



DUNSTALL HILL PRIMARY BEHAVIOUR POLICY

Document Control Table

Title	Dunstall Hill Primary Behaviour Policy
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Document History

Date	Author	Note of Revisions
July 2022	LF/AM/LM	Pg 2- changed 'to learn self control' to 'to learn self restraint and self regulation'
July 2022	LF/AM/LM	Pg 4- changed 'define' to 'defined'
July 2022	LF/AM/LM	Pg 6- removed 'and'
July 2022	LF/AM/LM	Pg 9- changed 'continues' to 'continuous'
July 2022	LF/AM/LM	Pg 10- removed 'Learning Mentor'
July 2022	LF/AM/LM	Pg 11- added 'Cards'
July 2022	LF/AM/LM	Pg 11- amended spelling 'behaviour'
July 2022	LF/AM/LM	Pg 11- added 'to'
July 2022	LF/AM/LM	Pg 13- changed 'on-going problems' to social, emotional and mental health difficulties.
July 2022	LF/AM/LM	Pg 12 – amended '(see policy – Promoting Wellbeing and Positive behaviour within School). The document is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. The document aims to provide good practice for promoting wellbeing and positive behavior at Dunstall Hill Primary School. It provides a framework for a graduated response to identifying needs and implementing support (see hierarchy of interventions in appendix 4).

July 2022	LF/AM/LM	Pg 13- changed 'particular children' to 'all children' added 'including' (those with Social, Emotional and Mental Health difficulties').
July 2022	LF/AM/LM	Appendix 4- changes made to the 'Hierarchy of Interventions'.
July 2022	LF/AM/LM	Rationale changes
July 2022	LF/AM/LM	Aims Changes
July 2022	LF/AM/LM	Whole School Approach changes
September 2023	RC	Pg 3 – Aims section – 'The aim of the Perry Hall.....', 'the' has been removed
September 2023	RC	Pg 6 – sanctions changed to consequences
September 2023	RC	Pg 6 – 'These are based upon the themes outlined above and are linked to the school values'. Bold section removed
September 2023	RC	Pg 6 – 'Pupils can then earn Gold and Platinum cards for positive behaviour, reflected by the core values . Yellow and Red Cards are received for misbehaviours, those which fall outside of the core values and expectations within school. ' Bold sections added
September 2023	RC	Pg 8 – sanctions changed to consequences
September 2023	RC	Pg 8 – "It is imperative that any consequences to an action is applied fairly and the consequences fully explained. Sanctions will be differentiated to the needs of the children". Bole and italic section added. Bold section removed.
September 2023	RC	Pg 10 – Header changed from ' Supporting pupils following a sanction ' to ' Supporting pupils following receiving a consequence '
September 2023	RC	Pg 10 – sanctions changed to consequences
September 2023	RC	Pg 11 – ' Fixed Term and Permanent Exclusions ' changed to ' Suspensions and Permanent Exclusions '
September 2023	RC	Pg 19 – The role of Pupil sections. 'At Perry Hall Multi-Academy Trust pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect '. Bold section added.
September 2023	RC	Pg 21 – Last paragraph - The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give clear advice and guidance to the Headteacher about particular disciplinary issues. 'Disciplinary' removed
September 2024	SK	No changes.

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Perry Hall Multi-Academy Trust schools. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parent/carers and other members of the wider school community, ensuring it is inclusive, consistent and supportive of all pupils.

Aims

The aim of Perry Hall Multi-Academy Trust is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is designed to support the way in which the members of the school can live and work together, building a whole school culture that teaches pupils expected behaviours that ensure standards do not have to be lowered.

It aims to promote a supportive environment where all feel happy, safe, calm and secure. We aim:

- To teach, empower and skill children to create and maintain high standards of behaviour and to learn self-discipline and self-regulation.
- To ensure pupils behaviour does not disrupt teaching, learning or school routines.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly, so they learn to be polite and fair.
- To teach children to mutually respect and show kindness to other people, their property, beliefs, feelings and to respect difference.
- To ensure that all members of the school community create a positive, safe environment and everyone is treated respectfully.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To ensure that all incidents are dealt with quickly, fairly and effectively.
- To involve parents/carers in all aspects of school life, including their children's behaviour.

A whole school positive approach to behaviour

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We believe that self-esteem affects all thinking and behaviours and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

We recognise that good behaviour arises from building positive relationships and from setting high expectations of behaviour. We promote high standards and expectations of good behaviour which exist throughout the school community and culture. Behaviour is taught to all children so that they understand what behaviour is expected and encouraged and what is unacceptable.

The behaviour policy outlines a consistent and positive approach, detailing how the expectations of behaviour are taught and communicated together with outlining fair implementation of measures so that staff and pupils can thrive and achieve.

Core values

Each school within Perry Hall Multi-Academy Trust has its own core values which have been devised by the school community including its children, staff, governors and parents/carers. The core values reflect the ethos and attitudes that are defined by each school and support the government's Modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The Modern British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.

Dunstall Hill Primary School's core values can be found in **Appendix 1**.

Expectations as a member of Perry Hall Multi-Academy Trust

At Perry Hall Multi-Academy Trust, as adults, we will:

- Treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Follow our Core Values and teach these to the children.

- Ensure that children are aware of the Core Values and that each class has its own class expectations.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Teach and reinforce routines and the expected behaviours of all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.

