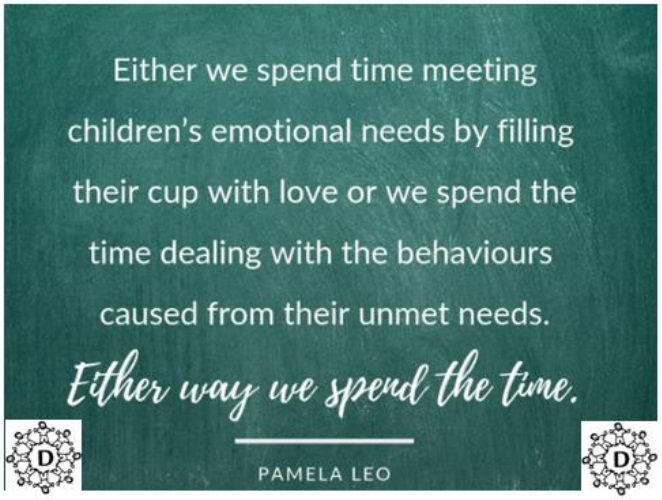
Dalestorth Primary and Nursery School

"Twenty-five years of neurobiological research tells us that children learn best when they feel loved."

Dr. Andrew Curran



Good Relationships and Behaviour Policy

September 2026

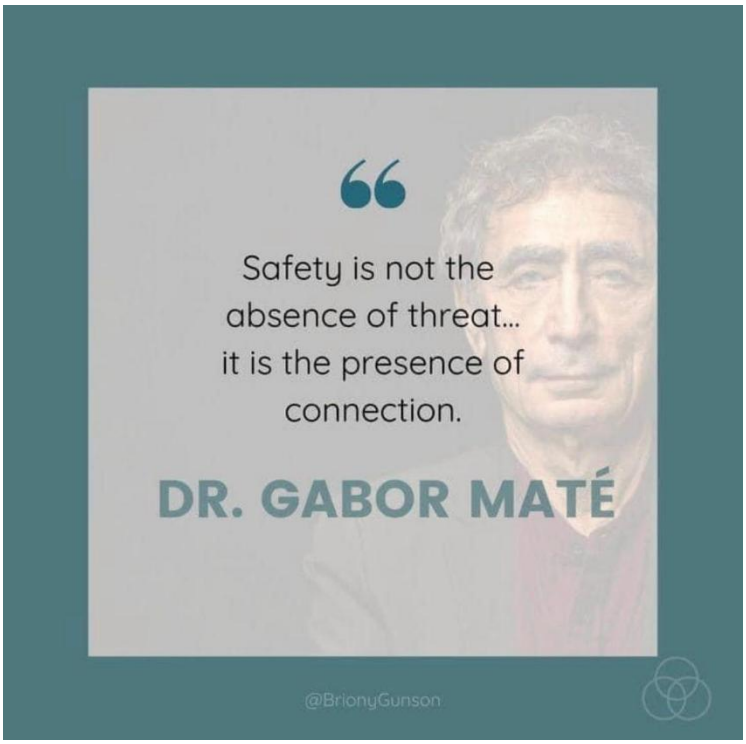
Statute and scope

This policy complies with the Equality Act 2010, the School Standards and Framework Act 1988 and The Education and Inspections Act 2006 by describing for the whole school community how the school promotes self-discipline and proper regard for authority, encourages good behaviour and respect for others and prevents all forms of bullying. `

It applies to all the school's activities in conjunction with the aims and requirements of the following policies:

Anti-Bullying and Anti-Prejudiced	Attendance
Child Protection	Induction
Child on Child	Relationships and Sex education
Disability Equality Impact Statement	Mental Health and Wellbeing
Equality Policy	Exclusions
Health and safety	Internet & E-Safety
Physical Intervention	Complaints
PSHE (including Drug Prevention)	Staff Code of Conduct
Special Educational Needs and Disabilities	Safer Recruitment
Teaching and Learning Framework	School Visits

The implementation of this policy is supported by the Staff Handbook and Expectations.



Our Vision

All of our children will be successful because they are always at the centre of what we do.

Our Aims

Our children will be kept safe and we will support our families at all times

Our children will be provided with a high-quality curriculum which consistently excites and challenges them and enables them to build a wide body of knowledge.

Our children can apply and reason about the body of knowledge they develop over time.

Our children will be the best version of themselves that they can be by the end of Year 6.

Our children will be kind and caring to adults and other children at all times.

Our children will understand the value of forming positive relationships with both children and adults.

Our children will become brave and resilient individuals who are able to cope and learn from difficulties and change in their lives.

Our children will grow into excellent friends who are trustworthy and respectful of others.

Our children learn about their community and play an active role in it. Please also see Appendix 3

