



# **Covid-19 Adjusted**

# **DOG KENNEL HILL Primary**

# **POSITIVE BEHAVIOUR**

# **ANTI-BULLYING POLICY**

Updated on 4<sup>th</sup> September based of DfE guidelines

<b>Date of issue</b>	February 2020	<b>Date of next review</b>	February 2022
<b>Person responsible for updating this plan</b>			

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## INTRODUCTION

The following policy has been produced through consultation with children, parents, governors and staff. At Dog Kennel Hill Primary school we have a safe, calm and caring learning environment where mutual respect prevails enabling all adults and children to work cooperatively. We treat others how we would like to be treated ourselves and take responsibility for our own actions.

Dog Kennel Hill Primary School is part of the River Hill Federation and the governors have set the vision and values of the school.

### Our Vision:

Within the River Hill Federation, we aspire to create a supportive environment for personal growth and where enquiring minds develop a passion for learning.

### Our Values are:

**Respect:** Valuing and appreciating each other within a culture of equality.

**Courage:** Taking considered risks in all we do, without fear overwhelming us.

**Resilience:** Dealing positively with challenges and change.

**Ambition:** Having high expectations for ourselves and others.

**Empathy:** Seeking to understand and support others.

**Creativity:** Maximising our various talents to fulfil our potential.

## AIMS

This policy aims to:

- Outline **how pupils are expected to behave**
- Outline our system of **rewards and sanctions**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

## PRINCIPALS FOR PROMOTING GOOD BEHAVIOUR

At Dog Kennel Hill Primary School we aim to:

- Provide people with a safe secure environment where they can learn effectively and feel confident to tackle challenges in their learning.
- Promote intrinsic motivation (i.e. doing something for its own reward rather than an external one).
- Provide an environment in which staff, pupils and parents have the ability and security to ask for help when it is needed.
- Deal with problems calmly and resolve conflicts fairly.
- Foster positive self-esteem and the confidence to deal with negative behaviour from others.

- Empower students by teaching them strategies to deal with unkind words or actions.
- Promote good citizenship, within the school, as well as local and global communities.

We recognise that when dealing with behaviour, different situations may call for different responses. However, there are certain principles that underpin our interactions with each other and the way we respond to situations:

- Everyone understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Everyone should speak politely to each other.
- Everyone should have cooperative learning as their focus.
- Everyone should take responsibility for their own behaviour.
- Everyone should aim to resolve conflicts peacefully with peer/adult support if needed.
- Everyone should promote a caring attitude towards others and their environment.
- Everyone should have high expectations of their own behaviour and that of behaviour of others.
- Staff should have effective organisation that promotes clear routines.
- Staff should communicate high expectations that are in line with established rules.
- Staff should promote the understanding that behaviour should be appropriate to the particular situation you are in, for example some playground behaviour is different to classroom behaviour.
- Staff should highlight the link between good behaviour and effective learning.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

## **PUPIL CODE OF CONDUCT**

Pupils are expected to:

- ✓ Behave in an orderly and self-controlled way
- ✓ Show respect to members of staff, each other and to property (Respect to all, look after our school!)
- ✓ In class, make it possible for all pupils to learn
- ✓ Move quietly around the school
- ✓ Wear school and age appropriate clothing that is modest / PE uniform
- ✓ Accept sanctions when given
- ✓ Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Rainbow Motto

1. Respectful
2. Ready
3. Safe

Classes design their own class 'Rainbow Motto' based on the above qualities. All staff use these three words in the first instance to address any behaviour or low level disruption. These can also be applied to PSHE activities.

## CLASSROOM CHARTERS

There are many things that we do to achieve positive behaviour in our classrooms and around school:

At the beginning of each year all class teachers and their pupils together establish their own positively phrased classroom motto and rewards that is added to the behaviour ladder. This allows for ownership and makes it more relevant to each class. Teachers are reminded and encouraged to use the three headline rules as a basis for these discussions. Children and class teachers decide on their own class based rewards as part of the behaviour ladder but the whole school follows the sanctions as set.

