

# Ditton Lodge Primary School

## Relationships and Behaviour Policy



**Approved**

**Date: 9<sup>th</sup> July 2020**

**Last reviewed on:** July 2020

**Next review due by:** July 2022

# Ditton Lodge Behaviour Policy statement

Ditton Lodge Primary School is committed to creating a positive relational environment where everyone can belong and flourish.

Ditton Lodge is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leaders
- School staff and the Trust staff
- School staff and external agencies

Positive relationships and our Ditton Lodge High Five Values underpin our behaviour expectations.

At Ditton Lodge we:

- Listen
- Enjoy and take risks
- Aim high and achieve
- Respect
- Never give up

## Aims

- To provide a clearly defined framework that can be easily understood by parents, teachers, other staff and children;
- To provide a positive code of behaviour that will enable the children to develop self-discipline in order to take a meaningful and purposeful place in our world;
- To promote community cohesion through positive relationships;
- To provide a positive code of behaviour that will enable children to feel safe in all areas of school;
- To ensure our approach is clear, fair, understood and reflected within the school curriculum and modelled by all who work in school;
- To build a community which values kindness, care, good humour, support and empathy for others.

## Learning Behaviour

Classrooms should be well organised and managed active learning environments, where all children are engaged, motivated and challenged. Our culture for learning stems from the Success For All Co-operative learning strategies:

- Everyone Participates-Involve all team members in a discussion or project including those who are reluctant to participate.
- Practice Active Learning-Listening with a goal or question in mind and analysing what you hear or see in light of this question.
- Help and Encourage Each Other-The ability to gauge where team mates are in their understanding to help them extend their knowledge or skill.
- Explain your ideas and tell why-The foundation necessary for all students to effectively communicate their thinking or justify how they came to a particular answer.
- Complete tasks-Involves working hard to complete all expected work.

## How we recognise and reward good learning behaviour and work

- Regular positive verbal praise either direct to child or to a group. We use a child's good work or behaviour to praise in front of the others;
- Non-verbal recognition (e.g. thumbs up);
- Positive comments written on work or shared individually/part of whole class feedback;
- Good news certificates will be read out in Friday's assembly and recognised in our weekly Good News Newsletter sent to all families;
- Co-operative learning points are given to recognise and reinforce the team's Co-operative Learning Behaviours;
- Class Dojo points are given to recognise and reinforce individual positive behaviours;
- Cheers to recognise and reinforce individual positive behaviours;
- House's weekly accumulative Dojos are celebrated in Friday's Achiever's assembly with the weekly winning house leaving assembly first, and a termly House trophy;
- Children are sent to the headteacher for special Headteacher Award stickers or deputy headteacher for Dojos;
- Lunchtime supervisors are encouraged to give verbal praise. They may give stickers to children to encourage them to eat their lunch or for helpful behaviour;
- Displaying work in classrooms and communal areas.

## The prevention of behavioural problems arising is of paramount importance

Children must be taught:

- To move appropriately in and out of the school building.  
All pupils will be greeted individually as they enter the classroom: "Good morning (name)".  
Pupils will be collectively sent off at the end of the day: "Good afternoon children." Responding with: "Good afternoon everybody."  
Pupils will line up at the end of playtime/lunchtime and be brought in to the building by the class teacher.
- To wait and hold doors open for others.
- To thank others for actions such as holding a door.
- To line up on the playground silently.
- To walk quietly and calmly in the corridors.
- To be polite to adults and other children.  
Pupils will respond to the dinner register: "Packed lunch/school dinner please."
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To report incidents of bullying involving themselves or others.

Adults should deploy prevention strategies such as:

- Tactical ignoring
- Spotting good behaviour
- Being firm, fair and consistent
- Reducing noise/distractions
- Conditional directions (when...the....)
- Values and expectations reminders

I have noticed that you are ...(having difficulty concentrating)

You are not... (linked to Ditton Lodge High Five values)

Do you remember... (yesterday when you ...)

That is who I need to see today

Thank you for listening

## **Inappropriate behaviour-low level**

We understand that pupils may not make the right choices. In lessons, low-level disruption should be dealt with quickly and in a 1:1 personal, low-key way, so learning is not adversely affected.

- First warning- the child is told why their behaviour is unacceptable and is redirected.
- Second warning- as above (some children may need a discrete, visual reminder on their table).
- Time in- the child moves to a thinking table for a set period of time (5 minutes KS1 or 10 minutes KS2). Here they continue their work or take some time to reset their behaviour.

After all other strategies have been used (this must only be used as a last resort and must be followed with restorative question strategies)....

- Time away- the child is sent to their class next door to a thinking table for a set period of time (5 minutes KS1 or 10 minutes KS2). Here they may or may not continue their work. They may need to take some time to consider and reset their behaviour.

