

DENE HOUSE PRIMARY SCHOOL

Manor Way, Peterlee, Co. Durham. SR8 5RL. Tel (0191) 586 2937

Email address: office@denehouseprimary.co.uk

Website: www.denehouse-pri.durham.sch.uk



Aspire Achieve Smile

Behaviour Management Policy 2022-23

Date of last review: Sept 2022

Date of next review: Sept 2023

Lead member of staff: Mrs Watson (Deputy Headteacher)

Behaviour Management Policy 2022-23

Introduction

'All staff have responsibility to provide a safe environment in which children can learn' (KCSIE 2022).

Dene House Primary School expects pupils to display the highest levels of conduct at all times, resulting in excellent outcomes for Behaviour and Attitudes. Central to our aim is the promotion of behaviour based on mutual respect between all members of the school community. School's ethos and the planning of a broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through clear systems of behaviour management and routines, incorporating rewards and sanctions. It is expected that all staff, including support staff, will adhere to this policy. School has a common approach to behaviour management.

Our aims are underpinned by the principal values of the *UNCRC (United Nations Convention on the Rights of the Child)*.



Article 2 – Non-Discrimination - all children are entitled to all of their rights without discrimination of any kind

Article 3 – Best interests of the Child - the best interests of a child or group of children must be a top priority in all decisions and actions that affect children

Article 6 – Life, Survival and Development - all children have the right to survival and development, and governments must do all they can to ensure that children survive and develop to their full potential

Article 12 – Participation - all children have the right to express their views in all matters affecting them, and their opinions are given due weight in keeping with their maturity and evolving capacities. This right applies at all times.

We believe in developing classroom environments that promote our Rights Respecting Ethos, encouraging '**expected**' behaviour and establishing rules and routines that will ensure the mutual respect of children's rights.

Key to our behaviour management strategy is developing supportive relationships with parents, so that school and parents can work together in the best interests of the child.

Legislation and statutory requirements

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

- Behaviour and discipline in schools July 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- Keeping Children Safe in Education September 2022
- 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:

- 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 online

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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault/ harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/violent behaviour
- 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)

Bullying (Article 8)

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:

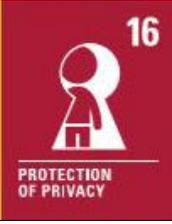
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence (Article 19)
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) (Article 2)



Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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	 

Challenging discriminatory behaviour: [\(Article 2\)](#)

All discriminatory behaviour will be challenged and incidents recorded on CPOMS. This includes, homophobic, transphobic, racist and misogynistic incidents. Support is provided to both victim and perpetrator and issues are addressed through direct teaching, such as PSHE curriculum.



Challenging sexual violence and sexual harassment: [\(Article 34\)](#)



We have a zero tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. All cases of sexual violence and harassment will be taken seriously – it will never be viewed by staff as ‘banter’ or ‘children being children.’ Staff and governors receive training and updates in line with KCSIE 2022 around challenging any incidents of sexual harassment. The school’s RSE curriculum addresses issues such as discrimination and consent from an early age (see PSHE curriculum document). Details of our Trust’s approach to preventing and addressing bullying are set out in our schools anti-bullying strategy.

Roles and responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the Head Teacher to account for its implementation.

The Head Teacher [\(Article 3\)](#)

The Head Teacher is responsible for implementing a clear and consistent school behaviour policy based upon the advice within this Trust policy, with explicit guidance for staff on how to implement it. This must be reviewed annually and reported upon in the termly report to governors. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other as their example has an important influence on the children. Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Challenging discriminatory behaviour

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

Parents (Article 18)

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

At Dene House Primary School we believe in creating a whole school culture that is safe and inclusive. We do not tolerate any type of discrimination, which include acts against anyone (**Article 8**) due to their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



General Management



- All pupils have a right to work in a calm, supportive and purposeful atmosphere. (**Article 28 & 29**)
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy. (**Article 8**)
- Clear expectations are shared with pupils at the beginning of each school year, outlining '**expected**' classroom behaviour. These expectations help prepare pupils for the next stage in their education and their eventual position in a place of work where procedures have to be followed.
- The school council pupil representatives, help to give the pupils a sense of involvement and citizenship. (**Article 12**)
- Pupils normally sit in a consistent place for lessons within a structured, working group. This helps to provide a safe, disciplined environment.
- Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Staff share concerns that they may have with specific pupils and information about the pupils and strategies for dealing with the specific problem/individual are pooled.
- The same high expectations of behaviour apply across school and these are reinforced with children regularly.