## CLASSROOM STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR?

Teachers are expected to:

- ✓ Negotiate and display class and school rules.
- ✓ Inform parents about expected behaviour at parent meetings and seek their support when needed throughout the year.
- ✓ Organise the classroom in a way that encourages successful learning by giving attention to:
  - space for working and movement
  - seating arrangements
  - access to materials and equipment
  - noise levels
  - routines
- ✓ Know the children as individuals, recognising their characters, identifying their learning strengths and challenges taking this knowledge into account when planning lessons
- ✓ Plan activities appropriate to the ability, maturity and special educational needs of the children
- ✓ Be aware of safety issues when planning activities
- ✓ Establish procedures for giving directions about tasks
- ✓ Teach children about behaviour skills
- ✓ Plan and respond to individual needs to learn behaviour skills
- ✓ Have high expectations of children
- ✓ Provide opportunities for children to develop different kinds of relationships with one another
- ✓ Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum

- ✓ Ensure that children understand rewards and consequences, alongside rights and responsibilities.
- ✓ Be consistent and fair when giving rewards or imposing sanctions
- ✓ Use support staff to observe behaviour, focus children, reinforce positive behaviour and discuss negative behaviour.
- ✓ Liaise with support teachers, mid-day staff, parents and the headteacher
- ✓ Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- ✓ Model appropriate behaviour to children and adults.
- ✓ Teach the Zones of Regulation programme to pupils to help them recognise feelings and teach them how to manage them
- ✓ Give specific and explicit praise both verbally and in writing.
- ✓ Acknowledge and at times reward positive behaviour and excellence with the purpose of promoting intrinsic motivation to achieve and behave well.
- ✓ Focus on positive reinforcement, including using proximal praise.
- ✓ Use deflection skills to divert children with poor behaviour.
- ✓ Share clear expectations explicitly with children, for example, what is 'good' and use positive phrasing when requesting appropriate behaviour.
- ✓ Give responsibilities to children who consistently demonstrate good behaviour
- ✓ Give students the opportunity to acknowledge and encourage positive behaviour in their peers.
- ✓ Enable children to make positive decisions by giving them restricted choices.
- ✓ Devote some curriculum time to circle time/class meetings.
- ✓ Give children thinking time to consider their actions, think of solutions and give alternative positive behaviours
- ✓ Use of Class Dojo to motivate and reward outstanding behaviour for learning.

## WHAT SCHOOL WIDE STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR?

In order to give children positive peer role models, support classroom systems and promote the feeling of our own school as a community we use school wide strategies and procedures to achieve positive behaviour.

## MINDFULNESS

DKH is a mindful school. All staff received training with "Mindup", part of the Goldie Hawn foundation. Each year they will complete a range of age appropriate lessons which help them to understand their emotions and the 'brain science' behind the feelings that they experience. The aim is to equip children with the language and understanding to articulate and find solutions to problems. Three times a day usually after a transition time, children complete a 'brain break' this is a 2-3 minute time of quiet relaxation during which the children are encouraged to clear their minds and give their brains a rest, so they are calm and ready to learn. During this time references are made to which zone of regulation children are experiencing.

## REWARD SYSTEMS

- Use of Dojo Points, marbles in a jar etc.
- Certificates being presented in a 'Star of the Week' each week and further celebrated in the newsletter.
- Positive praise and recognition of good learning and behaviour is always celebrated by the school community.


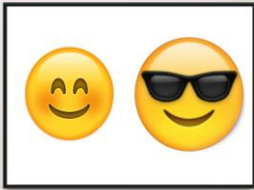


## HOW DO WE SUPPORT POSITIVE PLAY

- ✓ Share clear expectations explicitly with children, for example, what is 'good' and use positive phrasing when requesting appropriate behaviour
- ✓ Teach children how to request joining in others play
- ✓ Model appropriate play
- ✓ Use peer mediators at play to promote friendships and resolve conflict
- ✓ Use children as play leaders/sports champions to promote play activities and give responsibilities
- ✓ Organise adult led team games
- ✓ Sports company supporting group activities
- ✓ Teach social skills group activities for target children with additional SEN needs – providing a higher ratio of support
- ✓ Use of the reading shed for children who may require this
- ✓ Role modelling how to resolve conflict

## ZONES OF REGULATION

We recognise that some children need to learn to understand and manage their emotions. One approach we use to do this is the Zones of Regulation.

