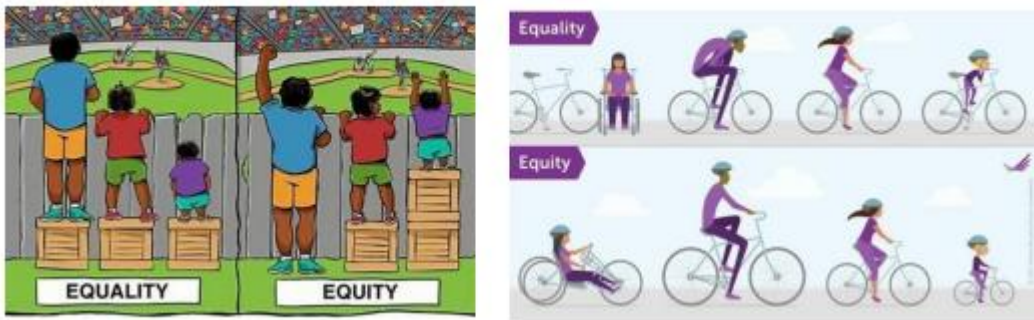
- Feel confident that their children are growing personally, socially and academically
- know that their children will receive strategic and personalised support when needed
- Feel welcome in school to discuss their child's progress in a positive atmosphere

#### **How do we support this?**

This approach complements our school values where we want to create a culture in which each student is given the help; he or she needs to overcome those barriers to learning to achieve success. Our pupils and staff deserve to work in a school where they are treated with courtesy and respect.; therefore, a cornerstone of therapeutic thinking is that every school's behaviour policy must explain how to create a calm and safe learning environment for all members of the school community. Part of this includes having consistent (but not rigid) ways of dealing with pro and antisocial behaviours. The consequences given for bad behaviour are either developmental, for example helping the student to understand the impact of their behaviour, or protective, preventing them from behaving in anti-social ways until they receive the support, they need that helps them to make better decisions. Therapeutic thinking prioritises the creation of positive classroom and extra-curricular experiences for students, which helps them to feel more secure and self-confident so they can better regulate their emotions which results in improvements in learning and behaviour. We plan and manage our pupil's experiences to develop and improve their mental health - see DfE Mental Health and Behaviour in schools (November 2018) and Transforming Children and Mental Health Provision Green Paper

(December 2017) Equity vs Equality A 'Therapeutic Thinking' approach is not about treating everybody the same, it's about giving equity to achieve equality. Equality is about treating everybody the same regardless. Equity is about giving everyone what they need to be successful. We aim to provide equality by providing the same prosocial experiences for all children and equity by differentiating support and resourcing to remove any barriers.

## Equity vs Equality



### 2. **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 3. **Dormers Wells Primary Behaviour Principles and Definition**

We achieve our principles by ensuring that at the heart of what we do are good relationships built between the school, children and their homes, as well as effective teaching that provides challenge, pace and interesting lessons in well managed environments.

- Every child has the right to a safe learning environment in which they successfully develop strong self-esteem, independence and achieve through co-operative learning
- Children are supported to take ownership and accountability for their behaviour showing self-discipline, self-control and honesty
- Children to be confident to talk to an adult about any concerns
- Children to recognise, share and celebrate achievements and those of others
- Staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example for children
- Responsible and caring behaviour is achieved by good organization and forward planning, which is essential to the smooth running of our school and fundamental to an effective, inclusive learning environment
- The school operates within a structure where everyone clearly understands the rules and expectations

The whole school works together to create a positive atmosphere, a sense of community and shared values. To make this possible we recognise the need to categorise unacceptable behaviours into 2 categories.

### **Type of Behaviour**

- Prosocial

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.
- Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.
- In every classroom we also display the Jigsaw Charter which the pupils sign and it is used to form the basis of the school rules. It is made clear to pupils that any unwanted physical contact is unacceptable and this would also break our school rules.

Type of Behaviour - Unsocial (referred to as 'difficult')

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class is doing (reading/drawing on whiteboard etc)
- Calling out/talking to a friend
- Not listening to instructions All behaviour is a form of communication, and these behaviours could be a sign of needing help, attention or that they are bored or impatient. Not all unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial. Type of Behaviour - Antisocial (referred to as 'dangerous')
- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. Please be aware, all these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

**Type of Behaviour – Unsocial (referred to as 'difficult')** Staff team agreed to this removal, as they feel all other examples listed in this section are examples of disrespect, but this generic description is far too open for misinterpretation, inconsistency and unconscious bias.

- Swearing
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home-learning (differentiated)
- Poor attitude
- Incorrect uniform
- Disrupting the learning of others
- Staff team agreed to this removal, as they feel all other examples listed in this section are examples of disrespect, but this generic description is far too open to misinterpretation, inconsistency and unconscious bias.
- Not following instructions

**Type of Behaviour – Antisocial (referred to as 'dangerous')**

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Violence against pupils or staff
- Vandalism, e.g. Damaging property
- Theft, Stealing
- Fighting
- Smoking
- Prejudice-based and discriminatory, including Racist, gendered (sexist), Homophobic/bi-phobic, Transphobic, Faith-based, Disability-based
- Making threats
- Deliberate disobedience
- Dishonesty
- Inciting hatred
- Direct or indirect verbal including Name-calling, sarcasm, spreading rumours, teasing & comments about sexual orientation, peer on peer abuse include sexual harassment
- Endangering themselves and others
- Possession of any prohibited items\*. These are:
  - Knives or weapons or other tools/items that could be used as a weapon)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks or explosive of any kind
  - Pornographic images or literature
  - Laser or LED pens
  - Fire lighting equipment - matches, lighters etc.
  - Energy drinks, fizzy drinks (*except for medical reasons*)
  - Any solvents, aerosols, pepper sprays and gas canisters. Note: children should use a 'roll on' deodorant at school
  - Any form of liquid correction fluid or correction tape
  - Dangerous chemicals (strong acids, alkalis, bleaches and hair dyes)
  - Offensive material/literature or images that would incite any form of hatred (racist, religious, sexist, homophobic)
  - Any article that a member of staff reasonably suspects has been or is likely to be used; to commit an offence, to cause personal injury to, or damage to the property of, any person (including the child).

*\*Please note this list is not exhaustive*

In addition to these banned items, the school considers that the following items should not be brought to school:

- cameras
- computer games, music players, iPods, other electronic items or toys
- chewing gum/sweets

- Glass containers
- mobile phones and similar devices (see section 6.1 for further guidance)

## School Rules

There is an expectation that everyone will uphold the school rules:

### Dormers Wells Golden Rules:

We are polite and helpful  
 We listen and follow instructions  
 We try our best and challenge ourselves  
 We are honest and tell the truth  
 We are kind and keep our hands, feet and objects to ourselves

Those who do not meet these expectations are reminded of the rights of others. These expectations are displayed across the school and referred to on a regular basis. These are included in the 'Home-School' Agreement, which sets out how parents can support their child and share in the classroom rules.

4. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobia</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Anti-Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. Bullying can involve perceptions of or actual inappropriate actions by others. We do not tolerate bullying of any kind. We must act to deal with and resolve any bullying or intimidation that has taken place and act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we aim to ensure that all children attend school free from the fear of others' poor behaviour. Children must be able to tell an adult if they have concerns. Any concerns or incidents that arise must be dealt with according to the school's Anti-Bullying Policy, and the Procedure for dealing with incidents of bullying (*see Appendix F*). Staff should also seek advice from senior staff if/when necessary.

