

# Roseberry Primary and Nursery School

## Behaviour and Positive Relationships Policy



At Roseberry Primary and Nursery School, we provide a high-quality inclusive education in a safe and nurturing environment, to inspire our pupils to foster a love for learning which equips them with the skills to adapt in our ever-changing world.

**Headteacher:** Mrs E. Dunn  
**Chair of Governors:** Mr J. Anderson

**Date:** December 2021  
**Date for Review:** December 2023

## **What the law says**

This policy reflects the DfE document, 'Behaviour and Discipline in Schools,' January 2016.

Maintained schools

The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for 1 Section 89 (1) of the Education and Inspections Act 2006 5 breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The school's behaviour policy must be published on its website (School Information (England) Regulations 2008).

## **Discipline in schools – teachers' powers**

### **Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.

- Teachers can confiscate pupils' property.

## **Punishing poor behaviour**

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

## **Aims of this policy**

- To make children and staff aware of their rights and responsibilities as members of the school community
- To promote a positive ethos and climate in school
- Staff and children will strive to be good role models in order to promote positive values
- To create a consistent environment that encourages, recognises and reinforces good behaviour
- To promote effective collaboration between home and school in the implementation of this policy.

## School values

In collaboration with pupils, staff, governors and parents, we have agreed the following list of values that we wish to develop in our pupils.

Be kind	Tell the truth	Be honest
Do your best	Don't give up	Be responsible
Show respect	Good manners	Make the right choice

## School behaviour expectations (rules)

We have agreed upon three main behaviour expectations. These are displayed in all areas of the school and are reinforced consistently by staff.

1. Listen carefully.
2. Follow instructions
3. Show respect to people and property.



## Celebrating good behaviour and attitudes

### Achiever of the Week

Pupils who have displayed exceptional effort, improvement, perseverance or outstanding behaviour will be nominated by their teacher to receive the 'Achiever of the Week' certificate in assembly (covid regulations allowing). Parents of these children will be invited to the weekly achievers' assembly (covid regulations allowing).

Children will also be chosen to be Achiever of the Term or Achiever of the Year. These achievements will be celebrated on our newsletter and school website.

### Merit cards

Pupils in Year 1 – Year 6 have a personal merit card upon which they can be awarded merit stamps by their teacher for displaying excellent behaviour, effort or high standards of work during lessons. Once children have earned ten merit stamps, they will bring their merit card to the headteacher and can choose a prize from the prize box.



My Merit Card


The School Council have compiled a list of achievements that can be rewarded by a merit stamp. This has been provided for all classes.

### Classdojo

All classes in school use Classdojo as a means of rewarding pupils with positive green dojos. It is also used to enhance effective communication between home and school and allows teachers to message parents and vice-versa. We have a set of agreed behaviours which can be rewarded with a green dojo to ensure consistency across classes. They are linked to our school behaviour expectations and values. Teachers may also add their own reasons for giving green dojos in addition to this list.

Following instructions	Listening carefully	Showing respect	Joining in
Displaying good manners	Being kind	Doing your best	Making the right choice

On occasion, it is necessary for staff to give children negative red dojos if they do not follow the school behaviour expectations. The standard reasons for red dojos have been agreed by the school leadership team in conjunction with School Council.

Hurting others	Lack of respect	Fighting	Not following instructions	Lying
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Teachers may also add their own reasons for giving red dojos where necessary.

## Restorative Approaches

As a school we are actively trying to move away from a punitive system towards a restorative approach. Restorative approaches follow the principles of restorative justice which are:

- A focus on harm caused by the wrong-doer and actively seeking ways of repairing the harm
- Helping to create dialogue and communication
- Being fair, open and honest, treating all participants with respect
- Within a safe environment, allowing all participants to engage, learn and gain a shared understanding
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural change
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

When holding restorative conversations, it is important to ensure that all parties are calm and ready to talk. This might mean that they do not happen immediately following an incident. All staff will follow the agreed structure of the conversation and use the following questions:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen now?
6. What do you need to do now?

## Consequences and sanctions

There may be times when sanctions will need to be imposed even after a restorative conversation has taken place, e.g. refusing to take responsibility for inappropriate behaviours or repeatedly apologising but continuing the inappropriate behaviour. These can include: red dojos, communication with parents, missing part of play time or lunch time, being sent to work in another classroom (internal exclusion) or a discussion with the headteacher.