Class expectations

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- we are gentle;
- we are kind and helpful;
- we listen;
- we are honest;
- we work hard;
- we look after property;
- we are respectful;
- treat others how you wish to be treated.

As well as the class expectations, every member of the school community should apply the following principles:

- If you do not stop the inappropriate behaviour you are condoning it.
- You own your behaviour.

Staff induction, development and support

- All new staff will be provided with an induction when becoming part of Perry Hall Multi-Academy Trust.
- Staff will be introduced to the Behaviour Policy and will be provided with the opportunity to explore the approaches contained within with a member of the Senior Leadership Team.
- The routines and behavioural expectations of the whole school community will be addressed and taught to all new staff.
- New staff will receive training around the behaviour management strategies used within school.
- Regular training for staff will be provided to support their professional development. This will be in line with promoting positive behaviour within school and in supporting children with Special Educational Needs.

Rewards and sanctions overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified.

Behaviour which reflects the core values of the school behaviour policy will be recognised and positively reinforced. The emphasis of the school behaviour policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Where pupil's behaviour is not in line with the school's behavioural expectations and core values, pupils understand that there will be consequences and expect reasonable, fair and consistently applied consequences.

Staff should respond promptly and should operate a stepped approach to consequences, which allow children to identify the next consequence.

All systems are flexible to take account of individual circumstances. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences. Staff should take into account any contributing factors which may be influencing behavioural presentation.

Good to be Green behaviour system

All staff use the 'Good to be Green' behaviour system in school as it is a consistent and fair behaviour system which supports the maintenance of the school culture and ethos by:

- Recognising and praising good behaviour to communicate expectations and values to all pupils.
- Providing a platform to teach behavioural expectations to prevent reoccurring adverse behaviours.
- Supporting children who are struggling by providing opportunities for children to reflect upon and make changes to their behaviour.
- Being accessible for all staff and as such allowing for consistency to be achieved across the school environment.
- Providing clear expectations for all pupils where rewards and consequences are proportionate, fair and understood.

How it works (also see visual triangles in **Appendix 2**)

The class will agree their class expectations during the Autumn term. These are linked to the school values.

Each class have their own 'Good to Be Green' chart, with the children's names displayed, in the classroom. At the beginning of a school day, all children start with a green card, with each day being a fresh start.

Pupils can then earn Gold and Platinum cards for positive behaviour, reflected by the core values. Yellow and Red Cards are received for misbehaviours, those which fall outside of the core values and expectations within school.

Rewards (Green, Gold and Platinum cards) (See 'Green' display triangles in Appendix 2)

All members of staff will recognise, celebrate and reinforce appropriate behaviour at all times around the school through praise. Wherever appropriate, children's best efforts will be celebrated, and staff should work on the principle of a 4:1 praise to sanction ratio.

Positive recognition and rewards are given to those children who demonstrate consistent good behaviour and remain on a green card consistently, those who show good manners, particular helpfulness and acts of kindness in school. Each pupil is provided with a 'Good to be Green' bookmark where they are given stickers to acknowledge their positive attitudes, approaches to learning and behaviours.

Further rewards to celebrate consistently good behaviour may also involve:

- Verbal praise
- Verbal praise to parents about their children
- Stickers and stamps on their Good to be Green Bookmark
- Certificates
- Raffle tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- First in line
- Star of the Week certificates
- Praise certificates

Pupils can also earn 'gold' or 'platinum' cards for positive behaviour. A gold card is given to those that are continually on a green or behave/engage exceptionally well. A platinum card is achieved for continued good behaviour or moments of excellence. Gold and platinum cards are attached on to their 'Good to be Green' bookmark.

Once a pupil completes their bookmark the child's parents/carers are invited to school where a certificate and prize is presented to them by the Headteacher or Phase Leader during an assembly. Certificates are also given to those who have achieved platinum cards.

If more than one bookmark is completed parent/carers and the child are invited into meet with the Headteacher and receive another reward.

Golden Time

Golden time is achieved as a result of consistently achieving green on the 'Good to be Green' chart. We sometimes build Golden Time into our curriculum. Here, children choose from a variety of activities organised within their classroom for a half hour session once a fortnight. The whole class work towards earning Golden Time.

It should be noted that minutes can be taken away from an individual pupil for negative behaviour and in cases of extreme misbehaviour a child may lose their individual Golden Time.

Sanctions (Yellow and Red cards)

Despite positive responses as a means to encouraging good behaviour at Perry Hall Multi-Academy Trust, it may be necessary to employ a number of consequences to ensure behaviour is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower all staff in our mutual desire to create a fair, safe, secure and happy learning environment.

When dealing with all forms of misbehaviour all staff should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Provide logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Give a fresh start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any consequences to an action is applied fairly and fully explained. Consequences will be differentiated to the needs of the children.

Within the 'Good to be Green' behaviour system a consistent and proportionate response is adopted in relation to unacceptable behaviour where the pupils understand that the following consequences may be given in response to misbehaviour:

- **Verbal Warning:** If a pupil breaks any of the class/school expectations or shows inappropriate behaviour a verbal reminder of the expectations of behaviour is given. If the pupil repeats a behaviour, a verbal warning is given.
- **Yellow Card:** On the third incident a Yellow Card is given. At this stage a Yellow Card is placed on the class 'Good to be Green' chart under the child's name as a visual prompt (see triangles for each school's variation). All pupils may earn their 'Green' card back by demonstrating positive behaviour. At this point the Yellow Card is removed.
- **'Stop and Think':** Following receiving a Yellow Card, if the behaviour continues and the pupil has not returned to Green, then the child will receive a 'Stop and Think' card. This provides time to reflect and consider their actions either in class or outside of the classroom.
- **Red Card:** If a pupil continues to demonstrate the undesirable behaviours, they will receive a red card which is placed over the yellow card in the 'Good to be Green' chart. The consequences for receiving a red card in this instance of continued disruptive behaviour may include missing a break time or golden time.

