

Dringhouses Primary School

Positive Behaviour Support Policy

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: Summer 2020

Date of Review: Summer 2021

Reviewing Committee: FGB

Statutory/Non-Statutory Statutory

Introduction

At Dringhouses Primary School we believe that all members of our school community play a crucial role in creating a positive and supportive learning environment. All adults work together to give every child the skills and confidence that will enable them to understand the choices they make in their lives - appreciating the impact of actions on others, and on their environment, as well as on themselves.

This policy works specifically alongside our school aims to develop our learners socially and morally, as well as providing the environment to allow them to progress academically.

Dringhouses Primary School Aims

To provide an exciting, inspiring, and safe environment, where a connected curriculum equips our learners for their future.

To develop confident, capable, and resilient learners who recognise and celebrate their successes, and who recognise the value and potential in their setbacks.

To support learners in developing kindness, gratitude and a sense of responsibility: to themselves, to others, and to their communities.

To understand, value, and celebrate diversity, equality and inclusion. We want our learners and our community to feel empowered through understanding and through action.

To build and maintain our sense of community - as individuals, as a school, and as part of the wider community.

Behaviour Philosophy

Behaviour can change and every child can be successful.

Positive, proactive, and often preemptive behaviour support is more likely to change behaviour than blaming and punishing.

Reinforcing good behaviour helps children feel good about themselves, and helps them to recognise behaviours that are useful to themselves, and to others.

Understanding each child's needs and their individual circumstances helps us to act in the most equitable way possible for all children, at any given moment.

As adults, we are role-models, and our choices, and actions are fundamental in shaping the culture and character of our learners and our environment, as well as the responses and relationships of those children we work with.

Policy Aims

Ensure a consistent and calm approach to and use of language for managing behaviour; · ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;

Ensure that all adults take responsibility for behaviour and follow-up any issues personally; · to promote the use of restorative approaches in place of punishments;

Promote positive behaviours and consistently, and considerately manage negative behaviours;

Ensure our pupils are polite, happy and considerate of others' feelings;

Encourage our pupils to respect their own and others' property;

Foster good citizenship and the ownership of our choices, and those of our learners;

Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

School Rules

Our school has three simple rules: **Ready, Respectful, Safe**, which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

The school rules apply throughout the school and to be applied consistently by all who work in our school.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children may have access to bespoke positive behaviour support plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Positive Behaviour

At Dringhouses Primary, adults apply the following principles in all interactions with pupils:

IDENTIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in any situation; adults should remain professional, calm and the 'adult' in the situation at all times. Staff are provided with example scripts/responses to support them in their discussions regarding behaviours which should be discussed as the behaviours they are, not be made personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher, or the adult managing the situation, unless it has been referred through by another adult.

Consequences

Note. For the purposes of recording, monitoring and differentiating between consequences, 'Timeout A/B/C' is used in this policy, and on the Positive Behaviour Support Flowchart, however Timeout A is known and referred to in the classroom as a 'Red' consequence.

Consequences should always aim to:

- Make it clear that negative behaviour affects others and impacts the school community as a whole;
- Avoid being applied to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- Be proportionate
- Be made very clear that it is the behaviour that is negative, and any consequence should address this, not be made personal to the child.

Our consequences at Dringhouses Primary are verbal 'reminders' where children are able to realise, recognise, reflect and reset their behaviour.

The Positive Behaviour Support Flow chart details the exact process for behaviour support - which we recognise is at times simple, but also at times a complex process. However, at its core:

→ Expected Positive Behaviour

→ A Negative Behaviour (NB) triggers 1st Reminder

→ Continued/Further NB triggers 2nd Reminder

→ Continued/Further incidence of negative behaviour triggers Timeout A (Red), time out of lunch break to reflect and restore relationships as required.