School's ethos promotes the establishing of effective teacher/pupil relationships and recognises this is central to working effectively with all pupils - especially those challenging behaviour. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

It is essential that staff and children understand their distinctive roles in contributing to outstanding behaviour. Therefore exactly the same expectations apply across school (some child age related differentiation may occur) and all staff are asked to respond consistently to poor behaviour (some child age related differentiation may occur).

Our aims (Article 3)

- To provide a safe and happy environment, to meet the needs of all pupils so they are successful and feel
- a sense of achievement.
- To create an environment that encourages positive behaviour
- To define acceptable standards of behaviour, to teach children to think about their behaviour, to learn
- self-control and to be reflective.
- To encourage consistency of response to all types of behaviour.
- To provide a range of rewards for pupils of all ages and abilities.
- To ensure that the school's expectations and strategies are widely known and understood.
- Develop positive relationships and work in partnership with parents and carers.



Rules and procedures (Article 12)

Our 5 Golden Rules are:

1. I will treat others with respect, dignity and kindness
2. I will only use polite and friendly words and actions when speaking to adults and children.
3. I will follow instructions given to me by an adult, quickly and politely.
4. I will always try my best and have a positive attitude to my work.
5. I will always be where I'm meant to be.



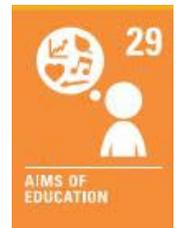
The Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

To value all aspects of their achievements and apply rewards and sanctions fairly.

(Article 28 and 29)

- Watching out for children who are behaving out of character.
- Looking for signs of distress and upset.
- Talking and listening to children to identify suspected occurrences of non-accidental injury/ abuse which if picked up will be reported to the Designated Safeguarding Lead (Mr L Blake) or Deputy Safeguarding Leads (Mrs L Watson, Mr Leyland) for further investigation (Article 12)
- Following the school behaviour policy.
- Being fair and consistent when dealing with inappropriate behaviour. (Article 2)
- To encourage positive behaviour using the Rights Respecting ethos, deal appropriately with cases where children's rights are not met or enjoyed due to negative behaviour while explaining the importance of rights/rules within school
- To create a positive environment in the classroom and playground. (Article 31)



Expectations

The first step towards achieving outstanding levels of behaviour is to have high expectations, which are clear and consistent.

'Expected' behaviour is rewarded in each **classroom**, through the use of **Class Dojo**. Points are rewarded in line with our **PRIDE** system which celebrates children being **P**ersistent, **R**esilient, **I**ndependent/**I**nterdependent, **D**eciding when to move on and **E**ditin**E**valuating. These achievements are also celebrated in our weekly PRIDE assembly.

'Unexpected' behaviour is monitored throughout the day via school's 'Time Out and Warning System' displayed in each classroom.

Below are the expectations which are communicated to all children regularly, through normal classroom management, assemblies, class/school council meetings.

In the Classroom:

- Follow the 5 golden rules

Around the School:

- Follow the 5 golden rules
- Walking calmly through the school.
- Speak in a 'classroom' voice.

In the Yard/On the Field:

On the yard/field, following the 5 golden rules means:

- Staying within allowed areas.
- Being polite to all members of staff.
- Keeping hands and feet to ourselves.
- Speaking politely to other children.

Rewards

Rewards are a very powerful tool for teachers/adults in school to use to encourage positive behaviour. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

Attendance

- Verbal praise
- Deneopoly weekly class reward in celebration assembly

Behaviour

- Verbal praise
- Class Dojo points
- PRIDE assembly (weekly)
- Rights Respecting Awards (weekly)
- Top table for lunches
- Contact parents (Phone calls/Dojos used for communication)

Work

- Verbal praise
- Written remarks in books, including stickers and stamps
- Class Dojo points
- End of year trophies (staff vote)
- Reading reward (weekly)
- Times tables Rock Stars certificates
- Contact parents (Phone calls/Dojos used for communication)
- PRIDE assembly (weekly)

Sanctions ([Articles 3](#), [Article 12](#), [Article 13](#))



Sanctions can be particularly effective if they are seen by the peer group and the perpetrator to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of a 'code of behaviour' via Classroom Charters and the school rules. In many cases of challenging behaviour there are perpetrators and victims. Teachers should talk to the suspected victim, the suspected perpetrator and any witnesses (if appropriate) before making any decisions regarding sanctions.