When a pupil receives a Red Card, these will be logged on CPOMS by the Class Teacher. Parents/carers will also be informed if their child has received a red card verbally at end of day

or by phone. The Senior Leadership Team will monitor CPOMS to identify any patterns of behaviour and to ascertain whether further intervention and support is needed.

The Senior Leadership Team will be informed by the Class Teacher regarding any concerns if there is an increase in pupil's receiving a Red Card. Adults working with the pupil will work together, with parents, to ensure that the pupil is accessing any appropriate support to reduce recurrences of undesirable behaviours.

Serious Incidents

There may be occasions where the above process is not appropriate, as a serious incident has occurred, and a Red Card is issued instantaneously.

The following are classed as **serious incidents** and will be issued an instantaneous Red Card:

- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continuous disruption in class
- Physical violence (towards peers or adults)
- Threatening behaviour (towards peers or adults)
- Racism
- Stealing
- Swearing

The Headteacher, or a member of the Senior Leadership Team, will be made aware of serious incidences of behaviour and either a letter will be sent home or a phone call made to the parents.

For instances of serious unacceptable behavior, a child may spend a period of time with a member of the Senior Leadership Team where he/she will be able to continue with their studies.

For continual unacceptable behaviour or in the case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' information below).

Behavioural expectations during breaktimes and lunchtimes

- The 'Good to be Green' system is also in place during both breaktime and lunchtime.
- Behaviour expectations are the same in the dining hall and on the playground as they are in the classroom.
- We expect the same school expectations and standards of behaviour at breaktimes and lunchtimes to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

- Play leaders will be present to organise play zones to lead and model effective play.
- Members of SLT are visible during lunch time.
- The breaktime/lunchtime member of staff will inform the class teacher of any yellow cards. Red cards are reported to the SLT member of staff that is on duty.

Supporting pupils following receiving a consequence

Following a pupil receiving a consequence the following may be implemented to support them in developing their understanding of the expectations of behaviour and in improving their behaviour:

- A discussion with the pupil and time for them to reflect upon their behaviour. Discussions should help them to understand what they did, the impact of their actions, what changes they can make and what would happen if improvements were not seen.
- Providing short term behaviour targets, with personalised reward systems to reinforce positive behaviours.
- Exploring the pupils wider environment, including their social networks and circumstances outside of school (to be completed by a member of the Inclusion Team).
- Working collaboratively with pupils, staff and parents to explore and support the pupils behaviour.
- Providing appropriate targeted interventions with support of the Inclusion Team.

Recording, monitoring and evaluating behaviour

As a part of behaviour monitoring, the following data is collected:

- Attendance data monitored for all pupils weekly alongside the Educational Welfare Officer (Local Authority).
- Monitoring of logs and/or Red Cards. These are recorded by the class teacher / lunchtime supervisor on CPOMS. From this data we are able to identify trends and address any concerns.
- Incident logs, via CPOMS, are also used to record any behaviour that is unacceptable and how it was dealt with, such as Fixed Term Exclusions.
- Report cards or individual behaviour systems used are recorded and uploaded (to schlolarpack/CPOMS).
- Incidents of searches, screening or confiscation.
- Incidents of positive handling.
- Removal from the classroom.
- Audits and surveys completed through the 'Getting It Right' pathway (e.g. environmental checklists, Antecedent, Behaviour and Consequence (ABC) charts).

Using this data, a termly report is produced highlighting individual's behaviours. Where reoccurring behavioural incidents and/or trends are highlighted, an action plan is put in place to support the pupil in reducing the number of recorded incidents.

Staff should consider whether the behaviours being presented give cause to suspect that a pupil is suffering, or likely to suffer from harm. If this is the case staff must follow the school

safeguarding policy (in line with Part 1 of Keeping Children Safe in Education) and speak with the designated safeguarding lead within the school.

Initial Intervention following ongoing behavioural incidents

- The Senior Leadership Team should be made aware of ongoing, persistent behaviours, where few improvements are being made.
- Staff should have frequent and open engagement with parents.
- Staff should implement the **'Getting it Right- Promoting Wellbeing and Positive Behaviour within School' pathway (See Appendix 4)**. 'Getting it Right' is a Pastoral Support Programme. The document is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. The document aims to provide good practice for promoting wellbeing and positive behavior at Dunstall Hill Primary School. It provides a framework for a graduated response to identifying needs and implementing support (see hierarchy of interventions in Appendix 4). It is overseen by the SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for all children including those with social, emotional and mental health difficulties. The SEN Coordinator will liaise with parents and external agencies as necessary.
- School will engage with local agencies in line with appropriate stages on the 'Getting it Right' pathway to identify appropriate support for specific behavioural challenges.
- Staff should seek to understand whether appropriate provision is in place to support Special Educational Needs and Disabilities (SEND), and as to whether this is impacting upon an individual's behaviour. A graduated response should be implemented in line with the SEND policy and Code of Practice.