Timeout A (Red consequence) happens at each lunchtime, in the room adjoining the staff room, and are hosted by SLT members:

Monday - Ben Sutton

Tuesday - MK Swiers

Wednesday - Claire Scott-South

Thursday - Sarah Murray

Friday - Ben Sutton

Timeout A (10 mins for KS1 / 15mins for KS2 - time completed during lunch break, after eating) should happen at the lunch break as close to the triggering negative behaviour/s as possible. For example, if a Timeout A is gained before lunchtime, the child attends that lunchtime. But if a Timeout A happens in the afternoon session, after lunch, the Timeout A should be completed the day after.

Lunch time is a full reset, and any Reminders accrued before this point are then wiped clean, so that the afternoon session can be started anew.

Timeout B (1 hour / 0.5 day / 1 session - at staff discretion) is usually completed in one of the school's Calm Spaces and supervised by a member of SLT or an appropriate adult involved with the situation.

Our team here will work hard to support learners throughout any experience they may have with the Behaviour Support system. This includes applying it fairly and consistently, and helping children deal with setbacks

positively, and helping them to understand that Reminders, and Timeouts are not the end of the world - they are opportunities to consider something that happened (emphasis in the past tense) and to consider the future and what might be different next time.

We fully accept that we want children to be able to make decisions and choices for themselves, knowing the consequences and using these to inform their decision-making process. We can't always guarantee that anyone will make positive choices, but we can and will support them in this process.

Breaktimes / Lunchtimes

During these points in the school day, it is important that those adults on duty as Lunch and Break supervisors are **supervising**. This means actively scanning the playground area, and proactively intervening where issues might arise that could see negative behaviours appear. Supervisors should position themselves in locations with the greatest vantage point over the widest area to ensure that potential safety issues and behaviour issues can be seen.

The same positive behaviour support systems apply at break and lunch times, and information should be passed back through to classroom staff about any incidents that have occurred during these times.

Similarly, in the event that a child reaches a point where time away from a situation is required, in the first instance, the child should be directed to stay for a period of time with or in close proximity to the supervising adult - this is to allow closer supervision for a period required. If a child reaches a Timeout A consequence, they should be sent inside to the SLT member on duty (during lunchtime), or to the front office area, where a member of SLT will pick up the situation.

Definitions

With the following section, we have tried to make the examples of and definitions around negative behaviours as clear as possible for all members of the community to be able to understand, explain, and model the positive behaviours that we want to see at Dringhouses, and consequently the negative behaviours that would trigger reminders and consequences.

Negative behaviour is defined as less serious breaches of our school rules: Ready, Respectful, Safe

Examples may be:

- Low-level Disruption (LLD) in lessons, and at break and lunchtimes
- Non-completion of expected learning
- Poor attitude towards learning or towards others
- Refusal to follow instructions and expectations requested
- Unintended harm caused to others
- Running / shouting within the school building

LLD: interrupting / talking over others / not listening to speaker / not sharing resources or ideas / negative comments about others or about learning

De-escalation strategies for low level behaviours

Proximity Praise. We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

Planned ignoring of negative behaviour. We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour and focus on positive behaviours.

Modelling. We demonstrate the desired behaviour. Eg if a child is calling out on the carpet, a Teaching Assistant may model good listening.

Cueing. We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

Shaping. If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting; now I would also like you to show me some eye contact."