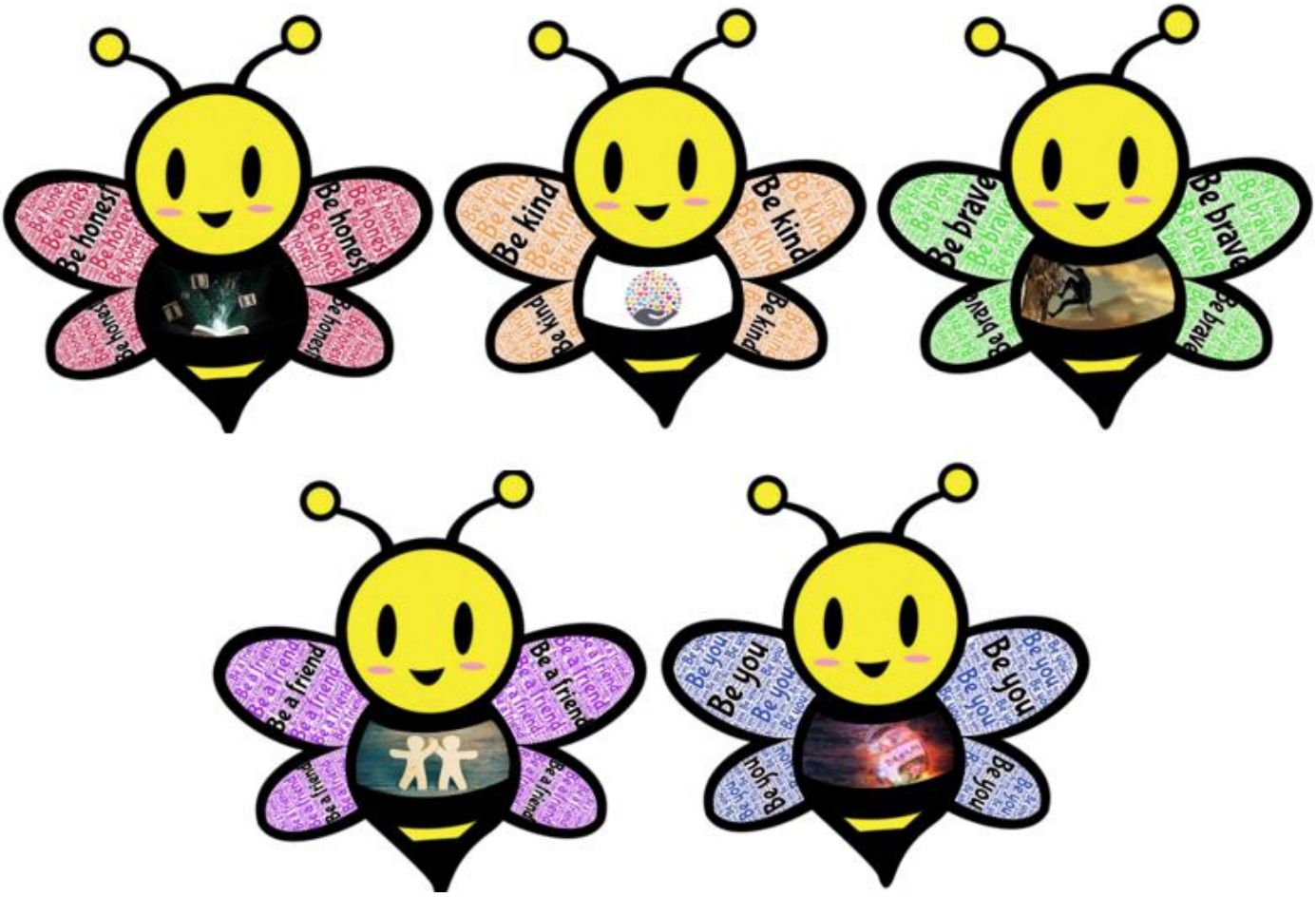
This policy provides clear guidance for the whole school community in providing and maintaining a non-coercive ethos. Using restorative approaches, and dialogue and narrative skills, we develop in our students a better understanding of themselves and their relationships, which enables them to take responsibility for their good conduct and be ready and willing to engage fully in learning.

It also describes how we promote learning by providing and maintaining social harmony, teaching children to not do social harm, and supporting children to develop social and community skills.

- Our school is a learning community upholding a non-coercive ethos.
- Good relationships between children and adults keep our school safe and effective.
- We are kind in a consistent way to each other.

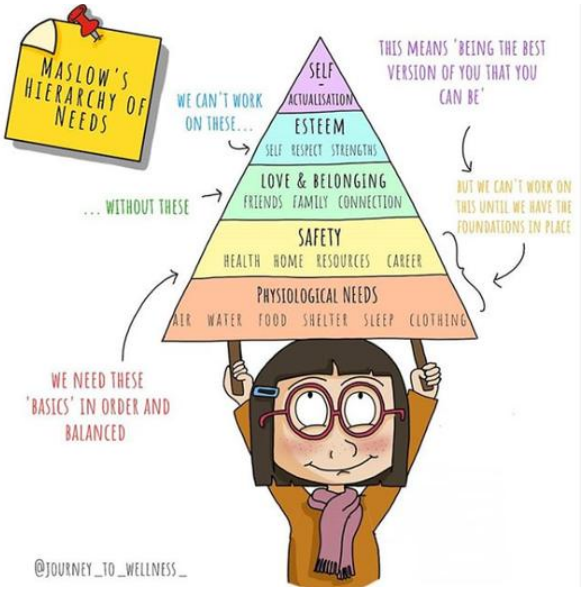
Class Dojo sits at the heart of our behaviour policy as a tool which enables all staff to support children in regulating their own behaviour.

Everything we do is underpinned by our ‘5 Busy Bees’: Be Honest, Be Kind, Be Brave, Be a Friend and Be You. These values are to be constantly referred to in any restorative discussions as the core of our expectations for building good relationships and behaviour at Dalestorth.



Rationale

At Dalestorth we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Relationships and Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.



Our children need the basics before we can focus on the higher-level skills. This is where reducing the anxiety is so important because it will prevent young people from being the best version of themselves.

Key Values and Principles

The most effective way to develop and increase positive motivation in children is to use non-coercive approaches because motivation is, fundamentally, a voluntary process. If we are forced to do something, when the force is removed we are likely to stop.

Children form positive relationships much more easily with adults who are as non-coercive as possible. Strong and trusting relationships are a most advantageous thing, rich in positive shared memories and mutual understanding.

Children (and adults) are more co-operative with those they like and will even do things they don't want to do, to please someone they trust and respect. When the relationship is good, so is communication. It's easier to say 'hard things' in a good relationship and so change becomes easier.

We want children to feel they belong to the school community, value it, and are valued by it.

We use restorative intervention combined with responsive planning instead of sanctions to ensure that students are able to manage their own behaviour. We consider restorative responses to be more challenging to wrong-doers and more productive than punishment.



Supporting staff

We provide training and professional development for staff so that they can apply this policy consistently and effectively as part of the whole school community.

We support staff to nurture and develop positive relationships with children who do not have good relationships skills, find it hard to trust or talk to adults, or are very anxious and insecure. We will fully support staff who have adhered to this policy without negligence or recklessness, in the event of allegations being made against them, malicious or otherwise.