Suspensions and Permanent Exclusions

Fixed term and permanent exclusions are used in response to serious incidents or persistent poor behaviour which has not improved following in-school consequences and interventions. Only the Executive Headteacher (EHT) or Headteacher/Head of School (HT) has the power to exclude a child from school. The EHT or HT may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The EHT or HT may also exclude a pupil permanently. It is also possible for the EHT or HT to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

The decision to exclude a child (suspension or permanent) is taken when:

1. There are serious breaches or persistent breaches, of the school's behaviour policy.
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.
3. A range of alternative strategies have been tried.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the sections 'Reasons and recording exclusions' within the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Before deciding to exclude, the Headteacher should:

1. Use their own professional judgement based on individual circumstances.
2. Consider all the relevant facts and firm evidence
3. Allow the pupil to give their version of events
4. Keep detailed notes at all stages

Exclusions can be:

- Short Fixed Term – Arrangements for setting and marking of work must be made.
- Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals.
- Long Fixed Term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

Procedures for excluding a pupil

If the EHT or HT excludes a child, parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

For all exclusions:

- Parents/carers must be telephoned on the same day.
- The relevant letter must be sent to the parents within 24 hours.
- The relevant letter with the exclusion form (EX1) must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
- Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

The Governing body discipline committee

1. Exclusions of less than 6 days – a meeting will be convened if parents/carers request it.
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15.
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

Managed moves

Managed moves are used to imitate a process which leads to the transfer of a pupil to another mainstream school permanently. If this occurs the process and decision will consider the best interests of the pupil.

In some circumstances a temporary move might need to occur to improve a pupil's behaviour. If this is the case, then an off-site direction will be used. Please refer to [Suspension and Permanent Exclusion Guidance 2022](#) for more information.

Reintegration

Reintegration of pupils following a removal from the classroom, suspension, time spent in a pupil support unit or in another setting under off-site direction will involve a reintegration meeting between the school, pupils, parents/carers, and, if relevant, other agencies. Within the meeting a consideration of what support is needed to help the pupil return to mainstream education and meeting the expected standard of behaviour in school will be outlined.

Planned support and progress reviews will be timetabled to ensure effective strategies are considered to help the pupil understand how to improve their behaviour and meet the behaviour expectations of the school. A behaviour plan will be created to ensure an understanding for all and that consistency is maintained.

Behaviour expectations and pupils with Special Educational Needs and Disabilities

We promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive in and out of the classroom, including those with SEND, so that everyone can feel they belong in the school community.

Adjustments are made to routines for pupils with SEND where appropriate and reasonable to ensure all pupils can meet the behavioural expectations.

In addition;

- We create a calm environment which benefits pupils with SEND enabling them to learn.
- We consider pupil's individual needs to manage behaviour effectively.
- We follow the graduated approach (assess, plan, do, review) to measure the impact of the support provided.
- Staff anticipate likely triggers of misbehaviour and put in support to prevent these with the support of the Inclusion Team.
- If the pupil has an Educational, Health and Care plan (EHCP) we follow the recommendation for provision set out in the plan working alongside other agencies.

Responding to the behaviour of pupils with SEND

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn.

We do not assume that because a pupil has SEND, it must affect their behaviours on particular occasions. However, if a child is not responding to the 'Good to be Green' behaviour system for a SEND or behavioural reason there still needs to be a clear, consistent behaviour system for that child with rewards and consequences that all staff involved with that child are clear about. We make reasonable adjustments to consequences in response to any SEND needs the pupil may have. Where possible staff should link this into the 'Good to be Green' system.

At Perry Hall Multi-Academy Trust we seek to try and understand the underlying causes of behaviour and whether additional support is needed. Please refer to the [Equality Act 2010 and schools guidance](#) for more information.

Positive handling (See policy)

There are circumstances when a child or adult might be a risk either to themselves or others and does not respond to requests. On these occasions the use of reasonable force may be necessary to safeguard children and adults. Staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (section 93 of Education and Inspections Act 2006). The child should be removed from the situation as soon as possible and a member of SLT notified immediately with immediate action taken to involve parents/carers.

In such instances the following will apply:

- Consideration of the risks, specific vulnerabilities, including SEND and mental health needs or medication will be taken into account when using reasonable force.
- A form (see Positive Handling Policy) must be completed and the situation discussed with the Headteacher following any incident where positive handling was used.
- If any member of staff has been injured / assaulted in the process of using reasonable force, the correct documentation must be completed as soon as possible.
- The Senior Leadership Team will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Positive Handling Policy' for further guidance.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm, safe and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way the school ensures pupil and staff welfare is protected and helps school to establish an environment where everyone is safe.

Staff can confiscate, retain or dispose of a pupil's property as a discipline penalty. Further guidance can be found in [Searching, screening and confiscation, advice for schools 2022](#).

When confiscating, staff will consider whether it is proportionate and consider any special circumstances relevant to that particular case.

Removal from the classroom

Removal from the classroom should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is extreme and warrants immediate removal.

Removal should be used for the following reasons:

- To maintain the safety of all pupils.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

The Headteachers should:

- Maintain overall strategic oversight of the school's arrangements for any removals.
- Make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils.
- Outline the length of time that it is appropriate for a pupil to be removed.
- Ensure that the removal location is in an appropriate area of the school and is supervised by members of staff.
- Support the reintegration of any pupil who has been removed back into the classroom when appropriate and safe to do so.