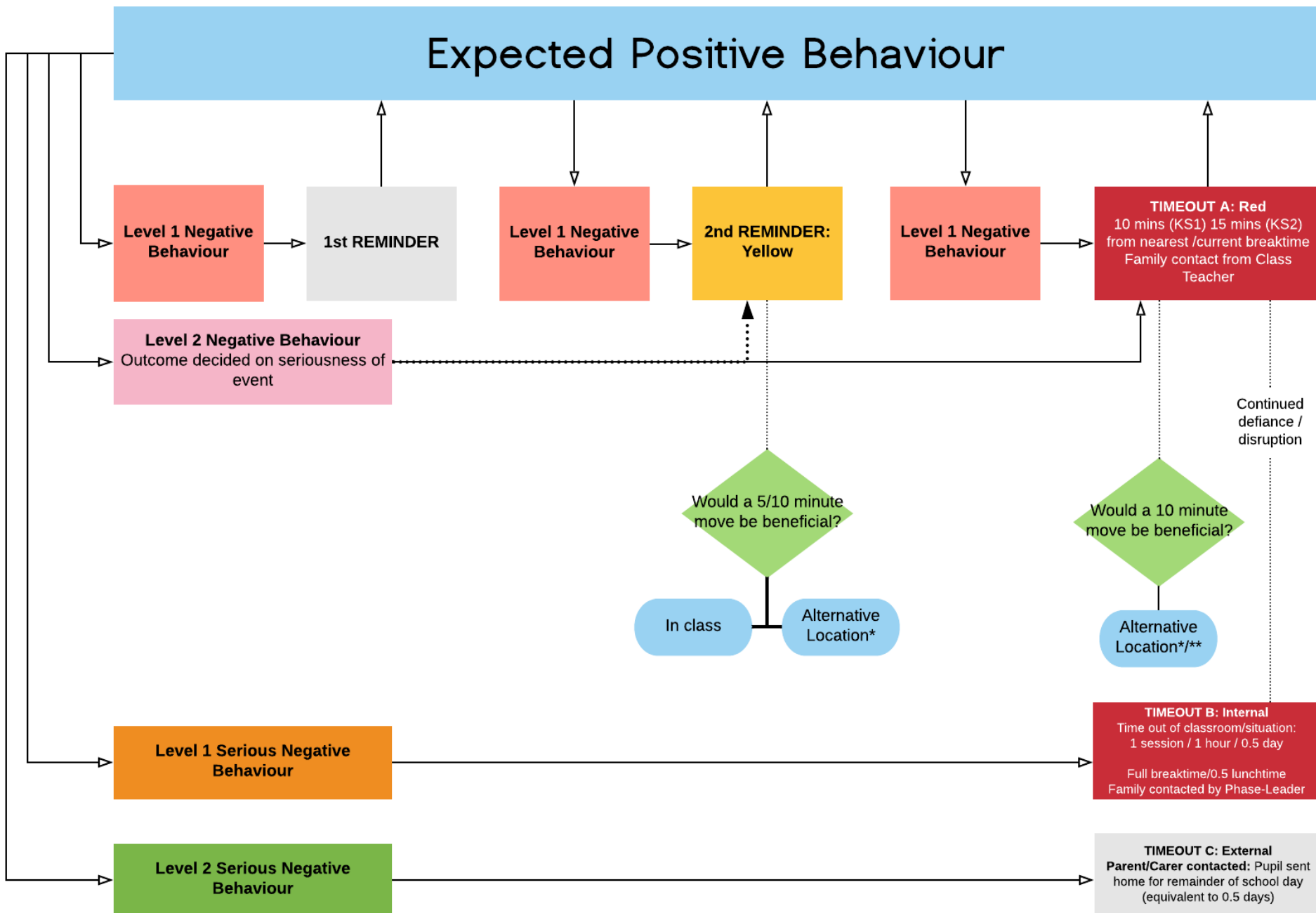
Serious negative behaviour is defined as more serious breaches of our school rules: Ready, Respectful, Safe

- Opposition towards adults - including disrespect, as perceived by adults in school

- Physically harming a member of staff - intending to cause harm*
- Physically harming another pupil*
- Conduct causing harm to the moral tone of the school - including out of school time and locality
- Any form of bullying (see definitions)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation*
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items*. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

*These Serious Negative behaviours may trigger an immediate suspension (internal or external) at the discretion of the SLT, in the interests of the safety and wellbeing of staff, children, and those involved in any incident

Positive Behaviour Support Flow Chart



* alternative classroom / agreed location
 ** SLT monitored space

Detail / Definitions

Expected Behaviour: Ready, Respectful, Safe.

Scripts/delivery: All behaviour support should be done calmly, and concisely, referencing the relevant school rule, and the expected behaviour.