This process should be followed consistently by all adults.

### **Thinking table**

Every class needs a thinking table which is kept clear. Displayed on the table is a feelings thermometer, protective behaviours statements (we all have the right to feel safe all of the time. We can talk with someone about anything, even if it feels awful or small.) and four key questions:

What did I do?

Why did I do it?

How do I feel?

How can I fix it?

For most pupils, this process will be successful and children will learn to reflect upon their choices and self-regulate their behaviour. Most pupils will be able to transition back to their own desk after the set period of time without further intervention. If a restorative conversation needs to happen, this must happen at playtime and not in front of other pupils (see below for script).

## **Inappropriate behaviour – disruptive and/or aggressive**

If a child refuses to leave the classroom/playground/area (despite following previous processes being followed), is becoming extremely disruptive or is aggressive, an adult should radio the office asking a member of the SLT. A member of the senior leadership team will then come and remove the child. If no member of the senior leadership team is available, any member of staff should assist as required.

The following de-escalation script (displayed in the staffroom and in the staff handbook) will be followed:

Child's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and...

Thank you

Adults will avoid recounting what the child has done in front of them, especially if the child is agitated. If the adult feels their account of the incident needs to be heard, they will need to initiate a conversation when (e.g. break time) and where (e.g. head teacher's office) appropriate. It may be more appropriate to write it down and hand it to a senior leader. In recounting an event, staff will be careful to separate fact from opinion.

## Reflect, repair, restore

Once the situation has been made safe, the following procedure will be followed:

- The child will be given time away until they calm down;
- An adult, who may or may not have been part of the original incident, should then try to find out why an inappropriate choice has been made and children should be helped to understand why their behaviour is not acceptable;
- Adults should stress it is ok to make mistakes as long as you learn from them;
- Consequences should be timely, fair and reparative: Pupils will be expected to write an apology letter (or draw a picture if writing a letter is not appropriate)
- This may result in the loss of playtime or lunchtime.

Restorative questions include (suggested order):

What happened?

What were the people involved thinking and feeling at the time?

Who has been affected? And how?

How can we put right the harm?

What have we learned so as to make a different choice next time? Next time I'm... I will...

What would you like to happen next?

How can we make things better for...(you)?

If everything was going to be alright, what would need to happen?

How can you help put this right?

What do you think... might need?

How can we do things differently in the future?

## Behaviour at breaktime and lunchtime

The mid-day supervisors deal with any minor incidents and only refer more serious matters to the class teacher or deputy headteacher/headteacher at lunchtime. The duty staff take this role at breaktime. A normal punishment for a more serious incident would be immediate loss of playtime followed by an internal lunchtime exclusion when a child is not allowed out to play but remains indoors.

**If a pupil leaves the school premises without permission:**

- Immediately inform the office and a member of the SLT who will then telephone the child's parents and, if the parent is not contactable, the police.
- If there are sufficient adults left to supervise the children (at least 1 for each class), the child may be followed at a safe distance by 2 adults to monitor the child's whereabouts. **Staff must not run after the child (unless it is deemed that the child is in immediate danger).**

Where children are in danger of harming themselves or others, the teacher is empowered to use physical restraint to prevent possible injury.

## School trips

Where there are concerns about a child's behaviour, suitable arrangements will be put in place to support the pupil. These may include:

- Inclusion of the children explicitly on the trip risk assessment;
- Meetings between school, parents and pupil to discuss behaviour expectations;
- Agreeing that the parent will collect the child if necessary.

If an appropriate arrangement cannot be made, the child will stay in school and learn with another class.

## Partnership with parents

### What parents can do to support their child's learning in school.

As a school, we want to work in partnership with families. It is helpful for parents to discuss reports and parents evening comments with children to offer praise and reinforce aspects for improvement.

We would ask that their children come to school in a fit state to learn:

- The children should have adequate sleep, appropriate school clothing and be fed properly beforehand.
- It is also the parent's responsibility to ensure that children attend school regularly and punctually. Truancy is not an issue in this school but parents should be aware that absence without authorisation does not promote good behaviour and discipline and may adversely affect the child's progress in learning and confidence.
- Parents have a vital role to play in fostering good behaviour and we actively seek your support.

The school will support parents through the basic rules and through shared interest, support and encouragement.

Sometimes a class teacher will mention an incident to a parent at the end of the day. Normally parents will not be told about minor incidents but will be consulted where serious or repeated incidents occur.

If a more serious incident has occurred then the parent will be informed by the headteacher/deputy, either face to face, in writing or by telephone. The staff and Governors hope that parents will support the school in its efforts to ensure good behaviour prevails.