Pupils should not be removed from classrooms for prolonged periods of time. The safe space, when a pupil has been removed from the classroom, should be different from the sensory/nurture rooms. The use of removal should allow for continuation of the pupil's education in a supervised setting. This should be meaningful for the pupil and can differ from the mainstream curriculum if felt it is appropriate.

When dealing with individual removal cases, headteachers and teachers will:

- Inform parents/carers on the same day.
- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

We collect, monitor and analyse removal data internally in order to track repeated patterns and the effectiveness of the use of removal.

Banned items

Banned items may include the following:

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

This is not an exhaustive list. Banned items not included are at the discretion of the Headteacher or a Senior Leader in their absence to ensure the safety of the school community.

Mobile phones

- The use of mobile phones is prohibited for all pupils.
- If a pupil requires a mobile phone for their journey to, or return from school, they must have consent from parents/carers. All mobile phones must then be handed into the school office, where they will be safely secured. Pupils can collect their mobile phone at the end of the school day.

Specific behaviour issues

Bullying

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there'
- Teasing another child's family or culture
- Making fun of a child's work
- Making threats

*We will not tolerate bullying at Perry Hall Multi- Academy Trust.
Repeated bullying will be treated very seriously and may result in exclusion.*

Behaviour outside of school premises

School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as it is reasonable. School expects pupils to have the same standard of behaviour both inside and outside of the school premises. Therefore, incidents and actions, such as non-criminal poor behaviour and bullying which occurs off the school premises or online, which is witnessed by a staff member or reported to the school, will result in consequences being imposed on the pupil. The decision to sanction a pupil is made under the control of a member of staff of the school, this can be on the school premises or elsewhere at the time.

For incidents that take place outside of the school this policy will still have effect if a pupil is wearing a school uniform, or if they are identifiable as a pupil of the school. This also includes when taking part in any school-organised or school-related activity, or on a journey to or from the school.

This policy remains for instances that take place which could have repercussions for the orderly running of the school, that pose a threat to another pupil or could adversely affect the reputation of the school.

Behaviour incidents online

The same standards of behaviour are expected online as well as offline. Everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed the same as it would be offline; following the child protection policy and speaking to the designated safeguarding lead, or deputy. If the school suspects a pupil of criminal activity online, they should follow the steps in 'suspected criminal behaviour'.

Parents/Carers are responsible for online behaviour incidents amongst young people that occurs outside the school day and off the school premises. However, often incidents that occur online impact the school day. Staff are able to give consequences to pupils when their behaviour online poses a threat or causes harm to another pupil.

Please refer to the Academy Online Safety policy, Keeping Children Safe in Education, Sharing nudes and semi-nudes: advice for educational settings working with children and young people for guidance to support.

Child-on-child sexual violence and sexual harassment

School follows the safeguarding principles set out in [Keeping Children Safe in Education \(KCISE\)](#). Any initial response to child-on-child sexual violence or sexual harassment offline or online would be undertaken by the designated safeguarding lead (or deputy), with each incident considered on a case-by-case basis.

Child-on-child sexual violence and sexual harassment are never acceptable and will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff will challenge all inappropriate language and behaviour between pupils and staff to ensure school has a culture in which sexual harassment of all kinds is treated as unacceptable. School refers to the [Respectful School Communities toolkit](#) for advice.

School staff should demonstrate and model manners, school core values, courtesy and dignified/respectful relationships. In doing so, sexually abusive language or behaviour will not be normalised, treated as 'banter', an inevitable fact of life or an expected part of growing up. Staff will advocate strenuously for high standards of conduct between pupils and staff.

Pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Part 5 of [KCSIE](#) provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. By responding assertively to sexually inappropriate behaviour it is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Suspected criminal behaviour

Where there is a case of suspected criminal behaviour by a member of staff or headteacher, an initial assessment of whether an incident should be reported to the police will be undertaken by the Executive Team. This will be carried out by only gathering enough information to establish the facts of the case.

All initial investigations will be fully documented (using CPOMs) to preserve any relevant evidence. If the decision dictates, Executive, or Senior leaders, under the advice of the Executive Team will report the incident to the police.

School must ensure that any further action taken does not interfere with any police action taken. However, school retain the discretion to continue investigations and enforce school sanctions so long as this does not conflict with police action.

When making a report to the police, school will often make a tandem report to the local children's social care. This will be completed by the designated safeguarding lead (or deputy), as set out in Keeping Children Safe In Education (KCSIE).

Racial incidents (see Race Equality Policy)

Racial Discrimination is not tolerated, and all incidents will be recorded and dealt with in line with this School Behaviour Policy.

All racial incidents are recorded on CPOMS, flagged as racist incidents and dealt with promptly.

The Race Equality Policy is clearly outlined within the school's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education.

Roles

The role of School Council

The School Council consists of children from Reception through to Year 6. School councilors wear School Council badges that identify them throughout the school.

As part of their duties the School Council discuss particular expectations of conduct and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the behaviour culture and expectations.

The role of Pupils

At Perry Hall Multi-Academy Trust pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect.

To achieve this, every pupil is made aware of the school behaviour standards, expectations, the pastoral support available to them, and the possible consequences and sanctions for misbehaviour.

Pupils are taught to follow the school behaviour policy and uphold the school expectations, contributing to the school culture. All pupils are supported to achieve the behaviour standards and an induction is provided to familiarise pupils with the school behaviour culture, repeating this for all pupils at suitable points in the academic year.