Negative Behaviour (NB): interrupting / talking over others / not listening to speaker / not sharing resources or ideas / negative comments about others or about learning

Level 2 NB: Physical Aggression not causing harm - pushing/verbal aggression eg. shouting at someone aggressively/intending to provoke/intimidate (Yellow)

Being disrespectful towards an adult / ignoring an adult / throwing items in classroom / Swearing/Fighting (Timeout A)

Serious Negative Behaviour (SNB): Physically aggressive actions - unprovoked / Offensive Language (including homophobia/racism/sexual harassment) / Theft from peer

Level 2 SNB: Physical Harm to staff / Sexual Assault / Possession of prohibited items / Theft from school or staff

Move: At the adult's discretion, it may be decided or required that a shift in location, either within the room, to another agreed classroom, or to an SLT location is beneficial to allow the child time to reflect and reset. When making this decision, consider whether a conversation is immediately required, and whether or not this should be with the adult applying the consequence.

Multiple Occurrences: Level 1 Serious Negative Behaviour - escalates to L2 upon second incidence Timeout A - three occurrences in half-term, generates family contact with phase-leader. A further three, generates a family conversation with Headteacher and other relevant adults, Behaviour Plan in place

Timeout B - On 2nd occurrence, Family conversation with Headteacher: Behaviour Plan initiated

Follow Up: Timeouts should include restorative and reflective conversations, at a point when the child is able to engage positively, following the scaffold of these questions: What happened? What were you thinking at that moment? Who was affected*? What should happen now? (* consider age appropriate language/phrasing)

Abuse/Harassment

It is recognised that sexual abuse and harassment may happen at our school, and all members of staff must be vigilant in the monitoring and management -including challenging any inappropriate behaviour where and when it occurs- of situations and allegations that may arise from our community. This includes peer on peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Note:

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Behaviour Support Recording Procedures

See Positive Behaviour Support Flow-chart for details of Behaviour Support process and outcomes

For recording behaviour-related information and incidents:

- All incidents of Timeout A (previously known as 'Red') Consequences are recorded on Integris (Pupil Management Information System) by admin staff.
- Details of the incident should be recorded on MyConcern Safeguarding software by reporting staff member:
 - Reference will be made to the negative behaviour/s, and the linked school rules.
 - The completed incident log on MyConcern will be seen by SLT, the Timeout A (previously known as 'Red') incident should be referred to a member of the office team
 - Admin staff will prepare a Timeout A Letter' (Appendix 2) to be sent to the child's parents
 - If necessary, the class teacher will contact the parent by telephone, with further information details should be added onto the MyConcern incident log.
 - When the acknowledgement slip is returned by the parent, this will be attached to the 'Timeout A Consequence' form by office staff and the form and slip will be filed in the relevant 'year group' section in the behaviour file
 - SLT will host the children who have received a Timeout A consequence in the meeting room off the staffroom each lunchtime.
 - Completed 'Timeout A Consequence' forms/acknowledgement slips will be transferred to pupils' individual files at the end of the term
- Behaviour Monitoring sheets (electronically available) should be used weekly, to record all negative behaviour reminders, and handed into SLT at the end of each week for monitoring/collation.

Bullying

Bullying Incident Log (Appendix 4)

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. This also includes bullying related to LGBTQI+
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

Reporting and responding to an allegation of bullying

Once an allegation of bullying is made, procedures will be followed. All reported allegations will be taken seriously and investigated involving all parties.

Victims and perpetrators will go through a restorative approach to re-establish well-being between those involved and ensure harmony and safety.

Sanctions imposed will be in accordance with the school's Behaviour Policy.

Class Teachers and Teaching Assistants are responsible for ensuring that an allegation of bullying is written up on MyConcern. This can be done in communication with the SLT and the Headteacher. The Head or Deputy Head must view all allegations of bullying reports on MyConcern.