Zones of regulation is a cognitive behaviour approach used to teach children to self-regulate (to manage their impulses, anger and emotional self.) Children are taught that the first step to self-regulation, is identifying how your body and brain feels. There are 4 zones that help us with this. These are called the Zones of Regulation:

<p><b>HOW DOES MY BRAIN FEEL?</b></p> <p>Blue Zone Feelings</p> <ul style="list-style-type: none"><li>• Sad</li><li>• Hurt</li><li>• Tired</li><li>• Bored</li><li>• Sleepy</li><li>• Sick</li><li>• Lonely</li></ul> 	<p><b>GREEN ZONE – READY TO LEARN</b></p> <p>We are expected to be in the green zone when we are learning. It is when our brains and bodies are relaxed and focused.</p> <ul style="list-style-type: none"><li>• Calm</li><li>• Ready to learn</li><li>• Focused</li><li>• Happy</li></ul> 
<p><b>YELLOW ZONE</b></p> <p>DURING TIMES SUCH AS BREAK, LUNCH AND SCHOOL SOCIAL EVENTS.</p> <p>My brain feels:</p> <ul style="list-style-type: none"><li>• Surprised</li><li>• Excited</li><li>• Silly</li><li>• Frustrated</li><li>• Competitive</li><li>• Annoyed</li></ul> 	<p><b>RED ZONE</b></p> <p>WHEN WE ARE AT SCHOOL, THE RED ZONE IS NEVER EXPECTED</p> <ul style="list-style-type: none"><li>• Terrified</li><li>• Angry</li><li>• Aggressive</li><li>• Out of control</li></ul> 

Once children can identify the Zone that they are experiencing they are taught to find solutions to manage their emotions:

ALERTING (BLUE TO GREEN)	CALMING (YELLOW/RED TO GREEN)
<ul style="list-style-type: none"><li>• Yoga stretches</li><li>• Jumping jacks</li><li>• Body wake up –hand massage, exercise ball (if recommended by a therapist)</li><li>• Take a supervised walk with an adult</li><li>• Get a drink</li></ul>	<ul style="list-style-type: none"><li>• Deep breathing</li><li>• Take a break/time out</li><li>• Blow bubbles</li><li>• Calming music</li><li>• Talk to an adult</li><li>• Fidget toys at desk</li></ul>

Each class contains a range of sensory/calming items to help children to manage and calm when agitated.

## QUIET TABLE/TIME OUT SPACE

Classrooms typically have a quiet table for children who may require time out to regulate their emotions or who request a quiet space to work. Use of Zones of Regulation may be particularly useful for children who need time-out after being involved in conflict at playtime or who struggle to manage collaborative social situations.

Each class also has a reflection box where children can post anything they would like their teacher to know about. This can be done anonymously or children can write their names if they feel comfortable to do this.

In the Early years, each class has a 'worry monster' who the class names together and displays within the room for children to access. Children are able to write down or ask an adult to scribe their worries, concerns, or any emotions they wish to share. The class then check that the worry monster has 'eaten' their worries and the teacher is then able to read the children's notes an action as required.

## UNACCEPTABLE BEHAVIOURS INCLUDE:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of classwork
- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of fighting. Children should be helped to appreciate that "play-fighting" can be misinterpreted and whether intentionally or not someone is likely to get hurt
- Unacceptable behaviour including swearing
- Disrespect to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children's learning
- Deliberate damage or theft to property, whether classroom or school equipment or the property of others



- Any dangerous behaviour which puts theirs and other children's health and safety at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don't escalate.
- Possession of any prohibited items.
- The governing body also emphasises that aggressive or threatening behaviour will not be tolerated
- See appendix 1 for more details regarding how the behaviour ladder is applied to these behaviours.

## **MALICIOUS ALLEGATIONS:**

- All allegations against staff will be taken seriously and the school will follow safeguarding procedures, including consulting the LADO (see the safeguarding policy for more information)
- Parents will be informed and involved with this process
- Where however a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Head Teacher/Head of School will discipline the pupil in accordance with this policy.
- Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The Executive Head Teacher/Head of School will also consider the pastoral needs of staff accused of misconduct

## **MANAGING BEHAVIOUR IN CLASS:**

Children will receive consequences for unacceptable behaviour that take account of the child's age, SEND needs and the situation that occurs. All adults will not take behaviour personally and will continually strive to build positive relationships with children each day.