School also provides an induction for new pupils to ensure they understand the school's expectations, behaviour policy and wider culture. Additional support, when required or identified, is provided for pupils who join the school, such as mid-phase arrivals.

Pupil voice is an integral role within the evaluation, improvement and implementation of the school behaviour policy. Therefore, pupils will be asked about their experience of behaviour and to provide feedback on the school's behaviour culture.

The role of Parents/Carers

We recognise that parents/carers have a vital role to play in their children's education and in helping schools to develop and maintain good behaviour. It is very important that parents/carers support their child's learning and co-operate with the school by getting to know the school's behaviour policy.

We are very conscious of the importance of having strong links, positive relationships with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable consequences in response to a child's behaviour, parents/carers should support the actions of the school. However, if parents/carers have any concern about the actions taken, they should initially contact the class teacher. If the matter is not resolved, the Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Where appropriate, parents/carers are to be included in any pastoral work following misbehaviour and in attendance at reviews involving any implemented specific behaviour interventions.

The role of Teachers and Staff

Perry Hall Multi- Academy Trust is aware that good classroom organisation is the key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Staff at Perry Hall Multi- Academy Trust model positive relationships and have high expectations of both learning and behaviour to uphold a whole-school approach. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others, so pupils can see examples of good habits and are confident to ask for help when needed. Staff

are to encourage a calm and safe environment, creating a responsive atmosphere and to avoid shouting.

Staff explicitly teach pupils what good behaviour looks like and teach pupils how to behave well to proactively support pupils to behave appropriately.

Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct, both in and outside of school. Furthermore, staff need to ensure their behaviour and conduct (See Conduct Policy) reflects the school's culture and how they uphold the school rules and expectations through modelling positive relationships.

Staff support the induction of new pupils into the classroom as well as the re-introduction of pupils back into the classroom.

Staff provide additional support where needed to avoid re-occurring behaviours.

Staff contribute to the open-door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

The role of school leaders

The schools leadership team will be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders will play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Staff are provided training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

School seeks ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams. Please refer to Mental health and behaviour in schools guidance when using this information.

Role of the Headteacher/Head of School (Overseen by the CEO)

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil.

Please also refer to the child protection and safeguarding policy when using this information.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give clear advice and guidance to the Headteacher about particular issues. The Headteacher must take this into account when making decisions about matters of behaviour. This policy will be reviewed by Governors annually.

Appendix 2 - Dunstall Hill Primary Display Good to be Green Triangles



Appendix 3

Appendix 3 – Behaviour posters to be used during Covid-19

Sept

It's good to be green! What this looks like in the classroom?

 Washing my hands regularly.

Keeping 2m apart from other people.

keeping my kind hands to myself. 

Walk around school sensibly only going where my teacher has told me to go.



When do I need to wash my hands?



- ✓ When I arrive at school
- ✓ When I enter my classroom
- ✓ After I have been to the toilet
- ✓ Before and after break and lunch time
- ✓ Before and after using an iPad or laptop
- ✓ Before and after I eat my lunch
- ✓ If I sneeze or cough
- ✓ Before I go home
- ✓ When I get home.



We must all remember to wash our hands regularly throughout the day!

Appendix 4 – Promoting Wellbeing and Positive Behaviour



Behaviour Policy Appendices-

Promoting Wellbeing and Positive Behaviour within School.



What is the purpose of this document?

The purpose of this document is to provide good practice guidance for promoting wellbeing and positive behaviour at Dunstall Hill Primary School. It outlines steps that school staff can take to identify the right strategies, understand the children's needs and difficulties better, and plan and review support. The guidance aligns with the Code of Practice for Special Educational Needs and Disabilities (SEND). It provides a framework for a graduated response to identifying needs and implementing support.

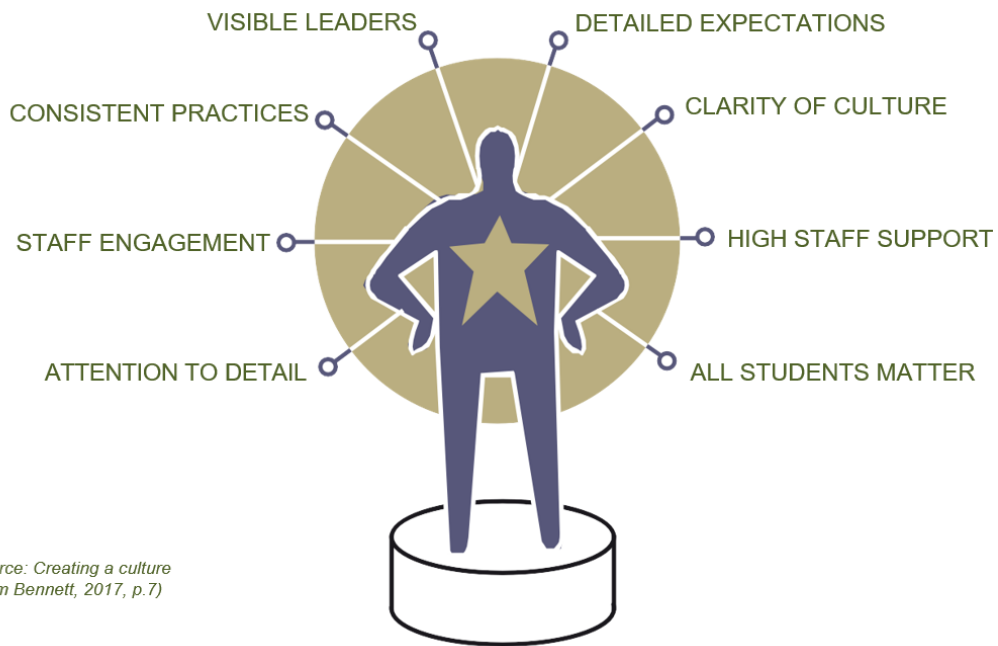
This document is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council and is based on all of the principles outlined within this guidance resource.