Procedures once an incident has been reported

1. The incident will be investigated quickly, fairly and positively – using a 'no blame approach' where suitable - children put forward their point of view without being accused - the bully and the victim should be spoken to separately by the class teacher/Phase Leader. All parties produce a written record (an adult may scribe). Witness information will be obtained where possible. If deemed necessary, discussions with both parties is documented and kept on each child's file.
2. Children involved in incidents will be informed of the consequences to be levied and the reasons for them in relation to the Behaviour policy. It may then be appropriate to discuss behaviour together. The bully should reassure the victim that it will not happen again and will be asked to apologise verbally or in writing/picture as appropriate. (restorative approach)
3. All staff who come into contact with the bully and bullied, will be made aware of the problem so that they can monitor behaviour and ensure the safety of the child who has been bullied.
4. The victim will be monitored to ensure that they feel safe and secure. Strategies will be put in place to ensure their self-esteem is not damaged
5. The bully will be helped to recognise their negative behaviour and will be offered support to modify it. Subsequent behaviour will be monitored.
6. Existing consequences are used only with a view to improving the behaviour of those responsible and making the victim feel safe. Feedback is given to concerned parties e.g. class teacher about the progress made as appropriate. Allow a 'cooling off' time for children involved if appropriate.
7. Depending on the severity of the incident or its frequency, parents / carers of both victims and bullies may be informed and encouraged to take part in target setting in order to obtain a joint understanding of acceptable behaviour
8. If the incidents continue, further interviews/meetings /support/ counselling may take place with both bully and victim. Additional external support may be sought via outside agencies e.g. Educational Psychologist, Behaviour Support.
9. Expulsion proceedings (decided by Heateacher - see Behaviour Policy)
10. Incidents of bullying will be reported to parents / carers.

Playtime:

Staff supervising breaks need to be vigilant in their roles - known problem areas, hidden corners of the school environment, toilets and queues should be appropriately monitored and supervised. Supervisors should 'keep an eye' on individuals known to be involved in bullying incidents. They need to watch for children who seem isolated. It is sometimes difficult to distinguish between 'play fighting' and bullying.

Note: Play fighting is to be monitored and addressed at the discretion of adults supervising the playground / break time.

Complaints procedure:

If you are not satisfied with the way that the allegation of bullying has been handled, please refer to the Complaints Policy. We aim to resolve any complaints promptly and this is in line with the school complaints procedures.

Parents/carers:

- Watch out for signs that your child is unhappy at school, e.g. refusing to come to school, appearing withdrawn or sad, loss of appetite, disturbed sleep patterns
- If you think your child is being bullied, please tell a member of staff or encourage your child to do so, this will be recorded on CPOMS and investigated thoroughly.
- Reassure your child that it is not their fault
- Look on the anti-bullying websites for advice on how to support your child, e.g. by developing assertiveness and building self-esteem
- If you have any concerns regarding how the incident is being addressed, please refer to the school's Complaints Policy which can be found on the school website.

Bystander:

- Always report incidents of bullying that you witness
- Try to support the victim by offering to help them deal appropriately with the bullying behaviour
- Don't ignore it!

All staff / parents need to be vigilant and report any incidents of bullying or suspected bullying immediately to the class teacher/ Strategic leader and Head Teacher as appropriate.

Procedures once an incident has been reported

1. The incident will be investigated quickly, fairly and positively – using the 'no blame approach' where suitable - children put forward their point of view without being accused - the bully and the victim should be spoken to separately by the class teacher / Strategic Leader. All parties produce a written record (an adult may scribe). Witness information will be obtained where possible. If deemed necessary, discussions with both parties are documented and kept on each child's file.
2. Children involved in incidents will be informed of the sanctions to be levied and the reasons for them in relation to the Behaviour Policy. It may then be appropriate to discuss behaviour together. The bully should reassure the victim that it will not

Roles and responsibilities

The Governing Body

The Governing Body responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour aims. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative behaviour, and will monitor how staff implement this policy to ensure that it is applied consistently.