Initially adults in class will manage behaviour by:

- Highlighting children doing the right thing and praising their efforts
- Using proximal praise
- Non-verbally reminding children of expected behaviours (e.g. of non-verbal reminders – pointing to a class rule/poster.
- Using eye contact to express disapproval.
- Attempting to use techniques to reengage them in their learning e.g. giving the child a specific task to do/directing support from a TA)
- If this does not improve behaviour the adult will quietly and calmly reiterate the expected behaviour. This is often most effective when it is phrased in a manner that indicates an expectation of compliance; 'thank you for getting on with your work now'.
- If this does not improve behaviour the adult will quietly and calmly reiterate the expected behaviour providing a clear choice and consequence for non-compliance (where possible this is best done without an audience). Dependent on the behaviour it is sometimes best to give the consequence

at the next transition point e.g. playtime so long as the behaviour is not disrupting the learning of others.

- Consequences may involve the teacher withdrawing class privileges/freedoms for that child, such as a playtime or participation, the reasons for the deprivation being clearly explained.
- Redress for any work not completed/mess/damage incurred will be expected.
- The teacher will log significant behaviour incidences on Arbor.

Children whose behaviour is not meeting expectation will move down on the behaviour ladder, they will be placed at step 1, 2 or 3 depends on the nature of the behaviour. Severe misbehaviour may jump straight to step 3. See appendix

## STEP 1 – Quiet Time to reflect

Children to have time out in class. Early Years and Key stage 1 = (5-10 minutes).

Time to reflect and re-engage with learning.

In the Early Years, children are asked to pick a quiet activity or area, choose a story from the reading garden and have access to sensory toys.

## STEP2 WITHDRAWAL

Time Out in another Class (Covid update – within year group bubble). Children will take their learning with them to another class to complete. Children need to be ready to continue their learning when they go back to their own class (10-15 minutes). Teachers to all they can to avoid sending children out of class.

## STEP 3 SENIOR LEADERSHIP / EHT

Children are sent to a Student Welfare Officer or SLT with a note explaining what happened. They use this time to complete the reflection sheet (see Appendix 1). (Time with a SLT or SWO - 15min).

For serious incidents, children will be sent to the DHTs / Executive Head teacher where there has been a serious breach of the behaviour policy, which may lead to more extreme consequences.

The school follows the **DFE guidance: Behaviour and discipline in schools Advice for headteachers and school staff** when setting consequences and disciplining children.

**Parents will be informed by the member of SLT if the behaviour is severe. This may lead to a variety of consequences. Parents will be informed by the class teacher or SLT if their child is sent out of class due to poor behaviour.**

### Possible consequences:

- Children will lose their play or lunch break/s.
- After school detentions (normally at lunchtime) may be given. The parent/carer will be informed of this.
- Internal exclusion (child spends time learning in another class or with a member of the SLT) in school.

- Withdrawal of privileges e.g. after school clubs, school trips (particularly when safety is a cause for concern).
- Exclusions (the child spends a fixed period of time at home). Exclusion will only be agreed by the EHT or a senior leader deputising for the EHT. See section on Exclusions for more detail.

## HOW WE MANAGE BEHAVIOUR AT PLAY/LUNCH TIME

Play time is supervised by teachers and support staff. Lunchtime supervisors and Student Welfare Officers supervise lunchtimes. In addition, the PE coach and a Sports Activities Company support good behaviour by establishing games and activities for children.

Poor behaviour is dealt with using these strategies:

## CHILD CENTERED APPROACH

We take into account the need of all the pupils whether they are the instigators or the targeted pupil i.e. SEN, LAC, CP taking into account that our pupils understanding will differ and approaches need to be tailored to get to a fair outcome for all.