What is the background to the 'Getting It Right' document?

The Government commissioned an independent review of behaviour in schools (the Bennett Review). In this review, Tom Bennett identified eight features that contributed to schools being successful in relation to improving and promoting positive behaviour.

These were:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team;
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school;
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold';
- high levels of staff and parental commitment to the school vision and strategies;
- high levels of support between leadership and staff, for example, staff training;
- attention to detail and thoroughness in the execution of school policies and strategies; and
- high expectations of all students and staff, and a belief that all students matter equally.



What does the SEN Code of Practice say about social, emotional and mental health difficulties?

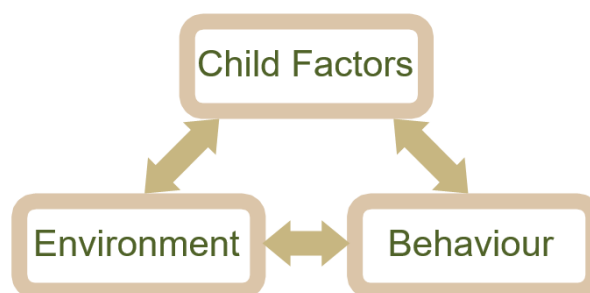
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Two key ideas informed the development of the 'Getting it Right' guidance.

Key idea 1

Behaviour occurs in a context, not in isolation. We cannot hope to improve children’s wellbeing and support positive behaviour without **thinking about the environment first.**

The diagram below shows the relationship between **the child**, the **environment** and **behaviour**.



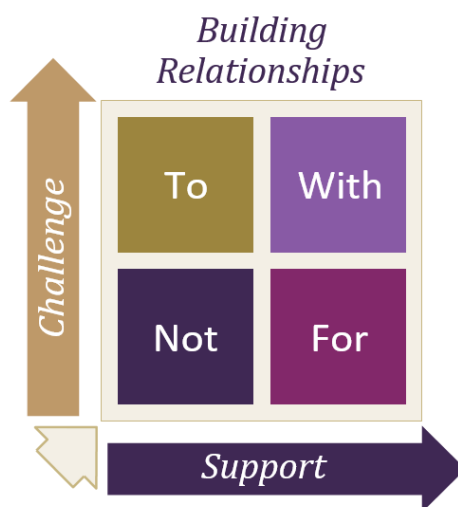
Child factors include the **child’s thoughts, feelings and beliefs.**

The **environment** includes the **physical environment** (e.g. temperature, noise, space), social environment (e.g. peer influences, interactions with adults) and **instructional environment** (the delivery of teaching).

These both influence and are influenced by a child's **behaviour** (which is what we see). To support children and bring about improvements, the environment is the element we have most control over, so is a crucial place to start.

Key idea 2

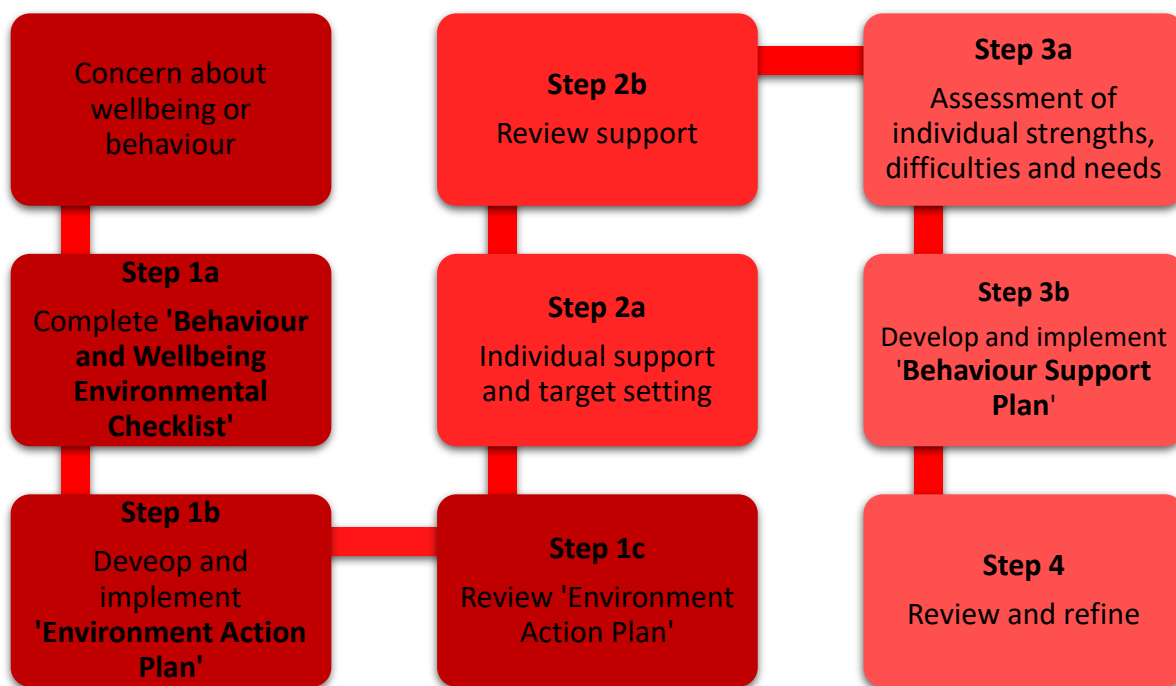
Second, a “**no blame**” approach to responding to children and young people's needs is advocated. If behaviour is the result of difficulties with emotional wellbeing and social development, or if it reflects unmet needs, we should seek to understand and support rather than blame. **We should no more punish a child for having social, emotional or mental health needs than we should punish them for any other type of special educational need.** But “no blame” also applies to adults that work with children. Teachers and other school staff want the best for children and want to be successful. Working with children who have difficulties with emotional wellbeing and behaviour can be challenging and stressful. School staff need to be confident that they will be supported and not blamed if or when things are difficult.