The school community - roles and responsibilities

The school community comprises children and their families, the staff team including senior leaders, and the school's governing body.

Every member of the staff team is expected to understand the principles of this policy and ensure all their practice remains within our ethos. Our staff team works collaboratively, we value and appreciate the perspectives and observations of every staff member and take these into account in decision-making. We also value our children's views and those of their parents and carers.

Governors have approved this policy, which they review at least annually.

The school's Restorative Lead is responsible for the effective implementation of this policy and ensuring that all staff participate in training to understand how to apply it effectively. All staff have a responsibility to recognise when they need support to achieve this and ask their manager for advice and help.

The school's Relationships and Behaviour Lead is – Laura Radford

Conduct issues may overlap with special needs and safeguarding issues. The Restorative Lead works closely with the SENCO and Safeguarding Leads to ensure we support our children in all respects. Staff maintain records relating to conduct as required by this policy.

Beyond the school gate

This policy also applies when children are in school uniform outside the school, or taking part in any school-led activity away from the school site, or travelling to or from school. We ask parents and carers to support the school in ensuring our children are good ambassadors for the school.

The Role of Parents and Families at Dalestorth

We believe parents and carers are key partners in supporting their children and the school community to achieve its aspirations for their children.

We maintain good communications with parents and carers. We inform them whenever there are significant or prolonged conduct issues. We collaborate with parents and carers in guiding and supporting their children to participate and engage positively in school-life and learning.

We may call or text parents and carers, invite them to a meeting, or request a home visit.

We engage available professionals from social, welfare, psychology and mental health services, when appropriate, to help us plan intervention and support if children need this.

Parents agree to a Home School Agreement (see Appendix 2) and a Code of Conduct (see Appendix 1) when enrolling their child at the school. The expectations are that parents adhere to both the above and support the actions of the school. Parents are able to address any queries regarding our approaches and Good Relationships and Behaviour Policy, firstly to the class teacher, then to a member of the Senior Leadership Team if the query has not been resolved. We aim to work with parents to achieve a shared approach and consistent message between home and school to support their child's social, emotional and behavioural development.

Promoting Pupil Engagement and Self-Regulation – Class Expectations and Class Dojo

Class expectations are mostly generated by the pupils as part of our class charter, which is developed collaboratively at the start of each new school year. These charters are displayed in each classroom and are revisited with the pupils at the beginning of each term and at other times when necessary. They should focus on the positive rather than the negative. Individual Class Dojos will be created based on the class charter, which will sit alongside the school expectations. Some of the expectations on the charter are informed by recurrent behavioural issues and expectations of each specific class.

Children need to have received a minimum of 10 Dojos per week in order to participate in an end-of-week privilege activity. These activities will take place on a Friday afternoon for 30 minutes. There will be a choice of 3 activities per phase and children will sign up for one of these for one half term. These activities might include sports clubs or craft/art activities etc.

If children do not achieve 10 Dojos per week, they will still attend the Friday activities, however they will miss a certain amount of time before they can participate.

If children are involved in a significant behaviour incident, such as racism, physical violence or bullying, they will automatically be given a sanction at the time. This may include missing part or all of a playtime or lunch break. They will record a negative Dojo at this time too, although this will be done discretely to minimize shame and guilt for that child. This will be done when other children are not around at a suitable time.

Positive Dojos can be gained for demonstrating our Dalestorth Values: Be kind, Be honest, Be brave, Be a friend, Be you. Each class will have also decided on specific rewards and Dojos relevant to their group of children.

Parents will be encouraged to join Dojo so that they can see their child gaining Dojos throughout the week and support behaviour from home.

Negative Dojos will also be given for minor behaviour transgressions. They will be recorded on Dojo and parents will receive a notification to inform them of these behaviours. As above, this process of removing Dojos should be done discretely away from others and at a later time.

Building Good Relationships

Relationships flourish when both participants believe that their involvement is their free choice, that the 'cost-benefits' to each of them is fair.

Staff are trained to engage children in equitable dialogue and make agreements with them to address any issues, and we teach children the co-operative skills they need to engage in school-life and learning as part of the conduct curriculum.

The **PACE** model is useful as a way of being for all members of staff and children.

Playfulness – does not mean you always have to be playing, can be playful in interactions eg use of humour.
Acceptance – not accepting all behaviours but you are excepting the child.
Curiosity- does not mean lots of questions, shared interest and enjoyment in activities.
Empathy – see and understand the child's viewpoint, don't always have to do what the child wants.

Pace with discipline: Connection before correction

- Connect and ensure unconditional love and acceptance.
- Adult regulating shame.
- Moving from experiencing shame and experiencing guilt and remorse.



<u>Special needs/mental health and wellbeing</u>

The special need is not the diagnosis, it is the specific set of learning impairments and their impact. To the greatest extent possible, we seek to match staff, lesson plans and learning context to the individual child's profile to minimise the impact of their special needs.

Staff are trained to have a working knowledge of common disorders such as Attachment problems, Post-Traumatic Stress, Attention disorders, and Autistic Spectrum Disorder.

Many children have undiagnosed needs which may be complicated by issues with home and family. But whatever the diagnosis or need we know it is likely to cause anxious reactions, depression, and social competency and communications problems. This undermines learning of all kinds.

We provide additional support to implement children's Education Health and Care plans and a personalised school support plan for children with additional needs but without an EHC plan.

If staff have concern about a child's mental health and wellbeing, they will complete a "Low level concerns" form (appendix 6). This will be reviewed by the safeguarding team and an appropriate intervention will be chosen and put in place.

How we develop our children's social well-being

Readiness for learning

- Children are motivated to learn when their basic needs for physical and mental well-being have been met.
- Inevitably, some children experience adverse life events such as bereavement, chronic poverty, having sibling- or parent-care responsibilities, family breakdown, homelessness, and other disturbing crises. This can mean children may arrive at school underfed, over-tired, stressed and anxious. These issues are often chronic.