If any undesirable behaviour is confirmed, a discussion is completed with the child referring to the 'Zones of Regulation' social behaviour mapping proforma. This enables children to look at '*expected*' and '*unexpected*' behaviours, identify strategies to self-regulate their emotions/feelings and adapt their behaviour to make better choices in the future.

Help, support and counselling will be given as is appropriate to both the victims and the perpetrator. Some of the ways in which we support victims are

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher or learning mentor, if they choose.
- Informing the victims' parents/guardians, so support can be continued in the home setting.
- By offering continued support when they feel they need it, for an extended time after the incident.



- Arranging for them to be escorted to and from the school premises if necessary and appropriate.
- Arranging for an apology to be made by the offender within the context of restorative approach.

We support and discipline the perpetrators in the following ways:

By talking about what happened to discover why they offended. Depending upon the nature of the incident a discussion may be held on a 1:1 basis, some issues may be addressed through 1:1, whole class or whole school targeted work/intervention. Great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The pastoral team should make every effort to create a climate in which any sanctions will:

- have the greatest positive effect
- lead to improved behaviour.
- be fair and proportionate.
- be communicated to parents where appropriate.
- fall within a stepped approach.

Consequences for Poor Behaviour (stepped approach) (Article 3):

In each **classroom**, we have a well embedded 'Time Out and Warning System'.

1. A verbal reminder is given
2. If poor behaviour persists, the child's name is moved from green to amber on the traffic lights display. This is a visual warning.
3. If poor behaviour persists, the child's name is moved to red and a consequence is given.



Consequences may include:

- Move to another seat for the remainder of the lesson.
- Move to another class for the remainder of the lesson.
- Complete lost learning, at break time or lunch time, under direct supervision by the teacher/TA in the classroom/Reflection
- Withdraw privileges (miss a club, a lunchtime play, a break time)

At **break time or lunchtime** the following actions may be taken:

1. Give a verbal reminder.
2. Give child 'time out' this may be walking around with a person on duty, or spending some time to reflect on their '**unexpected**' behaviour.
3. Send child back into school to an agreed area.
4. Withdrawal of privileges (e.g. time in the football area)

At the start of each teaching session (am/pm), children's names are moved back to green, and the procedure starts again.

Behaviour

- Soft entry system to support children having a positive start to the day (Zones of Regulation)
- Sensory Breaks/Walks
- Verbal reminders
- Time out/de-escalation
- Walking around with an adult
- Mentoring
- Reflection
- Contact parents
- Going on to report (can be recommended by any staff, agreement needed from a leader)
- Fixed term suspension

Work

- Verbal reminders
- Support with home reading
- Support with general homework
- Additional time/support for classroom work
- Use of the PRIDE system to promote '**expected**' learning behaviours

At any time:

If the poor behaviour is persistent, and/or causing safety concerns then it should be referred to the Deputy Headteacher or the Headteacher.

Whilst our 5 Golden Rules are non-negotiable and apply to all children at school, we recognise that the context for a rule break can differ considerably in each case. Therefore, although a consequence is always given for breaking a golden rule, the nature of the consequence is arrived at after considering various factors.

The list of consequences/actions below provides a framework of steps which the school uses to respond to poor behaviour.

- Verbal reminder
- Moving class seat
- Miss playtime/part of playtime
- Reflection time
- Inform parents
- Withdraw privileges (usually lunchtime or after school clubs, or representing the school in sports)
- Begin a CPOMS account for that child
- Behaviour Improvement Plan/Behaviour Contract
- Pastoral Support Plan
- Internal exclusion (usually to a team leader's class)
- Managed Move
- Fixed term suspension (please see *Policy and Guidelines for Exclusion of Pupils* document)
- Permanent exclusion (please see *Policy and Guidelines for Exclusion of Pupils* document)

We always give every child the opportunity to 'get back on track' as quickly as possible – but if this does not happen it becomes necessary to work through these steps quickly.

Factors we consider before issuing a consequence

- Severity of the incident
- Historic/recent behaviour of the child
- Age of the child
- If the child has a special educational need
- Mitigating circumstances (e.g. – if the child was provoked)
- The response of the child following the incident of poor behaviour
- Anything else which the child wishes to tell us

These factors do not mean the poor behaviour is acceptable, instead they offer a context to the poor behaviour which must be considered before consequences are issued.

Behaviour Chronologies (CPOMS)

Sometimes children at school find it challenging to reach the behaviour expectations set by the school. These children will have a Behaviour Chronology (CPOMS) where incidents of poor behaviour will be recorded, along with the consequences given and any other actions taken. We do this for the following reasons:

- We have a clear picture of behaviour problems across the school for our most challenging children.
- Sometimes the information facilitates early intervention.
- We can spot patterns in behaviour.
- Staff can take collective responsibility for promoting good behaviour at school.
- We have precise information for outside agencies.