Child on Child Abuse (Bullying) Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone else. Bullying can involve physical, psychological or verbal aggression (however not all aggression is necessarily an act of bullying). It often develops over period of time and is persistent. It is important to help children to distinguish between friendship disputes and squabbles, teasing and bullying. The children are taught a mnemonic to help them understand what bullying is 'STOP' – Several Times On Purpose.



All staff will be very vigilant and aware of any disagreements amongst pupils which may lead to bullying. When an incident deemed to be bullying is identified several different actions can be taken dependent on the individual circumstances.

These could include:

- Seeking the views of others who may have witnessed bullying incidents and recording witness statements
- The class teacher (and possibly a learning support assistant) discussing the incidents with those involved individually and then often together.
- Referring the child to the the Acting Head Teacher or any other of the DSLs (Designated Safeguarding Leads).
- Contacting the parents of both children.
- Developing a circle of friends to support the victim of bullying and provide them with an opportunity to face the bully in a safe and supported context.
- Provision of a trusted adult within school to support victims and offer suitable interventions.
- Provide ELSA support for the pupil. Parents who inform the school that their child might be being bullied will always be offered the opportunity to discuss the incidents with the class teacher and a member of SLT. If there is bullying occurring, support will be given to both the 'victim' and the 'perpetrator' in order to support them. In extreme and persistent cases where all avenues to stop bullying have failed the bully may be temporarily or permanently (extremely rarely) excluded from the school.

How do we teach positive behaviour?

- Relationships (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- Role modelling (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)

## **5. Roles and Responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 Headteacher/Leadership Team Responsibilities**

The Leadership Team will work to achieve the aims of the behaviour policy by:

- Monitoring and reviewing this policy in conjunction with the governing body, evaluating the success of this policy and ensuring necessary amendments are undertaken
- Giving due consideration to the school's statement of behaviour principles (**See section 3**)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour, e.g., taking a lead in establishing a positive school ethos
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (**see section 13.1**)
- Issuing rewards
- Issuing and monitoring Behaviour Report cards (**see Appendix G**)
- Monitoring attendance and punctuality, responding firmly when it is poor
- Investigating incidents of poor behavior, issuing appropriate sanctions and informing parents and carer

### **5.3 Teachers and staff**

All members of staff have a responsibility for effective behaviour management during the school day. They set the tone for positive behaviour in the classroom and all other areas around the school.

Staff are responsible for:

- Creating a calm and safe, well managed and caring environment for pupils, where excellent learning takes place
- Using displays to celebrate excellent behaviour for learning, academic progress and participation
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy and procedures consistently
- Taking quick action to firmly and consistently deal with negative behaviour without disrupting the learning of others, shouting unnecessarily or using whole class punishments
- Issuing rewards for excellent learning and behaviour & being a good human being
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships with clear explicit expectations
- Promoting good working relationships between children, reinforced during assemblies
- Providing a personalised approach to the specific behavioural needs of particular pupils; Recognising and planning for the needs of individuals
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (**see Arbor for a behaviour log**)

- Keeping parents informed with regular information about their child's behavior, both positive and concerns, as appropriate
- Challenging pupils to meet the school's expectations: At our School, we disempower challenging behaviour by offering, limited choices, and appropriate consequences but with limited language. Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be, 'Put the chair down on the floor.' Limited choices often follow directly from positive phrases; e.g. 'Paul we are going inside. Do you want to walk on your own or with me? On your own or with me, Paul?' Other examples include: · Where shall we talk, here or in the library? : Put the pen on the table or in the box. Are you going to sit on your own or with the group?
- Discussing concerns about a child with their Year Leader and/or Phase Leader
- Taking seriously children's worries and concerns (A worry box is placed in every room to ensure all worries are addressed)
- Providing an interesting and challenging curriculum to ensure all children reach their potential
- Reflecting on their responses to incidences

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **How do we teach positive behaviour?**

- **Relationships** (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- **Role modelling** (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- **Consistency** (not equality)
- **Routines** (but with flexible thinking referring to individual circumstances and quick wins)
- **Prioritising prosocial behaviour** (really valued in every child – thanking them, proximal praise)
- **Planning alternatives to antisocial behaviour**
- **Reward and positive reinforcement** (should be given freely and unexpectedly, not as a form of bribery)
- **Feedback and recognition** (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- **Comfort and forgiveness** (understanding and know that we will do it differently tomorrow)
- **Ignoring** (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- **Positive language** (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)

**Restorative Practice** (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

We have no public methods of tracking behaviour that risk creating negative feelings – children can not publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support (visual reminders such as stickers/certificates are private and not given publically to compare).

**During a lesson** the teacher has overall responsible for the management of the class, including behaviour, regardless of other adults present. The teacher should outline the expectations to other adults in the room. It is the responsibility of those adults to manage individuals' or groups according to these guidelines. Any concerns should be brought to the teacher's attention. Negative behaviour is dealt with in a staged approach using The Traffic Light System (*see Appendix B*) and Reflection sheet (*see Appendix C*)

**In assemblies**, staff must be aware of both children in their class and any others. It is not acceptable to bring work to do or drinks into the assembly. Staff must model the level of noise and where it is necessary to talk to or organise children, this should be done discreetly and quietly. Independence should be developed in coming into the assembly and following a routine whereby there is minimal teacher intervention to avoid fuss and to create a calm atmosphere.

## **5.4 Parents and Carers**

Parents and carers, where possible, should:

- Read the 'Home-School-Pupil' Agreement (*see Appendix A*) and co-operate with the school as set out in the agreement.
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture, including consulting on behaviour policy

All adults at DWP are expected to follow the behaviour policy, ensuring the highest standards. We recognise that the success of the policy requires the full support of parents and carers. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Children will receive consistent messages to promote positive behaviour and challenge unwanted behaviour both at school and at home.

Parents are informed if there are concerns about their child's behaviour or welfare, with the expectation that parents and carers support the action of the school when reasonable sanctions are applied. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Year Leaders, then the Phase Leaders and subsequently the Assistant Head teacher, the Deputy Head teacher and then the Head teacher. If these discussions cannot resolve the problem, a complaint can be made.

## **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School behavior curriculum**

Our school's approach to behaviour creates a culture that promotes excellent behaviour. We make clear to our pupils the expected behaviours, with a focus on outlining successful behaviour, and the key habits and routines pupils are expected to develop:

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **6.1 Mobile phones and Personal devices**

In line with DfE's [mobile phone](#) and [behaviour](#) guidance:

- Children are not permitted to bring mobile phones and personally owned devices to school. However, in extreme circumstances, or an emergency, e.g. medical reasons (conveyed to the school by the parent), children may be granted permission to store a mobile phone in the office if it is deemed necessary and agreed upon between the parent and the Head teacher.
- If a pupil breaches the following policy, the phone or device will be confiscated and held securely in the school office. Mobile phones and devices will be released to parents or carers, in accordance with school policy.
- Pupils are not allowed to have mobile phones with them on-site
- Phones are stored in the school office during the school day, turned off
- Parental permission will need to be provided, with a caveat regarding loss or damage
- It is not school policy to allow children to phone home, unless it is an emergency, they will be allowed to use a school phone.
- Pupils will be provided with school mobile devices (e.g. I-pads) to use in specific learning activities, under the supervision of a member of staff. Such mobile devices will be set up so that only those features required for the activity will be enabled as necessary.