## PEER MEDIATORS

Pupil to pupil problem solving for low level disputes. Pupils are identified by Student Welfare Officers for Peer Mediator training, complete a 6-week programme and after successful completions are timetabled for lunchtime duty. They are trained to understand the conflict resolution approach (delayed due to Covid -19)

## CONFLICT RESOLUTION

Pupils are asked to find a peaceful solution to a disagreement among themselves. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.

**Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

**Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.

**Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.

**Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

**Ask for solutions and choose one together.** Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.

**Be prepared to give follow-up support.** Acknowledge children's accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

## **RESTORATIVE JUSTICE – TAILORED FOR PRIMARY SCHOOL AGE**

We use a system based on moral justice which allows for a process of reflection with an appropriate staff member to think about other ways in which the behaviour and outcome could have been avoided, so all parties involved could have had a more positive outcome.

## **CAUSE AND EFFECT**

We explain to our pupils the effect their poor choice has on the targeted pupil for their sake to reflect on and for the targeted pupil to gain an understanding of why it happened to them.

## **ACCOUNTABILITY**

Pupils have to take responsibility for their actions by means of discussion, explanation, expectations followed by apology to the targeted pupil and/or adults involved.

## **REFLECTIVE TIME OUT – SOLE OR WITH PEERS**

Pupil is requested to have a time out period as directed by an adult to think about their actions, it can also be used as a cooling down period or as a way of encouraging peer support

## **SANCTIONS**

Children who are unable to be supported by these approaches are referred to Head of School where consequences for poor behaviour is documented and a sanction given i.e. lost playtime, lunchtime, detention during or after school, letter home to parents, in extreme cases exclusion from school.

## **FRESH START APPROACH**

An opportunity to start over without prejudice by all adults and children involved

## **STRATEGIES FOR DEALING WITH PERSISTANT UNACCEPTABLE BEHAVIOUR**

Behaviour is a form of communication. To help correct a behaviour we will always seek to understand the triggers and any circumstances that may be contributing to the disruptive behaviour. Parents will be an essential part of this process. Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

- Regular discussion with children and parents

- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Student Welfare Officer pastoral support
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class/use of ABC tracking sheets (Antecedents, behaviour consequences).
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal exclusions (learning away from other children, on school premises but not in class)
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Team of adults working closely together to support the child
- Referral to outside agencies (e.g. behaviour outreach support, Educational Psychologist, CAMHs, Community police liaison officer)
- Restraint (A group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
- Fixed term exclusion
- Permanent exclusion

## FAMILY EARLY HELP/BEHAVIOUR SUPPORT

Families and the school will need to work cooperatively to manage poor behaviour as evidence shows this is likely to have the greatest impact. Where there is persistent poor behaviour from a pupil, parents will be expected to engage with a referral to the Family Early Help team or to agree to support from Summer House (a behaviour specialist provision). Observations of the child and Team around the Family meetings may be held to understand and seek strategies to change a pattern of misbehaviour. A child may receive additional support in school from a member of staff from Summerhouse or may be directed to attend this provision 2 days per week. The Executive Head teacher is able to direct a child to be educated off site where it is believed this may have a positive impact on behaviour.

## PARENT CONTRACTS

The **DFE guidance: 'School attendance parental responsibility measures'** explains the use of parent contracts in cases of misbehaviour and poor attendance. In some cases, the school may create a parent contract to help address continued misbehaviour or poor attendance. This contract sets out the school's expectations. This will be an agreement that is created with the parent who will sign the contract voluntarily. This may be written in conjunction with the local authority or governing body. It is a formal written agreement.

## RESTRAINING CHILDREN

The school follows the **DFE guidance on use of 'reasonable force'** which states that any member of staff may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 'Force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.'

At DKH we recognise that at times, despite using a range of strategies and procedures to obtain positive behaviour, including warning children and repeating requests, there may be times when a staff member needs to physically restrain a child. We do not take this decision lightly. When there is urgent risk, for example when a child is disruptive and there is direct risk to people or property, staff may need to try to deal with the situation through the following strategies.

### **STAFF MAY:**

- If the child is willing to follow - shepherd a child away using their hand on the back of the child (hand hygiene should be followed) OR in exceptional circumstances using more restrictive holds by placing an arm around a child's back or (in exceptional circumstance) using more restrictive holds this is more likely to be SLT and the Safeguarding Team (PPE will be available)
- in exceptional circumstances take any necessary action of 'reasonable' force taking into account COVID 19 and the guidance given.