Violent / Aggressive Behaviour (Article 19, Article 33)

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling strategies may be used, (Team Teach). The child should be removed from the situation as soon as possible and a member of the Senior Leadership Team will be informed immediately. Immediate action to involve parents will be taken. We will then work with parents to devise an action plan that meets the child's needs. In some cases this may involve other agencies, such as social services, the Educational Psychologist etc. A school mentor can be allocated at any stage, where deemed appropriate.

Use of reasonable force (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)



There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned from school.

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.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. We have a number of staff trained in 'Team Teach', where positive handling may be required. We use a range of de-escalation strategies continually at school, but on occasions it is necessary to intervene physically. This will only be the case for the following reasons:

- A child is placing himself or herself at harm.
- A child is placing other children at harm.
- A child is placing an adult at harm.
- A child is wilfully damaging or destroying property.
- Other children's learning is being significantly disrupted.

Only trained staff will intervene physically.

- Records of the physical intervention (RPI) will be recorded and kept
- Team Teach guidelines will be followed.
- Parents will be informed if physical intervention has been necessary
- Parents of children who are at risk of physical intervention being necessary, will be asked to meet with school and complete a consent form. This provides an opportunity for school and parents to discuss strategies and for parents to ask any questions related to physical intervention.

The responsibilities of lunchtime supervisors (Article 12, Article 31)

- Provide excellent supervision of the children.
- Engage with children in a friendly, positive manner.
- Give a firm but friendly reminder for undesirable behaviour.
- Report any poor behaviour which includes refusal, disrespect to adults, violence, bullying, homophobia or racism to a member of staff, who in turn reports on CPOMs
- Report any persistent poor behaviour to a member of staff.
- If poor behaviour/attitude is not immediately corrected, ask the child to have time out and walk around yard with them.
- If a child is causing a concern with health and safety, or safeguarding, or refusing to follow instructions, a member of staff should be sent for.
- Attend short, regular briefings with the HT/DHT to discuss any issues occurring.



Behaviour Contracts

A Home/ School Contract is provided at the beginning of each school year, setting out the expectations between pupil, school and parent. This is agreed by all parties.

A Behaviour Contract is sometimes appropriate when relationships have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers him/her responsibility and can lead to a heightened sense of self confidence and awareness for the pupil. The utilization of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract. Behaviour Contracts will normally be issued as a routine, following a fixed term exclusion.

Behaviour/Emotional Difficulties

School recognises that some children in school are affected by a lack of (or poor) discipline resulting of problems within the family unit. In addition, some children are slower to develop social skills conducive to learning, these children are supported appropriately within school to reach the levels of behaviour '*expected*'.

Emotional and behavioural difficulties take many forms, i.e.

- A pupil may become withdrawn and unable to make friends;
- A pupil may be unable to concentrate on class work or homework;
- A pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. In school, staff have undertaken training in the Zones of Regulation, a programme which helps children to identify and use coping strategies when dealing with their own challenging emotions. Counselling may also be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-pupil relationship and self-motivation. Close liaison with all concerned individuals and agencies, e.g. parents, teachers, Attendance Improvement Team, Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.



Health related causes of Behaviour/Emotional Difficulties

Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anorexia, or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties. This is often severe in the case of treatment for childhood cancers when treatment inevitably leads to prolonged periods away from mainstream school. In such instances there must be close co-operation between the School, parents and the DHA if potential problems are to be minimised. The School recognises the importance of staff training in this area.

A school mentor can be allocated at any stage, where deemed appropriate.

Outside agencies

School has a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help, however on certain occasions help may need to be sought from outside agencies, including Educational Psychologist and Crisis Support. Temporary placements in specialised learning environments may sometimes best meet a child's need, for example, enhanced provision.

Differentiated Approach

For most pupils, our Behaviour Policy and our stepped approach to poor behaviour works well. However, for some pupils, when we apply the Behaviour Policy, they are not always able to make successful corrections to their behaviour. For these pupils, alternative systems can be put in place, for example, incorporating more steps between each colour, creating safe spaces in the classroom for time out or allowing additional sensory breaks during lessons (expecting smaller chunks of learning time at a time)

The school will continue to follow government guidelines surrounding safety of pupils and staff in school and will review and revise this behaviour policy accordingly.