## **7. Responding to behavior**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school, adapting practice for children, on a 1:1 basis where needed

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour: Praise and Rewards

At DWP we believe that the key to promoting positive behaviour is through praise and rewards. Rewards are of great importance to motivate children and to create an environment that allows all to achieve. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to re-inforce the school's culture and positive ethos, that is central to the life of the school. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal/descriptive/labelled praise, e.g. Through labelled praise and gestures e.g. thumbs up, "I like the way you are..." We describe the positive action explicitly e.g. "Well done, you can put your bag on your peg all by yourself".
- Praising when pupils behave well or set a good example to others. Trying to 'catch' children behaving well
- Non-verbal reminder - given in a positive manner
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies, e.g. Annual award for selected Year 6 pupils, including the highest 'all-round', sportsperson shield, Termly/Annual 100% attendance certificates, Pen license
- Head teacher and Deputy Head sticker/certificates, e.g., for outstanding pieces of work or behaviour.
- Weekly merit certificate, including 'Writer/Reader/Mathematician of the Week' award – nomination
- Sporting certificates for achievement, representing the school and participation
- Positions of responsibility, such as ambassador status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Dojo Points-weekly. These are referred to during the day and must be consistently given.
- House points

The issuing of rewards is a key part of encouraging positive behaviour and maintaining positive working environments to achieve the aims set out in this policy. The Traffic Light System of rewards and consequences (see Appendix C) allows for a consistent approach to positive behaviour management. The table below details a range of rewards issued to children, stipulating who issues the reward and when the rewards are given. It is important that rewards issued are accompanied by a smile and praise.

Award	Awarded for	By whom	Note
Dojo points 1 point per deed	<ul style="list-style-type: none"> <li>• Good work in class</li> <li>• Helping a teacher</li> <li>• Helping another student</li> <li>• Producing an excellent piece of home learning</li> <li>• Making good progress</li> <li>• Contribution to class activities</li> <li>• Contribution to lesson</li> <li>• Above and beyond that expected</li> <li>• Working consistently well over a period of time</li> <li>• Exceeding target grades</li> <li>• Outstanding contribution to the class/subject</li> <li>• Helping the school community</li> </ul>	Class Teacher Teaching Assistants and HLTAs PPA teacher Year Leader Phase Leader Assistant/Deputy Head teachers	Can be given anywhere and at any time but must be recorded through the class teacher and should be done consistently.
Phase leader, Deputy/Assistant Head teachers, Head teacher's sticker	Given out for exceptional pieces of work or exceptional contribution to the class over the course of a week.	Class teacher Year Leader Phase leader Assistant Head teachers	Sticker in book or given to child
Certificates	<ul style="list-style-type: none"> <li>• Weekly – individual for good work or behaviour</li> <li>• Termly 100% attendance certificates</li> <li>• Annual 100% attendance certificate</li> </ul>	Class teacher	

#### **7.4 Responding to misbehaviour: Sanctions**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Sanctions will be enforced to reflect the nature of the incident.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques (e.g. TEAM TEACH) can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. All incidences will be investigated thoroughly.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Personal circumstances and individual children's needs will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness (in accordance with our Equality Scheme of Work and SEND policy). Staff will use their own discretion and professional judgement about an incident. They will be impartial, not pre-judge a situation and establish a clear picture of events. Senior staff or other agencies will be involved where necessary.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A Verbal reprimand and reminder of the expectations of behaviour
- Detention at break or lunchtime
- Putting a pupil 'on report': Behaviour Report Card, Lunch time behaviour record
- Sending the pupil out of the class
- Confiscation of items
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom, e.g. Internal exclusion
- Internal Managed Classroom moves
- Fixed term exclusion (Suspension)
- Permanent exclusion, in the most serious of circumstances

This list is not exhaustive, and other sanctions may be applied. Sanctions will not necessarily be used in a sequence. Behaviour causing concern will be recorded on the school's internal electronic management system on SIMS.

If sanctions are deemed appropriate the following will be used:

**Grid of consequences (in order of severity):**

Stage	Action required	Personnel Involved
<p><b>Green</b> <b>Ready to Learn</b></p>	<p>Teacher uses behaviour management strategies, the use of DOJOs and in class reward systems to manage, promote and reward positive learning behaviours and school sanctions to address low level behaviour. Using verbal and non-verbal reminders with positive descriptive labelled praise.</p>	<p>All</p>
<p><b>Yellow</b> <b>Step 1</b></p>	<p>The teacher gives warnings to the child. If child continues, parents are informed by the <b>class teacher</b> with a view of monitoring behavior further informally. Incidents and sanctions to be recorded on SIMS by <b>Class teacher</b>. There are discussions with the year group team/leader on how to support the child. The <b>Year leader</b> may speak to the child if deemed appropriate. Arrangements within the year group may be made to support colleagues with behavior issues such as managed moves, break time detention etc.</p>	<p>Class Teacher /HLTA and Year lead.</p>
<p><b>Orange</b> <b>Step 2</b></p>	<p>Class teacher informs parent and <b>Phase Leader</b>, if the child reaches <b>4 points</b> or more or if behavior continues. The Phase leader will talk to the child about their behavior and a decision will be made as to whether the behavior is further monitored or an Orange Behaviors report card is issued (Appendix G) All Incidents and sanctions should be recorded on SIMS by Phase Leader. Child will have a detention with Phase Leader and they will complete a Reflection sheet. If the Phase Leader is on duty, then arrangements need to be made within the year group to supervise the child. The Phase leader is responsible for issuing and logging the Orange Behaviour card and will also be responsible for communicating this to the parents either through a face to face meeting or a phone conversation. If neither can be facilitated, then a letter must be sent home. If an incident is serious enough to have had to positively handled a child, a Positive Handling form needs to be completed (Appendix H) by the staff member involved.</p>	<p>Class teacher/HLTA and Phase leader.</p>
<p><b>Red</b> <b>Serious consequences</b> <b>Step 3</b></p>	<ul style="list-style-type: none"> <li>If a child's behaviour continues and there is an accumulation of <b>8 points or more</b>, the Phase Leader informs either the <b>Deputy Head or Head Teacher</b>, who speaks to the child and issues a Red Behaviour Report Card, which is shared with parents. On some occasions, it may not be an accumulation of points but one serious incident (8 points-i.e racism, homophobic abuse, teasing &amp; comments about sexual orientation, peer on peer abuse include sexual harassment, bullying or serious assault. See Appendix E) and therefore the child is taken to the <b>Deputy Head or Head Teacher</b> after some initial investigation by the <b>Phase leader</b>. The incident and sanction is recorded on SIMS by Deputy Head or Head Teacher and the Red behavior report card is then monitored on a daily basis with the child being sent to the Deputy Head or Head Teacher at the end of each day. If there is no improvement made, the child will have an internal exclusion and/or playtime and lunchtime exclusions which are also monitored on the Red Behaviour Report card. During internal exclusion, the child will be required to complete a reflection sheet (Appendix C) and appropriate work provided by the <b>Class teacher</b>.</li> </ul> <p><b>Lunchtime exclusion (repeated poor lunchtime behavior)</b> is supervised by the assigned SMSAs and behavior is monitored and reported to the Class teacher/ Deputy Head or Head Teacher through the red Behaviour report card.</p> <p>If an incident is serious enough to have had to positively handled a child, a Positive Handling form needs to be completed (Appendix H) by the staff member involved.</p>	<p>Phase leader Deputy Head Head Teacher</p>
<p><b>Red</b> <b>Head Teacher's Report</b> <b>Step 4</b></p>	<p>Child returning from exclusion goes on a Head teacher's report. Monitored daily on Head Teacher's report Internal exclusions Fixed term exclusions Permanent exclusions Incident and sanctions recorded on SIMS by Head teacher Involvement of other services</p>	<p>Head teacher</p>

We expect children to follow the behaviour policy when off-site - swimming, school trips or travelling to and from school. The levels of consequences are applicable, with appropriate reasonable adaptations at all times when children are representing the school. This includes all times when children are wearing school uniform.