What our adults in school will do:

- Invest in relationships, showing kindness, integrity and respect in all interactions
- Display positivity to build resilience and confidence with our children
- Use innovation and creativity to make our school a place where learning is engaging and all members of the community feel safe
- Actively teach expected behaviours and have high expectations
- Respect and be aware of each child's individual needs
- Share successes, and work together as a team with parents / carers to overcome challenges
- Spend time having restorative and reflective conversations with children about behaviour
- Use recognition boards to consistently celebrate positive behaviour at every opportunity

What our children in school will do:

- Be ready to learn
- Be respectful to others, and to their own environment
- Be safe and make good choices
- Take ownership and responsibility for their behaviour

What our parents / carers will do:

- Support the school to provide the best education - academic, social, and moral - possible
- Work closely with school staff to keep us informed about our children
- Come and talk to us if there any questions, comments or concerns
- Support our children with home learning, such as reading together regularly
- Treat all members of the school community with kindness, dignity and respect

Off-site behaviour

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006).

Non-criminal bad behaviour or bullying (including cyber bullying) which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with where necessary and appropriate according to the school behaviour system already outlined. This includes instances when the pupil is:

Taking part in any school-organised or school-related activity;

Travelling to or from school;

Wearing school uniform;

Identifiable as a pupil of the school in some other way;

Affecting the orderly running of the school;

Poses a threat to another pupil or member of the public;

Could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Support management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Maintain and develop an engaging and purposeful learning environment within their classroom
- Display the school rules
- Develop positive relationships with pupils, which will include:
 - o Establishing clear routines
 - o Communicating expectations of behaviour
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Following the Behaviour Support Policy

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 on MyConcern and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. It is the responsibility of the school to teach - age appropriately - what the protected characteristics are, and the importance of respecting these.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits specific challenging behaviours 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.

We offer the following specialist programmes to support behaviour in school:

- Nurture Club and/or ELSA
- Lunchtime clubs and activities including "20:20:20" (20 minutes for lunch; 20 minutes for play and 20 minutes for reflection)
- Buddies on the playground

Pupil 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint for staff, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training logs are maintained by our admin team.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Board every year. At each review, the policy will be approved by the headteacher.

Behaviour data will be presented and reviewed regularly at Governors Standards and Effectiveness Committee Meetings.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Racial Incidents Report Form (Appendix 5)

To report incidents of a racial nature:

- Completed forms will be sent to the local authority for recording and monitoring
- Copies of completed forms will be retained in the behaviour folder.

Exclusions

Exclusions are a last resort but may be the most appropriate course of action in the event that a child:

- Endangers him/herself or others
- Brings a dangerous substance or item to school
- Persistently refuses to follow adults' instructions
- Persistently displays challenging behaviour, such as bullying, hurting others, using offensive language or disrupting lessons or school life

Statutory guidance on exclusion of pupils from Local Authority maintained schools, academies and PRUs can be found on the DfE website;

<https://www.gov.uk/government/publications/school-exclusion>

Screening, Searching and Confiscation

The DfE guidance 'Searching, Screening and Confiscation' sets out schools' statutory powers. More detailed information can be found in the advice document (DfE-00034-2014).

Searching:

School staff are able to search a pupil for any item, without parental consent, if the pupil agrees. School staff will search pupils without consent where they have reasonable grounds for suspecting that a pupil has any item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to the property of any person (including him/herself). School staff are also able to search, without consent, for any item banned by the school where this is explicit in the publicised school rules (e.g. mobile phones).

Searching without consent will be done by staff of the same gender as the pupil where possible, and there will be a witness. Pupils will only be required to remove outer clothing.

Under common law powers, staff are able to search lockers and desk drawers for any item, provided the pupil agrees. The allocation of a school locker/drawer will be conditional on the pupil consenting to have these searched for any item, whether or not the pupil is present.

Confiscation:

School staff will 'seize' any prohibited item found as a result of a search and any item, however found, which is considered harmful, or detrimental to school discipline. A school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Members of staff will use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

Use of Reasonable Force

Members of school staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves/others or damaging property, and to maintain good order and discipline in the classroom.

Staff will only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself or is causing significant damage to the environment. The actions taken will be in line with government guidelines on the restraint of children.