### **STAFF SHOULD NOT:**

Use physical force as a punishment. DFE guidance on reasonable force.

- Hold a child around the neck, or by the collar or in any way that might restrict the ability to breathe
- Twist or force limbs
- Hold a pupil by the hair or ear
- Hold or touch a child in a way that might be considered indecent

Incidents of exceptional circumstance, where staff have had to use physical force should be noted and the headteacher informed. (Incident sheets could be used for this purpose.) Incidents where injury has occurred to the child or adult should be recorded in the Accident Report Book, in the school office, and the parent should be notified.

Where we are aware that a child is likely to behave in a way that may require physical control or restraint, we will develop an individual risk assessment involving the parent/s, if possible.

For some children we recognise that physical contact is particularly unwelcome, because of their cultural/religious background or history of abuse. We aim to deal

sensitively with these children.

During Covid-19 restrictions internal exclusions may happen with SLT in their office when appropriate.

## **INTERNAL EXCLUSION/EXCLUSION**

**The school follows the DFE guidance** 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017' which states that the Head Teacher of a school can exclude a pupil and this must be on disciplinary grounds'. The following explains what exclusions are and when they can be used.

### **Internal Exclusion**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure and will be used as a consequence for more serious or escalating behaviour. Children may also be internally excluded for bullying, if this occurs.

### **Temporary / Fixed-Term exclusion**

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This will be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. Exclusions will be used for very serious incidents such as significant violence towards adults and children or behaviour threatening the health and safety of others or damage to property.

### **Permanent exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Executive Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

### **Reasons for Exclusion**

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

## **The decision to exclude**

If the EHT / DHTs decides to exclude a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

During Covid – 19 this will be conducted telephonically or via Microsoft Teams in the first instance.

## **Safeguarding**

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

## **Re-integration**

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed.

## **Work Set**

When a pupil is excluded for more than one day, work should be set by the school within a reasonable timescale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. Some of the learning might be online using DfE Oak Academy lessons.

## **SEND**

Pupils with special educational needs and disabled pupils. The school will take account of any special educational needs when considering whether or not to exclude a pupil. The Head of School should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability when making a decision to exclude a child.



## Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

## SEARCHING AND CONFISCATING

The school follows the DFE guidance: Searching, screening and confiscation January 2018. This guidance states: 'Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.' This includes items that the school sets out as banned.

School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

When children do not follow these rules, mobile phones will be confiscated. The child may be banned from bringing their mobile into school. School staff will examine any data or files on the mobile device where there is a good reason to do so, e.g. prohibited use on school property or where there is reported bullying or sexting. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

## ANTI-BULLYING

At Dog Kennel Hill Primary School we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective.

Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure.

Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to depression and self-harm. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

## HOW DO WE DEFINE BULLYING?

### Definition of Bullying

*"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be

a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

## WHAT BEHAVIOUR CLASSIFIES AS BULLYING?

Bullying can involve many types of behaviour. Examples include the following:

- PHYSICAL - A child can be physically punched, kicked hit, spat at etc.
- VERBAL - Verbal abuse can take the form of name calling, teasing and taunting. Undermining family and social status. Being made the subject of malicious stories. Spreading rumours, teasing and sarcasm
- DISCRIMINATION: It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc. Racist/sexist remarks both direct and indirect
- EXCLUSION - A child can be bullied by being excluded from discussions/activities/games; with those they believe to be their friends.
- DAMAGE TO PROPERTY OR THEFT - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- INTIMIDATION - Bullying can also include making rude gestures and intimidation. Threats from the outside, "I'm going to get my brother on you."
- CYBER-BULLYING – bullying that takes place online or through social networking sites, messaging apps or gaming sites.

**It is never a good idea to hope the problem will just go away. It rarely does!**

So, if you notice any signs that your child may be suddenly reluctant to come to school or is showing symptoms of anxiety, please talk to the class teacher and/or leadership team.