The Education and Inspections Act (2006) gives Head teachers the statutory powers to discipline pupils outside the school gates, "to such extent as is reasonable." Where incidents outside school are witnessed by school staff or reported to the school the Head teacher will use their discretion, and if discipline is deemed necessary, it will be applied in line with the Behaviour Policy.

For a child to meet expectations it must be made clear where they are getting it right and what it is they need to change. Sadly, there will be times when children make wrong behaviour choices. DWP uses a range of sanctions to ensure classrooms are safe, productive and positive learning environments as well as teach children to behave appropriately to all members of our school community (*see Appendix B*). Staff are expected to challenge all poor behaviour, whether a sanction results or not as the school's systems for managing challenging behaviour are only effective ***if they are applied consistently and fairly to every child.*** The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the child.

The safety and wellbeing of all pupils and staff is paramount. Some pupils may require specialist intervention from the Special Educational Needs and Disability Coordinator (SENDCo) and other external agencies. We take into account the needs of all pupils and provide a range of additional support as stated in our SEND policy which is published on the school's website along with our offer of provision.

Around the school, all adults should refer to and use the 'Golden Rules' and the sanctions and rewards as set out to promote positive behaviour and address behaviour that falls below expectations. For information on specific behaviours relating to the steps see Appendix B (behaviour ladder)

**At playtime** members of staff on duty have the responsibility of challenging, investigating and then either sanctioning children during playtime while on duty or informing the class teacher who will record on SIMS and follow up with a consequence at the start of lunch time. Staff should circulate around the playground and monitor behaviour; ensuring children's safety at all times.

**At lunchtimes** behaviour is dealt with by our lunchtime supervisors or SMSAs. If the incident does not warrant further investigation, they may speak with the children involved to resolve the issue. If the incident warrants further investigation they will investigate the incident further and record in the lunchtime log book for a sanction to occur the following day. If needed, the Year lead or Phase Leader will review the incidents recorded in the lunchtime log book, deciding on the appropriate sanction to follow (*see Appendix E*). Incidents are recorded on SIMS by the investigating member of staff.

### **7.5 Physical Restraint and Reasonable force**

Although we do not encourage physical restraint, if a situation arises which endangers the safety of children and/or staff, reasonable force can be used. Reasonable force can be used to prevent children from hurting themselves, or others, from damaging property, or from causing disorder. Some school staff have been 'Team Teach' trained to deescalate difficult situations or restrain a child.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force (Section 93, Education and Inspections Act, 2006), in the following circumstances, to prevent a pupil from:

- e.g.-Staff team agreed to this removal, as they feel all other examples listed in this section are examples of disorder, but this generic description is far too open for misinterpretation, inconsistency and unconscious bias.
- Hurting themselves or others, e.g., through physical outbursts or fighting
- Damaging property
- Committing an offence (e.g. theft)
- Disrupts a school event or a school trip or visit

This list is not exhaustive but provides some examples of situations where reasonable force can be used.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents (see Arbor for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Any member of staff who has been involved in a Positive Handling incident will complete a Positive Handling Incident form (see Appendix H).

### **7.6 Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (**listed in Section 3**) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

If an authorised member of staff conducts a search without a witness (as above) they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the SENDCo/ Senior safeguarding lead (Pupil & Family Worker)/Deputy Head/Headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, or damaging property. (Staff team agreed for removal, as there are already listed e.g.s of disorder)

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn wholly next to the skin immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present- Strip searches**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and managing allegations against staff, for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Detention**

Pupils can be issued with detentions during break times.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the SENDCo or ELSA support staff or Phase Leader, and will be removed for a maximum of a school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

#### **Fixed-term exclusion (Suspension):**

Imposed in response to breaches of the behaviour policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser sanctions such as detention/internal exclusion are considered inappropriate. The Head teacher has the responsibility for giving fixed exclusions to individual children for very serious acts of misbehaviour, the Head teacher may permanently exclude a child.

#### **Permanent exclusion:**

For very serious or persistent breaches of the behaviour policy i.e. as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success, it is an acknowledgement that the school has exhausted all available strategies.

For a serious breach of the behaviour policy: i.e. there may be circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff

- Sexual misconduct

*This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion.*

When the head teacher imposes an exclusion, whether fixed-term or permanent, the DfE requires that it is for either a serious breach or for persistent breaches of the Behaviour Policy.

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the Deputy Head teacher who is acting in that role).

In reaching the decision on whether to exclude, the Head teacher will refer to the statutory DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' September 2012 (updated July 2017).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Homophobic abuse
- Racist abuse
- Bullying
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations, where the Head teacher makes the judgment that exclusion is an appropriate sanction.

### **Exclusion procedure**

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). Work will be sent home for the duration.
- The DfE's regulations allow the Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The Federated Governing Body have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Federated Governing Body and the LA as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher or Deputy in their absence.
- When returning the child will be placed on a Head Teacher's report and will report daily to the Head teacher. There will be specific sanctions (*see Appendix D*).
- During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

## 9. Responding to misbehaviour from pupils with SEND

Many challenging behaviours are closely linked to a young person's communication and learning difficulties and are the best and most powerful way they currently have of getting their message across or getting their needs met. If we can work out the meaning of the behaviour, we are then in a better position to encourage a more appropriate response.

Behaviour and verbal and non-verbal communication need to be carefully planned to support an individual's understanding. This planning will include the means of communication to be used as well as the specific quality of the communication, such as: the tone of voice; volume; speed of delivery; symbols signs or objects of reference to be used; the number of words to be used and/or, the specific vocabulary to be used. The following recommendations give general guidance and will need to be adapted according to individual need:

Many children with autism spectrum disorder (of all abilities) find it hard to read subtle communication so it is helpful for them if communication is very clear and to the point. They may benefit from non-verbal communication cues being slightly exaggerated to support communication.

For example:

- Playful interaction is indicated by facial expression, body movement, using changes in pitch and rhythm (sometimes called a sing song voice), repetition of words and phrases and emphasis being placed on important words.
- Soothing and reassurance is indicated by speaking slowly in a low tone.
- Ear defenders are available for those pupils who have noise sensitivity issues.
- For those young people who respond to clear direction this is indicated by keeping the body reasonably still other than gesture that supports the direction, using a short specific observable direction such as if you are giving a child or young person a direction to sit down say: 'Sit' or 'Sit on the chair' rather than: 'Go to your desk' or 'Please would you sit down now'. Verbal directions should be said clearly and delivered in a calm firm voice.
- On the occasions where there is an immediate risk of harm and a warning needs to be given it is appropriate to use a louder sharper voice to warn the young person of danger. Using the voice in this way is for warning only not to reprimand the child.

When talking to young people during a behaviour incident or following a behaviour incident it is important to speak calmly, in a gentle voice if giving reassurance or, in a firm voice if directing or redirecting. Give the young person the opportunity to express their feelings in a more appropriate way, supporting him or her to do so if necessary. Read the young person's verbal and non-verbal behaviour and acknowledge the young person's feelings whether or not he or she is able to express them verbally.

### Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as self-regulation. The curriculum was designed by Leah M. Kuypers who worked as an occupational therapist and autism resource specialist in public schools. You can find out more about her and the zones of regulation [here](#). Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The different colours help our pupils to express their emotions. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.



Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?



There are 4 coloured zones to categorise states of alertness and emotional states:

The Blue Zone	The Green Zone	The Yellow Zone	The Red Zone
Low states of alertness, where the person is low energy or mood.	A regulated state of alertness, which is generally needed for school work, being social and ready to learn. It shows control.	A heightened state of alertness, but with some control. The person is starting to lose control.	An extremely heightened state of alertness or very intense feelings where the person is not in control of their own body.