The school's 'Physical Intervention Policy' provides guidance for staff on the use of reasonable force and the use of 'Team Teach' techniques to de-escalate situations involving challenging behaviour.

Appendix 2

'Timeout A Letter' TEMPLATE

Date

Dear Parent/Carer of :(Child's Name).....

Notification of a Timeout A Consequence

As you know, it takes us as a community of parents and school staff working together to create a respectful learning environment for all our pupils.

This is to notify you that your child was given a 'Timeout A' Consequence' for

(Specify the behaviour that led to the 'Timeout A' Consequence')

This is 'Timeout A' letter, number of this term.

- Please be aware that, after three 'Timeout A' letters in a term, parents will be asked to attend a meeting with the class teacher and team leader.
- A further three or more 'Timeout A letters' will result in parents being asked to attend a meeting with the headteacher.

If you have questions concerning your child's behaviour or our Behaviour Support policy, please feel free to contact me during school hours.

Thank you.

Yours sincerely

.....

Class Teacher

.....

DRINGHOUSES PRIMARY SCHOOL

DPS Behaviour Support Policy - Reviewed Sept' 2021 BMS

ACKNOWLEDGEMENT OF RECEIPT OF 'RED LETTER'

Child's NameClass.....

I confirm that I have received the letter dated informing me that my child has received a 'Red Consequence'.

Signed..... Print name

Date

Please return completed slip to the school office – Thank you

Bullying Incident Log

This form is stored in the central Behaviour Folder, held in the school office

Perpetrator(s) (name, age and class)	Victim(s) (name, age and class)	Incident (including antecedents if known)	Action taken (including outcomes if any observed)	Parent(s)/ carer(s) informed Y/N	Code: R=race; G=gender S=sexuality D=disability A=appearance O=other

Racial Incidents Log



School Services



SCH

Racial Incidents in School

We record and monitor all reported incidents of a racial nature in York schools. We ask that schools complete this form when responding to any incident. Please complete this form as fully as possible and return it to us via the blue bag or email it to education@york.gov.uk

School Name	Date of Incident
Police Reference Number (if applicable)	

Details of the (alleged) perpetrator(s)

Age	Year Group	Gender	Staff or Pupil	Ethnic Origin	Number of previous incidents

Details of the victim(s)

Age	Year Group	Gender	Staff or Pupil	Ethnic Origin	Number of previous incidents

Details of any witnesses to the incident

Age	Year Group	Gender	Staff or Pupil	Ethnic Origin

Incident details

Which of the following best describes the nature of the incident:

- ☐ Classroom comment
- ☐ Graffiti
- ☐ Name calling
- ☐ Physical assault
- ☐ Refusal to work with someone because of race
- ☐ Wearing of racist insignia/badges/symbols
- ☐ None of the above - please provide detailed information below

Location (e.g. classroom)	Time of incident
Please provide details of the incident:	
Please provide details of the action you have taken - both toward the perpetrator(s) and victim(s)	

Have any other agencies/bodies been informed of this incident?

- ☐ Governing Body
- ☐ Local Authority - Children's Services
- ☐ Local Authority - Support Services
- ☐ Parent/Carers of Perpetrator(s)
- ☐ Parent/Carers of Victim(s)
- ☐ Police
- ☐ Someone else - please provide their name, role and organisation below

--

Signed	Date
Position within school	

Return to School Services, West Offices, Station Rise, York, YO1 6GA | education@york.gov.uk
01904 551554 | www.york.gov.uk/schools | facebook.com/cityofyork | [@School_Services](https://twitter.com/School_Services)

DRINGHOUSES
PRIMARY SCHOOL
Timeout A - Restorative Record

Date:
Name:

1.What Happened? (How did you end up with a Timeout A?)

2.Who was affected? (Who was affected by the actions that got you to Timeout A? You? Your teacher? Another adult? Will your parents be affected?)

3.What can you do to make things right NOW?

4.What can you do to make things right IN THE FUTURE?

1.

2.

3.

4.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online