## ACTION TAKEN BY SCHOOL TO PREVENT BULLYING?

All complaints are taken seriously and dealt with quickly and firmly

- ✓ If a child reports an act of bullying, this is taken seriously and is investigated thoroughly
- ✓ High levels of adult support in the playground
- ✓ Staff awareness training
- ✓ Circle time - Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- ✓ Provision of equipment to occupy children at lunchtime
- ✓ Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- ✓ Recognising and rewarding non-aggressive behaviour
- ✓ Using peer group pressure actively to discourage bullying
- ✓ Helping children to develop positive strategies and assertion
- ✓ The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it.
- ✓ Listening to children
- ✓ External speakers (Dedicated Ward Officer)

Anti-bullying is specifically taught in PSHE, including in circle times, but can also be integrated into the curriculum in other areas, including the following:

- ✓ Anti- Bullying Week
- ✓ RE – feelings, being excluded
- ✓ English – hot seating, plays/script writing/using stories
- ✓ Drama – dealing with bullying situations
- ✓ Art – mood drawings
- ✓ History – e.g. Ancient Greece citizens and slaves, Victorian workhouse
- ✓ PE/Dance – movements to reflect moods
- ✓ Assemblies

## HOW WE DEAL WITH BULLYING

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken: - Help, support and counselling will be given as is appropriate to both the victims and the bullies.

### STRATEGIES THAT MAY BE USED WITH A CHILD WHO FEELS BULLIED:

- Student Welfare Officer support to talk about their experiences
- Parent informed and involved
- Use playground friends to create a 'safe' group to play with
- Create an approachable environment
- Teach steps to take if he/she is bullied
- Have a 'thought box', for example if a child is too shy to say he/she is being bullied they can write it down.
- Peer mediation
- Identify and agree approachable adults that the child can go to if he/she is bullied

### STRATEGIES THAT MAY BE USED WITH A CHILD WHO IS PERCEIVED AS BULLYING:

- Zero tolerance – the child bullying will be informed it needs to stop
- Parents will be informed of the bullying and their support will be expected
- Sanctions according to the 'positive behaviour policy'
- Student Welfare Officer support- using a restorative justice approach if appropriate
- Help to identify situations and places where negative behaviour is less likely to occur and encourage them towards these areas
- Engagement in activities that make the child/ren aware of the consequences of their actions on others (role-play, research, presentations). Model desired behaviour
- Individual who bully to miss playtimes until they can behave in a safe manner
- Structured lunch and play times

### STRATEGIES FOR BOTH CHILDREN MAY INCLUDE:

- Conflict resolution/restorative justice dependent on age and understanding
- Role play and encouraging a listening culture
- Build relationships between children through 'fun' activities
- Discussion with victim and perpetrator, with one to one mentoring where necessary e.g. why does the bully, bully?
- We consider the appropriateness of labelling children 'bully' or 'victim'

- Ensure the children know that the situation is being taken seriously
- Making other adults aware of situation (needs of victim and perpetrator)
- Range of letters to alert parents to situations
- Student Welfare Officer support
- Clear class and school ethos in what is acceptable and unacceptable behaviour
- Involvement in social skills group – playing games, turn taking etc
- Educate parents and carers, as well as the child
- Encourage involvement by outside agencies (Bubble theatre, Samaritans, NSPCC, Childline)

**PROCEDURES:** All racist, homophobic and anti-disabled incidents must be recorded on Arbor. This type of bullying is monitored and reported to governors and the local authority.