## You can remember the zones by using a traffic light system.

**Blue** = 'rest area where you pull over as you are tired and need to recharge'.

**Green** = the person is 'good to go'

**Yellow** = 'caution, slow down or take warning'

**Red** = 'stop and regain control'



**Important note** - No zone is 'bad' or 'good' and we all experience them at one time or another. It is important to avoid reinforcing the idea that red = bad. Often, we see with our children that they will indicate they're in the green zone, even if they're not. It is important to validate all emotions, and we should be helping our students to identify these emotions.

## Tools and Strategies for Regulation

There are multiple tools and strategies that our students can use to self-regulate – and they will be individual to each child. However, it may be useful to think about the types of activities that will help our children to regulate in each zone.

### Blue Zone Tools

Think about what you might do as an adult to make you feel better when you are sad, tired or bored. This might include talking to a trusted person, breathing, taking a break and relaxing, doing a hobby or importantly, doing some physical exercise. These exercises should wake up our bodies, recharge and activate our senses and regain our focus. Examples may include: taking a walk, doing some active movement (think jumping, bouncing or swinging).

### Green Zone Tools

Think about the strategies you or your child uses to maintain your happiness, alertness in the activity you are engaging in, and calmness. This may include all of the activities mentioned above, and also pay attention to the environment your child is in – is it safe, calm and enabling of engagement?

### Yellow Zone Tools

When you see your child starting to become heightened, fidgety, over- excited or unfocused – try to introduce the following calming strategies to prevent an escalation into the Red Zone (or out of control).

### Red Zone Tools

Once in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe. Calming strategies that 'power down' the emotions your child is feeling can be practiced here. These include:

- Deep breathing
- Deep pressure / heavy work activities
- Sensory activities – using sensory aids and tools such as putty
- Stress balls, vibrating snakes etc
- Taking a walk in a quiet place
- Going to a quiet and dark area (i.e. pillow fort/dark tent)
- Play a game of thought, puzzle or other thought provoking distraction
- Use a calm box/SOS bag or yoga/music

**Minimise your language when your child is in the red zone – be clear, concise and calm in your tone.**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Contact information for LA: **Dormers Wells Primary: Judy Carter, [carterj@ealing.gov.uk](mailto:carterj@ealing.gov.uk) (EHC Co-ordinator)**

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Our strategy for reintegrating pupils, following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, includes:

- Reintegration meetings

- Daily contact with the pastoral lead or Senior leader
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

Staff can access support to improve their practice. As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in 'Interventions overview'.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by AHT SENDCo- **Jessica Sargeant**.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## **14. Linked Policies**

- Child protection and safeguarding
- Anti-Bullying
- Physical Restraint
- SEND
- Attendance
- Managing allegations against staff
- Anti-Racist Policy

**Appendix A**  
**Dormers Wells Primary School Home-School-Pupil Agreement**

This contract is signed by the School and Parents on admission. The purpose is to make clear expectations of pupils, parents and the school whilst children attend Dormers Wells Primary School.

**The family will:**

- See that their child comes to school regularly, on time, wearing school uniform and properly equipped
- See that their child is only away from school when they are ill or due to exceptional circumstances
- Make medical appointments outside school hours whenever possible.
- **Provide lunch for their child. This can be done in two ways:**
  - A healthy packed lunch with your child in the morning **OR** a school dinner.  
**Payments for meals must be made in advance online via SQUID** (The school meal provider will not provide a meal if there is an outstanding debt). If a child is without lunch, this can be distressing for the child. Parents are responsible for the immediate remedy of the situation.
- Make sure their child is collected from school promptly at the end of the school day and understand that being late **may** result in **paying for after school care.**
- Let the school know any concerns or problems that might affect their child's work or behaviour.
- Support their child with home learning and ensure learning work is completed on time.
- Read with their child at least 3 times per week
- Attend Parents' Evenings and discussions about their child's progress or other school events wherever possible.
- Be responsible for equipment used by their child. **If there is any deliberate damage to school property, parents will be charged.**
- **Be supportive of the school and model good behaviour.** Be respectful to others including staff. This means no aggressive behaviour, swearing or other inappropriate actions on the school premises. Any disrespectful/aggressive behaviour may result in a ban from site.
- Make sure correct **contact addresses/obtainable numbers** are provided to the school for emergencies.
- Support the school's policies and guidelines, complying with the school's Behaviour Policy.

**The school will:**

- Provide a safe and happy environment for your child
- Help your child achieve high standards of work and behavior
- Meet the individual needs of your child by providing a balanced curriculum.
- Help the child develop positive attitudes to others regardless of gender, race, ability or religion
- Inform you about your child's progress in regular meetings
- Keep you informed about general school matters.

**The child will:**

- Come to school on time every day (8.45am)
- Bring everything they need to school every day, including equipment to write with.
- Wear the full school uniform, including the appropriate school shoes, full P.E kits and be clean and tidy.
- Religious jewelry is permitted and if children wear ear rings they must be studs and not hoops.
- Support home learning and ensure learning work is completed on time.
- Do all his/her classwork and homework as well as I can
- Be polite and helpful to others.
- Take good care of the school building and equipment.
- Treat all adults and children with respect.

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Child's signature: \_\_\_\_\_

Name of Parent: \_\_\_\_\_ Signature: \_\_\_\_\_

Head teacher's signature: \_\_\_\_\_

**Appendix B**  
**Behaviour ladder**

Stage	Behaviour	Action / Consequences	Personnel Responsible
<b>Green Ready of Learn</b>	<ul style="list-style-type: none"> <li>• Consistently showing the school rules</li> <li>• Consistently being a good role model</li> <li>• Consistently working above and beyond expectations</li> <li>• Leading by example and encouraging others</li> <li>• Being resilient – not giving up when work is hard</li> <li>• Being a reflective learner – thinking about how I can improve my learning</li> <li>• Promoting positive relationships – showing kindness and considerations to others</li> <li>• Producing a very good piece of learning</li> <li>• Making positive contributions in learning time</li> <li>• Being an independent learner</li> <li>• Showing initiative</li> <li>• Co-operating with others</li> <li>• Show good listening</li> <li>• Following adults’ instructions</li> <li>• Trying our best</li> <li>• Being safe and calm</li> <li>• Treating the school environment and property with respect</li> </ul>	<p>All children start here every day.</p> <p>Teacher uses behaviour management strategies, the use of DoJos and in class reward systems to manage, promote and reward positive learning behaviours and school sanctions to address low level behaviour. Using verbal and non-verbal reminders with positive descriptive labelled praise.</p>	All
<b>Yellow Step one</b>	<ul style="list-style-type: none"> <li>• Distracting others from their learning</li> <li>• Disruptive behaviour in class</li> <li>• Talking over someone</li> <li>• Inappropriate talking in class</li> <li>• Calling out</li> <li>• Not working to the best of your ability</li> <li>• Not completing enough work/not doing homework</li> <li>• Not co-operating with other pupils</li> <li>• Not moving safely or calmly around school</li> <li>• Being impolite or inconsiderate to others</li> <li>• Not following instructions given by an adult</li> <li>• Being late for lessons</li> <li>• Not obeying school dress code, including P.E.</li> </ul>	<p>The teacher gives warnings to the child. If child continues, parents are informed by the <b><u>class teacher</u></b> with a view of monitoring behaviour further informally. Incidents and sanctions to be recorded on SIMS by <b><u>Class teacher</u></b>. There are discussions with the year group team/leader on how to support the child. The <b><u>Year Leader</u></b> may speak to the child if deemed appropriate. Arrangements within the year group may be made to support colleagues with behaviour issues such as managed moves, break time detention etc.</p>	Class Teacher /HLTA and Year Leader.
<b>Orange Step 2</b>	<ul style="list-style-type: none"> <li>• Continued/consistent distracting others from their learning after warnings.</li> <li>• Swearing/name calling/abusive behaviour/extreme unkindness</li> <li>• Physical aggression/threatening behaviour towards another</li> <li>• Taking or damaging property including graffiti</li> <li>• Being rude or disrespectful towards peers and other children</li> <li>• Not telling the truth</li> </ul>	<p>Class teacher informs <b><u>Phase Leader</u></b>, if the child reaches <b><u>4 points</u></b> or more or if behaviour continues. The Phase leader will talk to the child about their behaviour and a decision will be made as to whether the behaviour is further monitored or an Orange Behaviours report card is issued (Appendix G) All</p>	Phase leader Deputy Head Head Teacher