Where behaviour does not improve, the headteacher will call a meeting with parents to discuss how to improve the situation and consider next steps.

In certain circumstances, it is necessary to provide increased, daily communication with parents in the form of a behaviour report. This will be completed on a daily basis by the

teacher and sent home for the parents to make a daily comment. This can be used as an intervention method to prevent exclusions wherever possible. The length of time a pupil has a behaviour report depends on each individual case.

### **Prejudice related incidents and bullying**

The school will record all prejudice related incidents and, when deemed necessary, will inform parents about subsequent actions which have been taken. The governing body will be updated about prejudice related incidents annually. Record of these incidents will be recorded on CPOMS. Advice might also be sought from external agencies.

### **Exclusions**

On occasion, it may be necessary to exclude a pupil from school. This could be an internal exclusion within Roseberry or a fixed term exclusion. This is at the discretion of the headteacher depending on the severity of the incident. The guidance from the Local Authority states that: A decision to exclude a pupil should be taken only:

- a. In response to a serious breach of the school's behaviour policy*
- b. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

Where a pupil is excluded, the headteacher will follow County Durham's procedures which are available from the extranet. If a pupil is excluded for more than five consecutive days, they should receive appropriate full-time education from the 6<sup>th</sup> day of the exclusion. We have an arrangement with Ouston Primary School for these occasions.

### **Positive Behaviour Management and Team Teach**

The best results occur when parents are active partners with school in understanding and supporting use of the Team Teach behavioural framework approach. This is best achieved through sharing and involving the parents in their child's Positive Handling Plan. All aspects of this plan should be explained, especially the preferred de-escalation skills, as well as any identified physical interventions and the agreed reporting process concerning "restraint" incidents involving their children.

Where a child has a known medical complication and staff must plan for a physical response, as identified within the individual Positive Handling Plan (PHP), then the written view of a medically qualified person (normally doctor or consultant) that knows the child and their condition best should be sought. This should include showing them the techniques that are being considered in relation to the child's plan.

It should be explained to parents that the Team Teach approach is a behavioural framework, with an emphasis on safety for all, with the need for staff to understand what is potentially causing the behaviours of concern and what environmental changes, non-verbal and verbal strategies should be used first where possible before any restrictive physical interventions are applied. Parents can also be shown the Team Teach workbook and theory table-top activities that staff underwent on the course to help explain the need to personalise the agreed responses within the positive handling plan. If appropriate, selected physical interventions can be demonstrated to the parents, via a video file or in person through trainers, but it must be made clear to parents that they are not being trained through such a process.

Senior leaders will put this framework to its most effective and caring use. All incidents of restraint should be recorded, reported and reviewed.

The DfE produced the following guidance in August 2012: "It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate

to report the use of force to parents. In deciding what is a serious incident, teachers should use their professional judgement and also consider the following: the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, the effect on the pupil or member of staff the child's age." (DFE Use of Force, August 2012).

### **Lunchtimes**

The lunchtime supervisors will follow our school behaviour policy at all times. The relationship between staff and pupils will be based on mutual respect. It is expected that the lunchtime supervisors will initiate activities to keep the pupils occupied in purposeful play during the lunchtime break and follow up any concerns from pupils. Pupils are expected to treat the lunchtime supervisors with respect and to follow their instructions. Pupils will not enter the school building during lunchtimes without permission from a supervisor. They will not be allowed into school in groups to use the toilets. Lunchtime supervisors will use the restorative approach to resolving disputes and managing incidents.

### **The role of parents**

Parents have a vital role in promoting good behaviour in school and so effective home / school communication is important. We expect parents to support their child's learning and to co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and school and inform parents immediately if we have concerns about their child's welfare or behaviour.

Claire Donnelly is our Parent Support Advisor and she is available to offer support or advice to any parents or carers referred to her by staff. Parents are also able to self-refer if they wish.

### **School Council.**

The School Council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or on the playground. They play an active role in seeking opinions and views of other children and support us in developing anti-bullying strategies.

### **Monitoring**

The headteacher will monitor the effectiveness of this policy to ensure it is being administered fairly and consistently throughout school.