We recognise that learning is a self-actualizing activity, as described by Maslow's hierarchy of needs. A child's basic needs for nourishment, emotional security and acceptance may be overwhelming, and they are not ready to attend and learn.

Our school will provide additional support with learning while endeavouring to meet these needs and will seek the help of other agencies to address the issues where appropriate.

Relationship skills

We recognise the power of strong trusting relationships in making children feel secure, valued and engaged. We want all our children feel they belong. A sense of belonging is reinforced when a child can contribute into the group by meeting group needs as well as by having its needs met by the group.

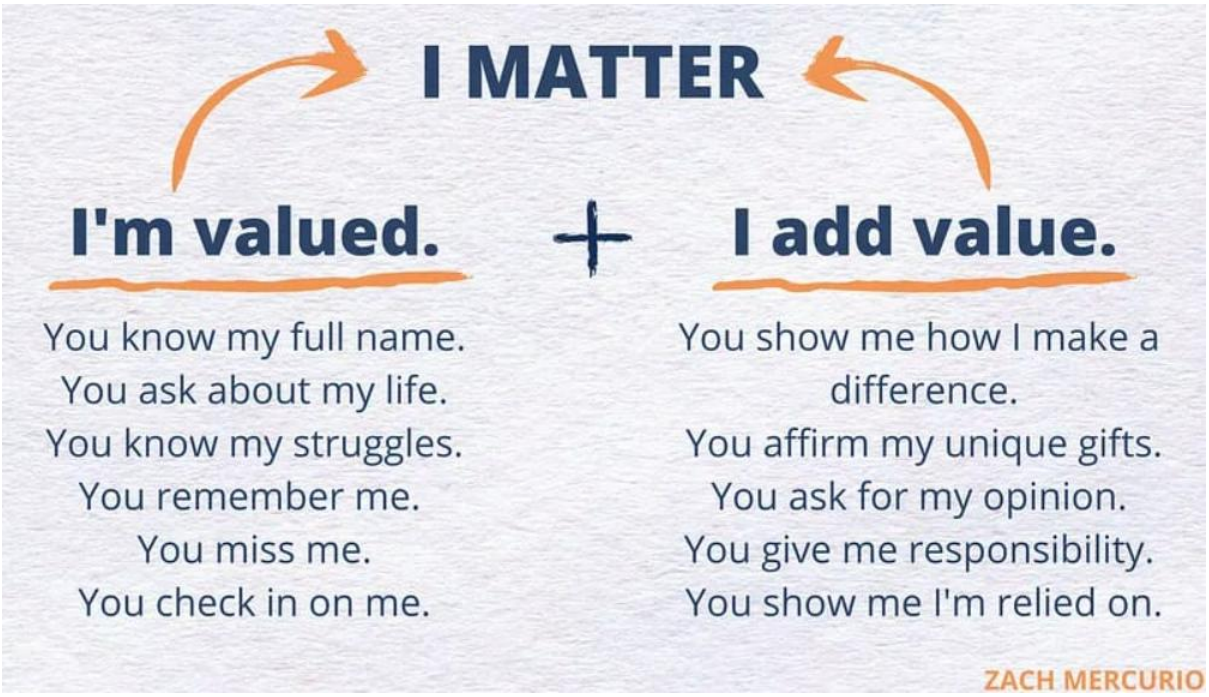
We also recognise that children have to learn social and relationship skills. We teach them by modelling them. We help children to:

- Experience a sense of 'supported choosing' as much as possible within our limits
- Have the reasons and benefits of what they are asked to do explained
- Take responsibility for being in control of themselves
- Be given reasons to trust and to see trust in them demonstrated
- Be given valid and honest explanations
- Feel fully valued and involved
- Make and keep agreements
- Appreciate and nurture their own narratives

The high-support high-accountability model

	High support	Low support
High accountability	**WITH** Caring and helping	**TO** Punitive restrictive
Low accountability	**FOR** Colluding, over-caring	**NOT** Negligent, reckless

Staff use the 'high-support with high-accountability' approach. We see this as doing things with the child, not to them or for them. Tariff-based sanctions are often ineffective with difficult cases because it drives the school ever further into the top right sector of the diagram.



Our school rules

School rules (see Appendix 4) are essential to the well-being of the school community and contribute to a sense of identity and self-respect. They may also relate to health, safety, or environment needs.

We update the school rules whenever necessary to improve our school ethos.

In keeping with our non-coercive ethos, all staff adopt a supportive role when applying them. We see rules as applying to both the rule-breaker and the rule-applier. For instance, if the rules state that a pupil must not leave school premises then it also states implicitly that a teacher must act to prevent this happening.

In effect, it is the whole school community which 'own' the rules (rather than individual staff members) and we stand with the children in complying with them.

How we promote good conduct in our school

Our approach has three strands

- We apply our understanding of relationships to all our interactions with children (and in fact the whole community), modelling good relationship skills, and teaching them to the children.
- We practice language and communications skills which de-escalate conflicts and promote co-operation.
- We respond restoratively when events occur which have caused social harm.

Language and Communications

Behaviour as communication

Most of the time, problematic behaviour is more usefully viewed as a communication of feelings and needs.

- We respond to the communication rather than the behaviour itself.
- We teach children to verbally articulate feelings and needs.
- We seek to make agreements and teach students the importance of doing so.

We all need to think about how our language shapes our approach.

Children and other adults build a view on us by the way we speak about each other and our children

We need to think about how we can rephrase what we say. For example, is a child lazy or is there a genuine reason they cannot complete a piece of work? Rather than saying a child is kicking off, can we say that they are distressed or that they are struggling? Labelling children or adults is not helpful. Perhaps the only label we should give anyone is their name.

Staff are trained to use language which give the child an experience of a greater sense of choice, opportunity, good humour, and respect. We discourage nagging, sarcasm, shouting, threatening, harassing, and frightening language and encourage agreeing, negotiating, persuading, requesting, convincing, and enquiring.