	<ul style="list-style-type: none"> <li>• Refusal to follow an adults' instructions including SMSA/admin etc</li> <li>• Leaving the classroom without permission</li> <li>• Repeated yellow behaviour/No improvement in behaviour on Behaviour Report card in the last week</li> </ul>	<p>Incidents and sanctions should be recorded on SIMS by Phase Leader. Child will have a detention with Phase Leader and they will complete a Reflection sheet. If the Phase Leader is on duty, then arrangements need to be made within the year group to supervise the child. The Phase leader is responsible for issuing and logging the Orange Behaviour card and will also be responsible for communicating this to the parents either through a face to face meeting or a phone conversation. If neither can be facilitated, then a letter must be sent home. If an incident is serious enough to have had to positively handled a child, a Positive Handling form needs to be completed (Appendix H) by the staff member involved.</p>	
<p><b>Red Step 3</b></p>	<ul style="list-style-type: none"> <li>• Fighting/serious assault</li> <li>• Stealing</li> <li>• Bullying (including cyber bullying emotional, physical &amp; sexual harassment)</li> <li>• Racism (including racist language, name calling, taunts and gestures)</li> <li>• Homophobic abuse (including name calling, taunts and gestures)</li> <li>• Intimidating others including the use of technology and social media platforms.</li> <li>• Violent behaviour</li> <li>• Demanding money or property from others</li> <li>• Leaving school or lessons without permission</li> <li>• Repeated orange behaviour/No improvement in behaviour on Orange card in the last week</li> </ul>	<p>If a child's behaviour continues and there is an accumulation of <b>8 points or more</b>, the Phase Leader informs either the <b>Deputy Head or Head Teacher</b>, who speaks to the child and issues a Red Behaviour Report Card. On some occasions, it may not be an accumulation of points but one serious incident (8 points-i.e. racism, homophobic abuse, teasing &amp; comments about sexual orientation, peer on peer abuse include sexual harassment, bullying or serious assault. (See Appendix E) and therefore the child is taken to the <b>Deputy Head or Head Teacher</b> after some initial investigation by the <b>Phase Leader</b>. The incident and sanction is recorded on SIMS by Deputy Head or Head Teacher and the Red Behavior Report Card is then monitored on a daily basis with the child being sent to the Deputy Head or Head Teacher at the end of each day.</p> <p>If there is no improvement made, the child will have an internal exclusion and/or playtime and lunchtime exclusions, which are also monitored on the Red Behaviour Report Card. During internal exclusion, the child will be required to complete a reflection sheet (Appendix C) and appropriate work provided by the <b>Class teacher</b>.</p> <p><b>Lunchtime exclusion (repeated poor lunchtime behavior)</b> is supervised by the assigned SMSAs and behavior is monitored and reported to the Class</p>	<p>Deputy Head Head teacher</p>

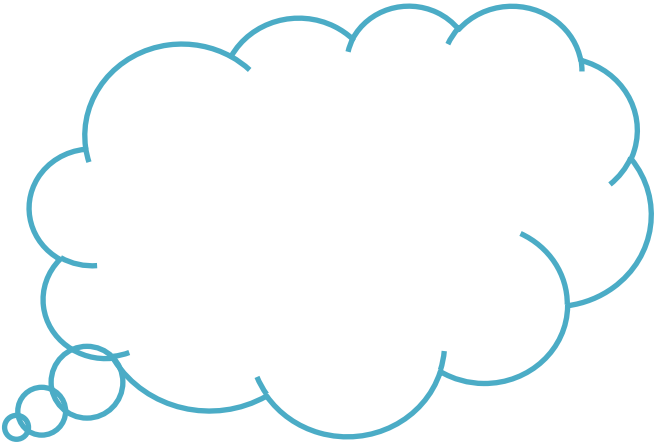
		<p>teacher/ Deputy Head or Head Teacher through the Red Behaviour Report Card.</p> <p>If an incident is serious enough to have had to positively handled a child, a Positive Handling form needs to be completed (Appendix H) by the staff member involved.</p>	
<p><b>Head Teacher's Report</b></p>	<ul style="list-style-type: none"> <li>• Returning from an exclusion</li> </ul>	<p>Child returning from exclusion goes on a Head teacher's report.</p> <p>Monitored daily on Head Teacher's report</p> <p>Internal exclusions</p> <p>Fixed term exclusions</p> <p>Permanent exclusions</p> <p>Incident and sanctions recorded on SIMS by Head teacher</p> <p>Involvement of other services</p>	<p>Head teacher</p>



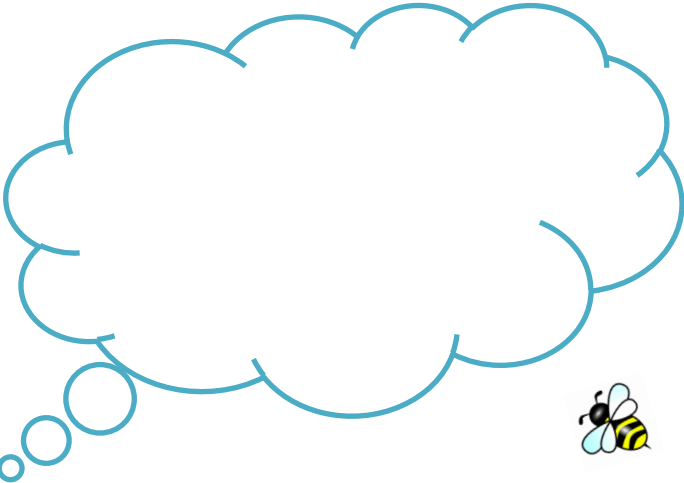
Child's name:	Class:	Date:	Review Date:
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1. What happened? Write or draw what happened.  
Draw here:

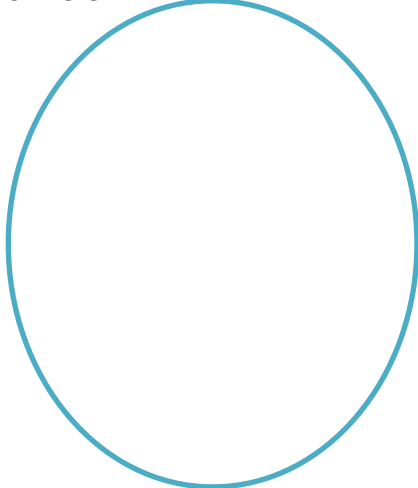
2. What were you thinking about at the time? Write or draw your thoughts in the think bubble?