No blame does not mean no responsibility. A **restorative practice approach** for working with children and families needs to be adopted. This is a high support, high challenge approach (see diagram to the right), that involves working with people rather than doing things to them (i.e. working coercively or punitively), or doing things for them (rescuing or excusing).

Working restoratively is about building and maintaining relationships that are respectful and empowering. This is central to providing effective support for emotional wellbeing and behaviour.

Steps to Support Behaviour and Emotional Wellbeing at Dunstall Hill Primary School using the 'Getting it Right' guidance.



Step 1: Behaviour and Wellbeing Environmental Checklist

The focus at step 1 may be one pupil or a group of pupils, but at this stage the planning is not linked to named pupils, rather it is linked to the **learning environment**.

1a) Any member of staff raising a concern should **complete the Behaviour and Wellbeing Environmental Checklist** (appendix 1). You may find it helpful to complete this with a colleague who has knowledge of the environment.

1b) When the checklist is completed it should highlight aspects of the environment which may need to be improved and may then lead to improvements for the target pupils or group. The year group staff should **develop and implement an action plan** (within appendix 1) which responds to key aspects of the environment. Please **inform** your **phase leader** of this action.

1c) This action plan should be **reviewed** after an agreed length of time (within a month).

Step 2: Identifying Individual Targets and Support for the pupil focused on the area(s) of concern and the provision of high quality teaching and focused support

If, following implementation of the Environment Action Plan, there continues to be concerns about a pupil's behaviour, the next stage involves **identifying individual targets and support for the pupil focused on the area(s) of concern**.

The progress the child is making needs to be considered in relation to:

- 1) Attainment: identifying if a pupil is making less than expected progress given their age and individual circumstances- this can be categorised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap.
- 2) Wider development or social needs: progress in areas other than attainment- for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

2a) The first response to this progress should be high quality teaching targeted at the child's area(s) of weakness.

The following resources, strategies and our hierarchy of interventions used at Dunstall Hill may be used throughout Step 2 to help assess the child, **unpick issues and identify patterns**:

- SDQ (strengths and difficulties questionnaire)
- ABC charts (Antecedent/behaviour/consequence)
- Hierarchy of interventions – at this stage, we focus on the whole class/group approaches (lowest layer of the hierarchy).

This should provide you with further evidence of the child's individual needs and allow you to **implement focused and targeted interventions and support.**

**If, throughout this step, you require further clarification or training surrounding any of these approaches, please speak with your phase leader who will organise this for you.*

All interventions to support positive behaviour to be logged and recorded on Scholar Pack/CPOMs.

2b) Following a sustained, consistent and individualised intervention period, you should review the progress that has been made.

Where **progress is found to continue to be less than expected following both consistent and individualised intervention**, staff should complete an 'Initial Concerns Form'. **This should be sent to the SENCO to be reviewed by the Inclusion Team.** Feedback will be provided to you following discussion within the Inclusion Team and if required, a key worker allocated to the identified child.

Step 3: Emotional Wellbeing and Behaviour Support Plan

3a) This step focuses upon the assessment of individual strengths, difficulties and needs. A team around the child meeting needs to be organised (arranged by the key worker), involving all relevant professionals, including the family, focusing on further exploring:

- the child's strengths and their views about their difficulties and the support that they need

- emotional, social and behavioural skills and development
- the views of the parents/carers
- any other learning or educational needs.

When this information is gathered, it should then be used to **inform a plan** which focuses on the range of factors that can help to promote emotional wellbeing and behaviour.

(At this stage, further intervention will focus upon the group/individual approaches from the middle layer of the hierarchy).

Emotional Wellbeing and Behaviour Support Plans should be **reviewed at least termly** to assess progress being made and the success of strategies and interventions.

At this level, children should be recorded as receiving SEN Support on the SEND Code of Practice (agreed by the SENCO).

Step 4:

The **assess-plan-do-review cycle** (steps1-3) may be **repeated a number of times**, with individual plans being adapted and refined based on information about the progress that the child is making and the effectiveness of support strategies and interventions.

If/when required, an Early Help assessment and plan may be put into place either as a school (at a single point) or when support from a number of agencies is required.

Where we feel that we do not have the skills or expertise to meet the full range of a child's needs, we will engage with external professionals as part of the support plan (***stage 3 of the hierarchy***).

If, following the engagement of external agencies and an Early Help plan, we identify that the child's needs cannot be met within existing school resources, an application for an Education, Health and Care needs assessment may be considered.

Hierarchy of Interventions