We ask staff to have an enquiring mind and be genuinely interested in what children are saying including the emotional content, recognise the child is making an effort and showing trust in sharing, reflect inwardly on what they hear, and avoid making judgmental statements.

We understand that even if a child appears to have listened to us they may not have heard what we meant. So, we ask often children to repeat back to us what they think they heard, and correct this if necessary. We also know children forget, so we repeat and reinforce key messages until they are securely learned.

Restorative responses

In a non-coercive setting, punishment is out of place. Restorative approaches are more reliable and teach children valuable social skills. Children with emotional and social difficulties are less likely to react in a volatile way to intervention. Sanctions may make the wrong-doer feel like a victim instead of helping them to take responsibility, and is inappropriate when the issues arise because the child is trying to deal with emotional distress and well-being issues. Restorative responses can be therapeutic, drawing hidden issues into the open.

Our approach is patient, calm and engaging.

What does a restorative chat look like?

It involves 4 simple steps. It is important to separate the child from the behaviour before we start –
Step 1 *Label and validate*
Allow children to give their side of a story and express their thoughts and feelings
Step 2 *Recognise, empathise and soothe*
Enable children to understand how what has happened has impacted on others
Step 3 *Set limits*
Think about how the incident can be prevented from happening again
Step 4 *Problem solve*
Give the children the chance to accept responsibility and think about how everyone has their own needs. Finally plan how needs can be met and how we move forward.

The process is triggered when social harm is done - someone has been hurt in some way.

Please see Appendix 5 for prompts to aid these conversations.

The steps we help children take

A wrong-doer takes responsibility for their actions by being willing to talk about them. If they can do this then the next stage is for them to listen to others talk about how the events have affected them - the aggrieved, people close to the aggrieved and people close to the wrong-doer, too.

Being able to respond to concerns raised by the aggrieved represents a further step in social confidence. In an ideal world, the aggrieved person will hear the wrongdoer acknowledge the wrong by saying (in some form of words):

'I am sorry, I was wrong, please forgive me, what can I do to put things right?'

By doing so, they demonstrate they have understood the social harm done and now seek to put things right.

If the restorative action is to be fully effective everyone involved needs to agree to a plan for dealing with problems in the future. Finally, if it is possible, the wrong-doer should volunteer to provide reparation. Ideally, the type of reparation should be suggested by the wrong- doer. This can be difficult for a child and some guidance from the facilitator is often needed.

The ‘support’ is our responsibility and the ‘accountability’ is the child’s. We understand that sometimes putting the child back into the setting where the issue arose may make too great a demand, so we always consider the need to offer a change of opportunity (to remove or reduce the likelihood of reoccurrence) when we ask for a change of outlook on their part.

- The wrong-doer agrees to repair any harm done as far as a possible in a way which satisfies the aggrieved and removes any threat to them.
- The parties make an agreement which: -
    - resolves bad feeling about what has happened
    - reconciles those affected
    - defines the future plan which will prevent a reoccurrence.

When and how restorative responses happen

When something happens, which causes social harm the immediate requirement is to de- escalate and neutralise the risks in the situation - the welfare of every child is paramount. A restorative response can take many forms from informal 1:1 engagement (‘in-situ and at the time’) to full scale conferences involving families and other professionals, with a facilitator to guide the parties through a process of engagement, dialogue, solution-finding, and reparation.

Any breach of the school rules is an injury to the community.

Most issues are dealt with by the teacher at the time. Negative behaviours often ‘self-extinguish’ if they do not elicit a response, so we ask staff to ignore low-level issues *at the time*, if doing so is less disruptive to purposeful class activity than intervening. Instead staff will engage with the child at the end of the lesson to discuss the issues.

If the issues cannot be resolved in that way, the problem is discussed with other staff and senior leaders, and a restorative meeting conducted.

Restorative meetings are structured through the use of ‘mini-scripts’ which set out the format of the key restorative questions.

Day-to-day conduct management in and out of class

A non-coercive approach does not undermine the use of many other successful learning and conduct management strategies. We recognise that with experience each staff member brings to the job their own toolkit of skills and techniques. We encourage staff to use these provided they are compliant with this policy.

When dealing with low level issues and distractions, staff will consider keeping the child near them, careful use of voice tone, discretionary ignoring, acknowledgment and encouragement of positive conduct, body language (e.g. a finger to the lips), and brief meetings before or after lessons to share their concerns restoratively and seek a mini-agreement covering potential issues in advance.

Voluntary quiet time

Children may request a 5-minute quiet time in the place designated for this purpose in the classroom. This option is made available so that children who are feeling upset or stressed can have recovery time. A member of staff may remind an upset child that the option is there. They may also decide the child does not meet the criterion for a quiet time. If a child is very upset but will not take the opportunity for quiet time, staff will explore further options.

1:1 mediation meeting

Where a child's conduct causes concern and this was not resolved during the lesson (or during break) a 1:1 restorative meeting should take place immediately after the session, and before the next session if this is not possible. The focus of a 1:1 meeting is to ask for the child's help in explaining and understanding their behaviour and seeking their working agreement to steps which will avoid a repetition. Staff will also consider what change of opportunity they should provide to support the child to keep this agreement.

Supervised quiet time

Occasionally a child may be unable to participate in class activities and their distress is disrupting class progress. If this situation persists arrangements can be made to provide short- term 1:1 supervised quiet time for as long as necessary for the child to re-engage positively on a 1:1 basis. This may include moving a child to a different class for quiet time. In this case the receiving class should not interact with the child or discuss why they are away from their home class. This may lead to increased guilt or shame and increase the length of quiet time required. A restorative mediation meeting usually follows, or referral to the Restorative Lead for further consideration.

Group level mediation meeting

When there are conduct concerns, or there are peer conflicts involving a small group of children, a teacher may hold a mediation meeting either at break or at lunch-time. This meeting follows the restorative process but with more emphasis on reconciliation and reaching a working agreement.