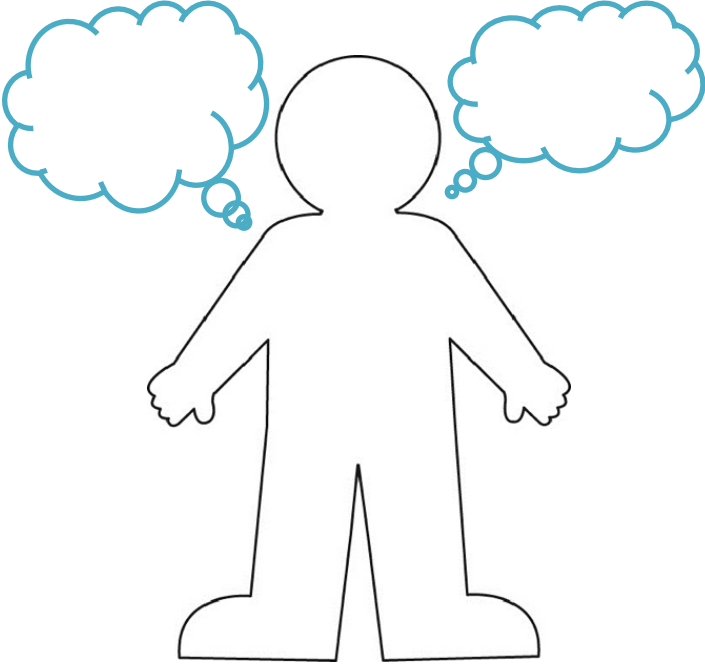
3. What are your thoughts been since the incident?  
Write them in the think bubble.



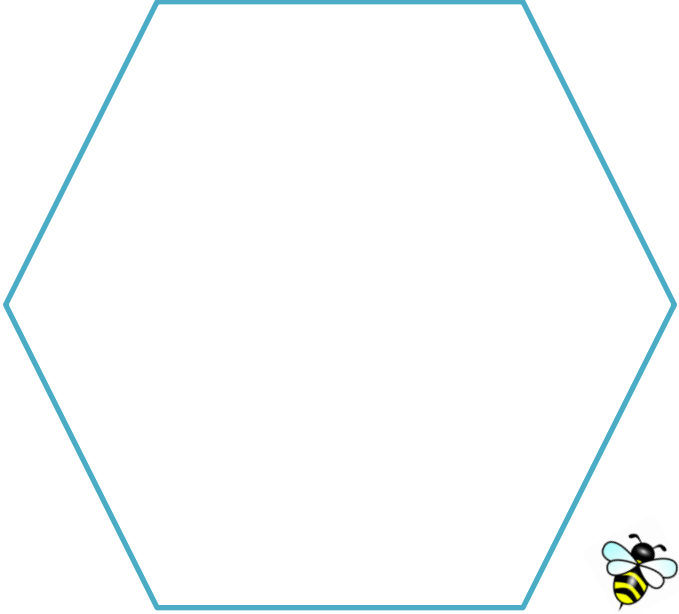
4. How did it make you feel? Draw your facial expression here.



5. Who has been affected by your actions?



6. What do you need to do to make things right?



**What strategies will you try to use in the future to avoid this incident happening again?**

**Support strategies:**

- Brain Break
- Carry out some deep breathing
- Look at the glitter bottle - shake the glitter ball and breathe while the glitter slowly settles to the bottom. This represents the calming effect of breathing on the brain.
- Close your eyes.
- Take ten or more deep breathes. Breathe slowly and deeply



**Adult Reflection:**








**Further Action:**

**Date:**



Appendix D  
KS2 Reflection Sheet

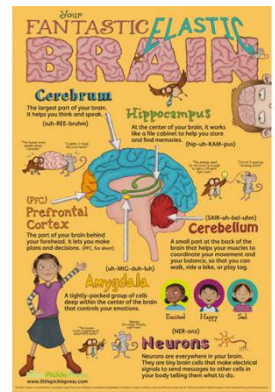


Child's name:	Class:	Date:	Review Date:
	<b>What happened? Write or draw what happened?</b>		
	<b>What were you thinking? Write your thoughts here.</b>		
	<b>What are your thoughts since the incident?</b>		
	<b>Who has been affected by what you did?</b>		
	<b>What are you going to do to make things right?</b>		
	<b>What will you do differently next time?</b>		
	<b>Which of the Dormers Wells values do you need to practice?</b>		

What strategies will you try to use in the future to avoid this incident happening again?

**Support strategies:**

- Brain Break
- Carry out some deep breathing
- Look at the glitter bottle - shake the glitter ball and breathe while the glitter slowly settles to the bottom. This represents the calming effect of breathing on the brain.
- Close your eyes.
- Take ten or more deep breathes.
- Breathe slowly and deeply



**Review of behaviour**

**Pupil Reflection:**

**Adult Reflection:**

**Further action:**

**Date:**

## **Appendix E**

### **Sanctions whilst on Head Teacher's Report**

Dormers Wells Primary (DWP) is proud to have a variety of teams representing the school in competitions, local and national events. This opportunity is seen as a privilege for those who have regular attendance and punctuality to school; behave in a manner that is caring, courteous and cooperative and show true commitment and consideration in all areas of school life.

In the event that children will be required to represent DWP at a cluster, borough, regional or national competition or event:

- A list of children (including reserve pupils) must be presented to the Year Group Leader and phase leader (who will check their eligibility using the criteria below) 2 weeks prior to the competition or event.

#### Criteria for selection of pupils participating in competitions or attending events:

- I. Children must have attendance of more than 90%
  - II. Children must not be on phase leader/ deputy head/ head teacher's report from the period of time when selection takes place and the scheduled event.
- Parents will receive a letter, via their child, from the year group leader or phase leader, 1 week prior (and no later) to the event or competition informing them that their child has been invited to participate in the competition or event.
  - The Senior Leadership Team can at any stage remove a child from participating in a competition or event based on behaviour and/ or attendance.

#### *For example:*

- I. A child who is put on report 2 days before the scheduled competition or event
- II. A child's attendance decreases to less than 90%

**Appendix F  
Behaviour Arbor Points Table**

The school's behaviour system is based on Arbor points issued (see below). This is used to classify poor behaviour and must be logged correctly.

<b>Behaviour types available on SIMs</b>		
<b>Description /Category</b>	<b>Points</b>	<b>Notes/Detention at lunchtime? (If detention, 'Yes' below)</b>
Assault Minor	3	Yes. A minor assault is deliberate hit, kick or punch.
Assault – Serious	5	Yes. A serious assault would be repeated hitting or kicking that is malicious and deliberate.
Bullying	5	Yes
Damage – Minor to property	1	For minor damage, child should be spoken to about the appropriateness of what they have done to cause damage. If intentional detention given.
Damage – more serious damage to property or more valuables.	4	For major damage, child should be spoken to about the appropriateness of what they have done to cause damage. If intentional detention given, inform the Trust Finance and they will issue an invoice for the damage and send to parent for payment.
Defiance/ Refusal	3	Yes. Refusal to do as told (at lunchtime especially) is a health & safety issue
Discrimination -Homophobic Incident	5	Yes
Discrimination- Racist Incident	5	Yes
Discrimination –Religious Incident	5	Yes
Discrimination –Sexist Incident	5	Yes
Disruption – Low level	1-3	Yes. If the disruption leads to verbal or physical abuse of a pupil or staff member then classify appropriately.
Disruption – High level	4-5	Yes. If it prevents another pupil from playing safely then detention must be given. If the disruption affects safety, then it should be classified as 'Other Serious'
Fighting in class	5	Yes
Fighting not in Class	5	Yes, but play fighting would be a warning only and points only given if it was repeated.
Home learning repeatedly not complete	1	If not consistently handed in, contact with the parent should be made by the class teacher. Homework should then be done in detention/reflection time.
Leaving school without permission	5	Yes
Missed reflection time	1	Detention must be repeated at another time
Other serious	4	Yes' Serious acts of vandalism /defiance or causing disruption and effecting safety. Detention to be given by the Phase Leader.
Swearing in any language	2	If non-directed. If the swearing is being used in an aggressive or threatening manner, please classify as verbal abuse.
Uniform/jewellery	0-1*	Contact parent in the first instance then refer to year group leader* for repeated issues in which case 1 point given. If defiance, then classify as such.
Verbal abuse pupil	3	Yes
Verbal abuse/rudeness to staff	3-5	Yes. The choice of whether 3 or 5 should be determined by the teachers' judgement of the seriousness of the incident.