Please refer to our Policy for the expected behaviour of parents and visitors to the school. Please note that parents commit an offence in school if they:

- Use threatening, abusive or insulting words or behaviour,
- Behave in a manner within the hearing or sight of a person so that person is likely to feel harassed, alarmed or distressed.

The police may be involved in these situations.

## Conversation Scripts

### First Warning:

Reminder of Ditton Lodge High Five values

I have noticed that you are ....(having difficulty concentrating)

You are not... (linked to Ditton Lodge High Five values)

Do you remember... (yesterday when you ...)

That is who I need to see today

Thank you for listening

### Second warning:

Your behaviour is... (disruptive/damaging/dangerous)

If you choose to...., that would be fantastic.

If you choose not to....,then you will spend some time at the thinking table.

Think carefully about your next step

### Time in:

I have noticed that you are still....( having difficulty concentrating)

You are not... (linked to Ditton Lodge High Five values)

Take 5 minutes /10 minutes at the thinking table to reset your behaviour

I will speak to you at playtime if you want to talk about it.

Thank you for listening

### Time Out:

I have noticed that you are still....(having difficulty concentrating)

You are not... (linked to Ditton Lodge High Five values)

Take 5 minutes /10 minutes in year ..... at their thinking table to compose yourself and reset your behaviour

I will speak to you at playtime

Thank you

## Out of the classroom script

### First warning:

Reminder of Ditton Lodge High Five values

### Second warning:

You are being....(Unsafe/Disrespectful/Not aiming high in your behaviour)

I need you to....(Line up/Get down/Go inside)

You can do better than this

Thank you

### Repeat if necessary then add:

I will need to inform your class teacher if you don't...(Get down/Put down the stone)

You played really well earlier/yesterday, I know you can make the right choice.

Thank you

### Dangerous incidents:

You are being....

I need you to come inside where we can find out what has happened

Thank you

**De-escalation script:**

Child's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and...

Thank you

**Restorative questions include (suggested order):**

What happened?

What were the people involved thinking and feeling at the time?

Who has been affected? And how?

How can we put right the harm?

What have we learned so as to make a different choice next time? Next time I'm... I will...

What would you like to happen next?

How can we make things better for...(you)?

If everything was going to be alright, what would need to happen?

How can you help put this right?

What do you think... might need?

How can we do things differently in the future?



## **Appendix A – Exclusions**

### **EXCLUSIONS-Exclusion from maintained schools, academies and PRUs in England (September 2017):**

Exclusion is seen as the last resort in the School's system of sanctions.

Where there is a child at risk of exclusion a Pastoral Support Programme (PSP) or Early Help Assessment (EHA) is put in place and external services requested. The aim of the School is to keep children in school unless cases of indiscipline or breach of School rules are such that exclusion can be seen as the only way to maintain the safety of individuals, good order, behaviour and discipline.

This can be of two types:

- Fixed term, where the pupil is normally excluded for between 0.5 and 5 days at one time; up to a maximum of 45 days within an academic year. Including fixed period lunch time exclusion.
- Permanent.

Exclusion can only be sanctioned by the Headteacher and all procedures associated with it are carried out in accordance with LA guidance. Whenever possible, a parent / carer is contacted by telephone in the first instance. A formal letter follows with copies to the Chair of Governors and is recorded on SIMs. The appropriate form is also attached to the latter.

Work will be provided and marked for the first 5 days of any exclusion.

Following a fixed term exclusion, the pupil and their parent / carer are seen by the Headteacher prior to being re-admitted to school. This is called a re-integration meeting which is normally organised before the start of a new day.

In some cases, a pupil who completed a PSP/EHA and continues to have regular fixed term exclusions coupled with a poor behaviour record will be raised at the In Year Fair Access Panel meeting and then may be permanently excluded. In these cases, the pupil and a parent / carer will be asked to attend a meeting with governors.

Procedures for a permanent exclusion follow DfE Statutory Guidance September 2017 and Cambridgeshire County Council Exclusion Guidance January 2020.

A Pupil Discipline Committee of at least three governors (excluding staff) considers a report from the Headteacher and representations from the parent / carer within 15 school days. If the permanent exclusion is upheld, the parent / carer is given advice by the Local Education Authority to determine future provision for the pupil. The parent / carer may appeal to Cambridgeshire County Council, if they are unhappy with the decision of the Pupil Discipline Committee.

## Appendix B - Detention

- Schools have a legal power to put pupils (under 18) in detention.
- Detention as a sanction must be communicated.
- Outside school hours – section 5 of the 2011 Act removes the requirement of staff in schools in England to give 24 hours written notice.
- Lunchtime detention – no notice required.
- Parental consent not required.

## Appendix C – Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for other items