<u>Consequences from a restorative conversation</u>

Natural vs. Artificial Consequences

- Artificial Consequences: These are imposed punishments that do not directly relate to the offense (e.g., time out for a minor infraction).

- Natural Consequences: These involve actions that directly relate to the harm caused, such as repairing damage or making amends to those affected.

Examples: If a child damages school property, a natural consequence would be to help repair it.

The best approach involves natural consequences that are directly tied to the offense. For example, if a child damages something, they should help repair it, or if they post something unkind online, they should publicly apologise. This method allows the punishment to fit the crime, involving the child in deciding how to make amends, which helps them understand the impact of their actions. However, it's important to balance this approach so that consequences are logical, meaningful and proportional, avoiding the misconception that restorative practices mean no consequences at all.

Ensuring Meaningful and Logical Consequences

- Proportionality: Consequences should be proportional to the offense, meaningful, logical and directly related to the harm caused.

- Balance: It's crucial to maintain a balance between holding children accountable and providing opportunities for them to learn and grow from their mistakes.

"Restorative practice isn't about removing consequences per se, but rather about shifting from arbitrary or punitive responses to those that encourage reflection, responsibility, and restitution."

Logical consequences

Staff are able to remove pupils to a quiet space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the supportive conversation between all involved parties.
- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

What might these consequences look like:

- Being asked to spend time on the bench at playtime/ at lunchtime (at either end of the thin part of the playground).
- Being asked to move away from an activity/group of children.
- Being asked to stay with the midday/teacher on duty for a small amount of time.
- Being asked to sit at the side of the dining room/hall/classroom.

Ask the children to think about how they can repair the damage that has been caused, then ensure this damage is repaired.

Your relationship with the child may be damaged and it's important that this is repaired before you go home eg catching them making great choices, having a little joke, saying something that you are looking forward to with them tomorrow or give them a job.

Deal with the behaviour choice yourself, wherever possible. We have found that this helps build respect and positive relationships. Use others in your team to support if needed if your window of tolerance is full!

When a personalised support plan is needed

For some children, daily support with behaviour choices will be needed e.g. lego pots where several pieces of lego need to be collected. These children will then attend three o'clock club (an adult led intervention)or have a short-term reward.

Serious incidents and persistent problems

When a serious incident occurs requiring emphatic community intervention a restorative justice conference will be called, facilitated by the school's Restorative Lead (or their designate). A serious incident occurs when a wrong-doer causes substantial social harm to the aggrieved.

When problems are persistent and seem intractable a restorative family conference will be convened. Family conferences focus on issues and solutions rather than wrong-doers and aggrieved but follow a similar pattern, with more emphasis on the details of an intervention plan.

Personalised planning

Formal restorative conferences usually result in the drafting of a personalised support plan. This plan describes how the child will be supported to engage in school life and learning positively. The plan describes: -

- The conduct curriculum objectives which the child has not yet attained and the impact this has on learning and school-life.
- The intervention plan to help the child achieve these conduct goals.
- What unmet social, emotional and well-being needs the child may have.
- Steps to address these.
- The changes of opportunity needed to support a change of outlook and conduct on the part of the child.
- Ways in which parents and carers can support the plan.
- Ways in which the school may be able to support family life.

Alternative provision

We will consider offering an alternative provision setting in cases where the child needs time in a therapeutic or specialist setting, for instance Forest school. However, we aim to provide for all our children's needs within the school.

Bullying and E-safety

Bullying

Our staff understand the importance of responding effectively when children are abused by other children, and that children with SEN are additionally vulnerable to bullying, especially online (as well as to grooming and radicalisation).

We believe our non-coercive ethos and focus on relationships creates a community in which bullying does not flourish.

Although instances of bullying are treated using the same process as for other conduct problems, such as sexual violence or harassment; hitting, hair pulling, or otherwise causing physical harm; sexting and initiation or hazing, each of these is recorded separately so that we can demonstrate the effectiveness of this policy and ensure we are addressing the underlying issues.

Staff know the best way to prevent such incidents is to engage the children concerned in a restorative meeting, involving parents in more serious cases, and openly discuss the reasons why there are concerns, and their attitudes to the differences which often underly bullying such as religion, ethnicity, or appearance.

Our priority is to ensure that the learning progress of bullied children is not interrupted.

E-safety, Mobile phones and wearable technology

Our policy with regard to all aspects of information technology usage including mobile phones is covered by our E-safety and Mobile phone policies. Our response to any conduct issues relating to these matters is guided by these policies.

When children have not completed their work

One purpose of this policy is to enable all children to be ready and willing to engage fully in learning. In practice, this means engaging with the class learning plan and completing class activities and tasks.

Class and subject teachers respond flexibly when work is not completed, and the child's conduct contributed to this, by making 1:1 arrangements to complete the work during breaks or lunchtime. This works well for small amounts of work which the child would have preferred to simply complete during class time.

However, breaktimes are provided for the well-being of the children (and staff) and missing the whole of a break may mean the child arrives at the next lesson unready for learning.

Our response starts with talking to the child after the lesson about the need to keep up and carrying out appreciative enquiry to understand better the root causes. On a repeat occasion, staff will again talk to the child and let them know their concerns will be shared with parents or carers. The missed work will be set as additional homework if possible.

When we need to intervene assertively

Responding to an immediate and present crisis

If a child becomes very agitated and volatile, and their conduct threatens immediate harm to themselves or others, staff will focus on engaging with the child to calm them and the situation. Staff may remove the child (or other children) from the vicinity, if necessary, and engage directly with student to calm them and ren-engage them with a trusted adult.

We understand that when children become very agitated it is because they feel unsafe or threatened to the point where their emotions are driving them to fear, fight or flight.

Staff will respond to these situations by speaking and acting to reassure the child and help them feel secure and safe.

Children are more likely to lose control when they are hungry or tired so we may offer a child extended quiet time and refreshments. Food and drink act quickly to change blood sugar levels and help to adjust mental state. When the child is recovered a restorative process can begin.