**Appendix G**  
**Procedure for dealing with bullying**

Level	Concern	Actions
<b>1</b>	Incidents of bullying observed and reported by adults or children	<ul style="list-style-type: none"> <li>• Teacher to establish if the incident was a <u>one-off event</u>. If so, assertiveness of the victim is encouraged by modelling that they tell the aggressor that they do not like it. The event is logged on to SIMs and the poor behaviour is sanctioned.</li> <li>• If it is a repeated incident, teacher to obtain statements from all parties and logs the bullying on SIMs.</li> <li>• Teacher speaks to the child about their behaviour, giving them a chance to change.</li> <li>• Teacher informs year leader and parents.</li> <li>• Use of circle time by the home class teacher.</li> </ul>
<b>2</b>	No improvement after Level 1 intervention	<ul style="list-style-type: none"> <li>• Phase Leader speaks to the child.</li> <li>• Phase Leader meets with parents and child.</li> <li>• A verbal warning is given.</li> <li>• Phase Leader report for one week with rewards/sanctions applied.</li> <li>• Phase Leader feeds back to parents at the end of the week.</li> <li>• SENDCo advice sought if necessary.</li> </ul>
<b>3</b>	No improvement after level 2 intervention with repeated incidents or new incidents occurring which have been documented.	<ul style="list-style-type: none"> <li>• Deputy Head teacher meets with parents and child.</li> <li>• A support program is developed, advice from SENDCo</li> <li>• A warning letter is sent home</li> <li>• Deputy Head teacher report for two weeks with rewards/sanctions applied.</li> <li>• Deputy Head teacher feeds back to parents at the end of each week.</li> <li>• Clinical Psychology/Creative Therapist support sought</li> <li>• Primary Behaviour Service advice sought</li> </ul>
<b>4</b>	No improvement after level 3 intervention with repeated incidents or new incidents occurring which have been documented.	<ul style="list-style-type: none"> <li>• Head teacher meets with parents and child.</li> <li>• Head teacher's report for two weeks with rewards/sanctions applied.</li> <li>• Head teacher feeds back to parents at the end of each week.</li> <li>• Support program continued with advice from SENDCo and Clinical Psychologist</li> </ul>
<b>5</b>	No improvement after level 3 intervention with repeated incidents or new incidents occurring which have been documented.	<ul style="list-style-type: none"> <li>• Head teacher meets with parents and child.</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion if internal and fixed exclusions bring little or no improvements</li> </ul>

**Appendix H  
Behaviour Report Card**

<b>Name:</b>	<b>Date:</b>
<b>My behaviour targets. I am going to improve:</b>	
1.	
2.	
3.	

**My achievements**

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	SLT Comment Signature/Sticker
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								

**DATE COMPLETED:** \_\_\_\_\_ **Senior Leader's INITIALS:** \_\_\_\_\_

**Report to go home daily and seen by SLT member at the end of the day.**

**Appendix I**  
**Use of Positive Handling Incident Record**

<b>Name of pupil of whom force was used:</b>	
<b>Name:</b>	<b>Class:</b>
<b>SEN, disability or other vulnerability</b>	
<b>Date of incident:</b>	<b>Time of incident:</b>
<b>Location of incident:</b>	
<b>Names of staff involved (directly or as witnesses):</b> <b>Please specify which teacher is Team Teach Trained</b>	
<b>Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.</b>	
<b>Reason for using Team Teach holding technique</b>	
<b>Any injury suffered by staff or pupils and any first aid and/or medical attention required</b>	
<b>Any information about the incident shared with staff not involved in it and / or external agencies.</b>	
<b>When and how those with parental responsibility were informed about the incident and any views they have expressed.</b>	
<b>Has any complaint been lodged (details should not be recorded here)?</b>	
<b>Report compiled by:</b>	<b>Report countersigned by:</b>
<b>Name and role:</b>	<b>Name and role:</b>
<b>Date:</b>	<b>Date:</b>

Date:  
Staff member:

## Appendix J

### The behaviour

*Unemotional, non-judgemental, factual description, including severity and frequency.*

- 

### Pupil voice

- 

Do we still need more information? ↓

### Function

#### Sensory

- 

#### Escape / Avoidance

- 

#### Attention

- 

#### Tangible

- 

Do we still need more information? ↓

### Health & wellbeing

*Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.*

- 

Do we still need more information? ↓

### Context

#### Home

- 

#### School

- 

#### Community

- 

Do we still need more information? ↓

### Cultural relevance

-

**Assess** –  
professional  
opinion based  
on all the  
information  
(Hypothesis)

**Plan** – what  
changes do we  
need to make to  
create success?  
(Adaptations)

**Review** –  
what has the  
impact been?

**Do** – what  
does it look like  
in practice?  
(Actions)

•

•

•

•

## Appendix K Behaviour Policy (One page summary)

### Rewards System

We use a range of rewards to recognise positive behaviour:

- **Verbal praise** - Using descriptive/labelled praise (e.g., "I like the way you are..." or "Well done, you can put your bag on your peg all by yourself")
- **Non-verbal recognition** - Gestures such as thumbs up
- **Communication with parents** - Phone calls or written correspondence
- **Certificates and special recognition** including:
  - Weekly merit certificates
  - Writer/Reader/Mathematician of the Week awards
  - Head teacher and Deputy Head stickers/certificates
  - Sporting certificates
  - Annual awards for Year 6 pupils
- **Dojo Points** - Given consistently throughout the day
- **House points**
- **Positions of responsibility** - Such as ambassador status or special projects
- **Whole-class rewards** - Popular activities for the entire class or year group

### Responding to Misbehaviour

When a pupil's behaviour falls below expected standards:

- Staff will respond consistently to restore a calm, safe learning environment
- De-escalation techniques (e.g., TEAM TEACH) will be used to prevent further issues
- All incidents will be thoroughly investigated and treated equitably
- Personal circumstances and individual needs will be considered when determining appropriate responses

### Sanctions

Depending on the nature of the incident, sanctions may include:

- Verbal reprimand and reminder of expectations
- Detention at break or lunchtime
- Behaviour Report Card or Lunch time behaviour record
- Removal from class
- Confiscation of items
- Written tasks
- Loss of privileges
- School-based community service
- Referral to senior staff
- Communication with parents
- Behaviour contract
- Internal exclusion
- Fixed term exclusion (Suspension)
- Permanent exclusion (in the most serious circumstances)

### Behaviour Management System

We use a Traffic Light System (Green, Yellow, Orange, Red) to ensure consistent behaviour management:

- **Green** - Ready to Learn: Positive behaviour management strategies
- **Yellow (Step 1)** - Teacher warnings, parent notification, monitoring
- **Orange (Step 2)** - Phase Leader involvement, behaviour report card, detention
- **Red (Step 3)** - Deputy Head or Head Teacher involvement, Red Behaviour Report Card
- **Red (Step 4)** - Head Teacher's report following exclusion

### Physical Restraint

*Reasonable force may be used as a last resort if a situation endangers the safety of children and/or staff. Some staff have been 'Team Teach' trained to de-escalate difficult situations or restrain a child when necessary. Behaviour Audit: Review Your Policy, Data and Systems*