## APPENDIX 1





STEP 1 BEHAVIOURS	STEP 2 BEHAVIOURS
<ul style="list-style-type: none"> <li>▪ Non completion of classwork</li> <li>▪ Disrupting assemblies</li> <li>▪ Not lining up sensibly</li> <li>▪ Fidgeting in class</li> <li>▪ Dropping litter</li> <li>▪ Disrupting other children in class</li> <li>▪ Not listening to instructions</li> <li>▪ Showing disrespect and answering back in a disrespectful manner</li> <li>▪ Breaking rules and hurting others</li> <li>▪ Throwing objects</li> <li>▪ Refusing to do as asked</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inappropriate language (including swearing) or hand signs – <i>not</i> directed at another person</li> <li>▪ Repeatedly refusing to do as asked</li> <li>▪ Damage of school property (e.g. snapping a ruler)</li> <li>▪ Upsetting other children deliberately</li> <li>▪ Persistent disruption</li> <li>▪ Unkindness</li> <li>▪ Leaving the class without permission</li> <li>▪ Persistent uncooperative behaviour</li> <li>▪ Fighting</li> <li>▪ Name-calling</li> <li>▪ Not telling the truth persistently</li> <li>▪ Inciting or encouraging a fight</li> <li>▪ Inappropriate use of internet</li> <li>▪ Being dishonest to get oneself out of a potentially difficult situation</li> </ul>
STEP 3 BEHAVIOURS – SWO/SLT	
<ul style="list-style-type: none"> <li>▪ Fighting and not stopping</li> <li>▪ Leaving the premises without permission</li> <li>▪ Hurting an adult or child</li> <li>▪ Persistent use of homophobic name-calling</li> <li>▪ Racist or sexist name calling at an adult or child</li> <li>▪ Persistent use of sexualised language</li> <li>▪ Bullying</li> <li>▪ Having a sharp object in school that could cause harm</li> <li>▪ Dangerous behaviour</li> <li>▪ Deliberate aggressive hurting of a child</li> <li>▪ Swearing <i>at</i> an adult / child</li> <li>▪ Taking others belongings without permission.</li> <li>▪ Repeated inappropriate internet use</li> <li>▪ Biting</li> <li>▪ Major disrespect</li> <li>▪ Deliberately using a phone within school time</li> <li>▪ Theft or intentional damage to property</li> </ul>	

# APPENDIX 2 – TIME TO REFLECT

<b>NAME</b>		<b>CLASS</b>	
<b>DATE</b>		<b>TIME</b>	

Name: ..... Class: .....

Date: ..... Time: .....

WHAT DID I DO? WHY DID I DO IT?	WHAT RULE DID I BREAK?
	
WHAT COULD I HAVE DONE DIFFERENTLY?	WHAT CAN I DO TO FIX IT UP OR MAKE IT BETTER?
	

Please feel free to discuss any issues of unacceptable behaviour with the Leadership team should you be unsure of how to deal with an incident.

## APPENDIX 3 - Roles and responsibilities

### Governors

- ✓ The River Hill governing body is responsible for reviewing and approving the written statement of behaviour principles.
- ✓ The River Hill governing body 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 Executive Headteacher

- ✓ The Executive Head Teacher and SLT are responsible for reviewing this behaviour policy in conjunction with the River Hill Federation governing body giving due consideration to the school's statement of behaviour principles. The Executive Head Teacher may delegate some of these duties to the Head of School.
- ✓ The Executive Headteacher and SLT 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

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 using Arbor
- ✓ The senior leadership team will support staff in responding to behaviour incidents.

**Midday meal supervisors** are expected to:

- ✓ Be friendly and approachable
- ✓ Be consistent and fair when giving rewards or imposing sanctions
- ✓ Inform the class teachers and/or the head teacher about specific incidents or trends in behaviour
- ✓ Encourage respectful attitudes for others, the environment, property and equipment
- ✓ Ensure playground zones are covered when on duty

### Parents

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

## APPENDIX 4 - SCRIPTED CONVERSATIONS

### FOR CONFLICT RESOLUTION

Acknowledge both children's feelings individually.

"You look upset/angry. Your amygdala is flooding"

"Choose a strategy to calm down" (Present calm down box of toys or offer a strategy e.g sitting away from each other.)

Once the children have calmed down.

"I'm so glad you have calmed down your pre-frontal cortex can now help you to think and make good choices."

Ask "What was the problem?" (to each child in turn).

"So as I understand it he....."

You..... is that correct?"

"Can you use your thinking brain to solve the problem?"

(Listen to the children's solutions, mediate regarding the consequence.)

"Do you like each other's solutions? Do you think they are fair?"

"Well done for helping solve this problem. You can come and check in with me if something goes wrong".

### FOR ZONES OF REGULATION

"How are you feeling? Which zone is that?"

"What can you do to get to the green zone?"

"Can you get there on your own or do you need help?"

"Is there a useful strategy in the 'toolbox?'"

" Which part of your brain was affected?"



## APPENDIX 5 - 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
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion

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
- 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