Rewards

We use Class Dojo as a way of recognising positive learning behaviour and children can also earn certificates linked to our 5 Busy Bee values. These are awarded in Praise assembly each week. We do not reward or punish conduct. We expect good conduct in line with the school rules.

However, we recognise that for some children extrinsic motivators may help them overcome barriers to learning. We therefore waive this policy restriction when appropriate, for instance as part of a personalised support plan when there are good grounds for doing so.

Attendance

Excellent attendance supports excellent progress for every child. Our response to non- attendance is set out in our Attendance Policy.

Use of reasonable force

It is the intent of this policy that the use of reasonable force is rarely or never required at our school. We comply fully with statutory guidance 'Use of reasonable force, Advice for headteachers, staff and governing bodies, 2013'

To maintain the safety of all the children and adults all the time, all members of staff are authorised to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. All members of staff receive training which is refreshed annually in positive safe handling, control measures and restraint

We rely on the professional judgement of our staff to make decisions based on the circumstances at the time. We record all instances of the use of reasonable force and each instance is reviewed by the Restorative Lead and Senior Leadership Team.

Searching children and confiscating property

The Headteacher and members of the Senior Leadership Team may use 'such force as is reasonable given the circumstances' to search without consent for the following "prohibited items": -

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. (Force cannot be used to search for items banned under the school rules.

All staff are authorised to carry out a search with consent for any of the items above or for any item banned under school rules.

Monitoring and reporting behaviour patterns

Every adult is able to report behaviour using our school monitoring system. This system is monitored by the behaviour lead, who produces a record of any behaviour patterns emerging to present to the senior leadership team. Patterns, trends, actions and impact are reported to the Governing Board termly. No individual pupils are identified.

Support for adults to ensure consistency

All new staff attend induction training during which includes the ethos of our school and this policy is outlined and explained. All staff have received in-house training which is reviewed regularly. Supply or short-term staff are inducted into school systems on arrival by being provided with a copy of this policy. Staff get feedback on learning, behaviour and other forms of pupil encouragement and engagement and motivation in lesson observations and sharing best practice with colleagues.

All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising.

Exclusion

In our school it is extremely rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. Please see Exclusion Policy for further details.

Risk assessment

At times at Dalestorth it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- Personalising our curriculum

A range of staff have been trained on positive safer handling.

POLICY REVIEW

This policy is to be reviewed every year.

Policy written by: C Robertson, H Claxton, L Radford in September 2022

Policy updated and reviewed: September 2026

Policy due to reviewed: September 2027

Appendix 1 – Code of Conduct

Parents, Carer and Visitor Code of Conduct

At Dalestorth Primary and Nursery School it is our vision to ensure our children are successful by always putting them at the centre of everything we do. We aim that children, staff, governors and parents work in partnership to allow this to happen.

With this in mind we welcome and encourage parents and carers participation in school life.

We have 5 Busy Bee Values which we expect of our children, parents, staff, governors and other visitors to demonstrate.

Our Five Busy Bee Values



Be Honest

Be Kind

Be Brave

Be You

Be a Friend

The purpose of this code of conduct is to ensure everyone knows what is expected of them so that we can continue to provide a safe and positive school environment for all our children. These expectations reflect our 5 Busy Bee Values

Guidance

As well as the guidance set out in the Home School Agreement, which is in the parent handbook, we have the following expectations -

Show respect for everyone at Dalestorth Primary and Nursery School by using appropriate language (no swearing or language which others might find offensive) and displaying appropriate behaviour.

Show respect for the school environment at all times. Please do not smoke (including e-cigarettes), drop litter, bring pets onto our site or drink alcohol when in school or in the school grounds.

Reinforce the school 's high expectations of your children (behaviour, homework and school uniform) whilst in school and on your journey to and from school.

Parking considerately will ensure we continue to have positive relationships with our neighbours.

Be respectful of all school staff and our children at all times. If you need to sort an issue do this in an appropriate manner by emailing or phoning the school office

Be respectful when making comments about school or school staff on social media. We usually see these and will always challenge anything we think is inappropriate or untrue.

Whilst attending school events, please show respect and help us to maintain good relationships by not taking photos of other people's children. If this does happen, delete them or keep them for your own use rather than sharing images on social media. We have children in school whose identity we need to protect.

Monitoring of the Code of Conduct

School will display this code of conduct on the website, around school and each parent will receive a copy. Where we feel that our code of conduct has been breached we will challenge adults in the first instance in an informal way. However, further issues may lead to the Headteacher and Governors asking an adult not to come onto the school site. This would be confirmed in writing from the Chair of Governors and Head Teacher.

Appendix 2 – Home School Agreement

Dalestorth Primary and Nursery School Home School Agreement

Our Vision
All of our children will be successful because they are always at the centre of what we do.

Our Aims
To keep our children safe and support our families at all times
To provide a high-quality curriculum which consistently excites and challenges our children and enables them to build a wide body of knowledge
Our children can apply and reason about the body of knowledge they develop over time
Our children will be the best version of themselves that they can be by the end of Year 6
Our children will be kind and caring to adults and other children at all times
Our children will understand the value of forming positive relationships with both children and adults.
Our children will become brave and resilient individuals who are able to cope a
nd learn from difficulties and change in their lives
Our children will grow into excellent friends who are trustworthy and respectful of others
Our children learn about their community and play an active role in it

Our Five Busy Bee Values
Be Honest
Be Kind
Be Brave
Be You
Be a Friend



The school will:
Care for and respect each child as an individual.
Encourage high expectations and pride in achievement in all areas.
Provide opportunities for pupils to develop their potential in all areas.
Inform parents of the progress and welfare of their child.
Provide and monitor homework which is appropriate to the child's needs.
Provide a safe, happy and orderly environment in which to work and play.
Listen to parents' views and concerns.
Seek the support of parents if a child's behaviour falls below acceptable standards.
Investigate all allegations of bullying.

Families will:
Support the schools in its aims and values.
Ensure their child's regular and punctual attendance.
Avoid taking holidays in term time.
Notify the school early on the first day of the reason for their child's absence.
Support the school's code of conduct for behaviour.
Work with the school to eliminate all forms of bullying.
Support the child in the school work they are expected to do at home.
Listen to their child read at least 3 times a week.
Tell the school about any circumstances which may affect their child.
Attend parents' evenings and discussions about their child's progress.
Keep up to date with school events through the school newsletter, website, letters and texts sent home.
Ensure their child wears the correct school uniform.
Speak to the class teacher in the first instance if they have a concern and use the appropriate escalation policy to achieve a resolution to that concern, rather than via other means (e.g. social media).

Pupils will:

Arrive at school on time.
Bring the correct equipment I need each day.
Wear the correct school uniform.
Follow the 5 Busy Bee Dalestorth Values.
Follow the school rules and behaviour guidelines.
Complete all my class and homework on time.
Always try my best and work hard.
Tell my teacher or parent/carer if I am worried about my school work or the behaviour of others.
Look after the school building, equipment and school environment.

……..
.....

We understand and accept the school's expectations outlined in this home/school agreement.

Signed…….. Parent/Carer …….. Pupil

Appendix 3 – Vision, Aims and Values Statement

Dalestorth Primary and Nursery School Vision, Aims and Values Statement

Our Vision

All of our children will be successful because they are always at the centre of that we do.

Our Aims

To keep our children safe and support our families at all times

To provide a high-quality curriculum which consistently excites and challenges our children and enables them to build a wide body of knowledge

Our children can apply and reason about the body of knowledge they develop over time

Our children will be the best version of themselves that they can be by the end of Year 6

Our children will be kind and caring to adults and other children at all times

Our children will understand the value of forming positive relationships with both children and adults.

Our children will become brave and resilient individuals who are able to cope and learn from difficulties and change in their lives

Our children will grow into excellent friends who are trustworthy and respectful of others

Our children learn about their community and play an active role in it

Our Five Busy Bee Values

Be kind

Be honest

Be brave

Be a friend

Be you



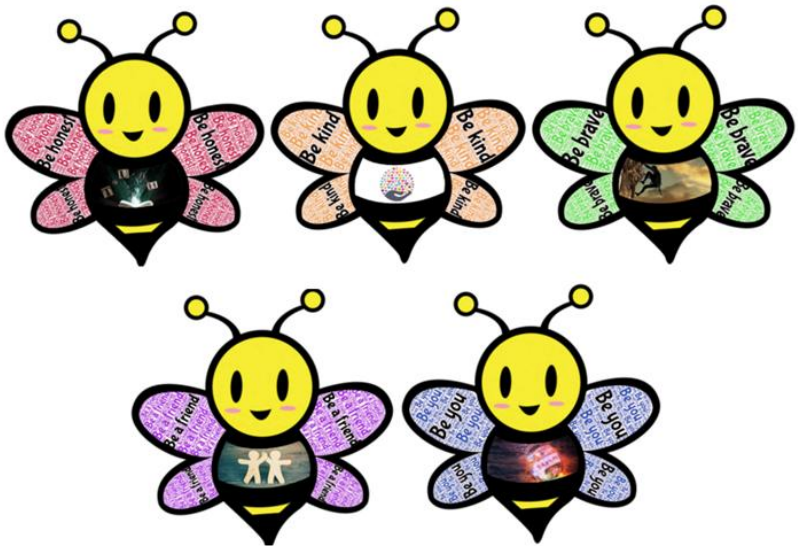
Appendix 4– School Rules

Dalestorth School Council discussed rules that they thought were important to have in each class. These were based upon the school values of: Be kind, Be brave, Be honest, Be you and Be a friend.

These rules will be on Dojo and each class will have these along with specific ones chosen by the class which may be relevant to them. These discussions usually happen during the first few days of term when each class creates their own class charter.

School Rules Poster

The Dalestorth Busy Bee School Rules



Be honest

We always tell the truth, even when it's hard.

Be kind

We are kind with our words and actions.

Be brave

We try our best by showing resilience and giving everything our best shot.

Be you

We will be the best version of ourselves and we celebrate everyone's differences.

Be a friend

We will look out and care for everyone in our school community.

Appendix 5 – Prompts for restorative conversations

What happened?

Need to look at behaviours (what happened), thoughts and feelings

- What has brought us here today?
- Can you tell us more about x?
- What were you thinking?
- What was in your head?
- How were you feeling?
- After that happened, what happened next?

Who has been affected by this?

- How have you been affected?
- What has been the hardest thing for you?
- Was anyone else affected? How were they left feeling?
- How do you feel now?
- Anything else to add?

What needs to happen now

- What else needs to happen?
- Do you agree with that?
- What do you need in order to move on from this?
- How does that leave you feeing?
- What will it look like when it's done?
- If you can't do that, what can you do?
- What do you think about what has been suggested?
- Anything else to add?

Lanyard reminders

Step 1
Recognise, empathise (do not sympathise) and soothe.

Check in with the child and remember – connection before correction.

"I can see that you might be upset. I am here when you're ready to talk"

Step 2
Label and validate

"I wonder if you're feeling..."
"I can see that you're breathing heavily, perhaps you're feeling..."
"I would feel like that too if that happened to me"
"That sounds very tricky for you, I would find that tricky too"

Respectfully guess, DON'T project!

Step 3
Set limits

It is important that this step only happens once the child is fully regulated.

"I understand why you reacted the way you did, BUT it's not ok to..."
"I would have been cross too, but remember our rules..."

Step 4
Problem solve

"We can sort this out together"
"How does your body feel now? Does this feel better than before?"
"What could we have done instead?"
"Try and do this the next time you feel this way"
"What might your friend tell you to do?"

Appendix 6

Low Level Concerns Referral Form

Name of Child	
Class	
Nature of Concern	
Name of Referrer	
Date of Referral	
Name of SLT Member Triaging Referral	
Chosen pathway	