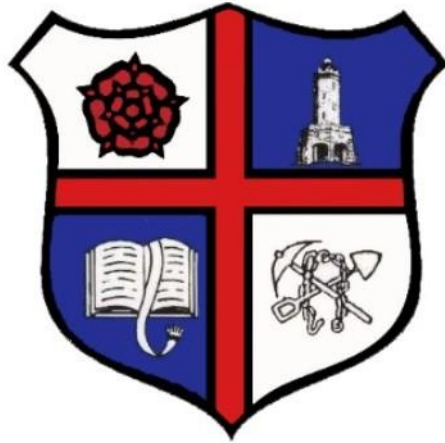


Lower Darwen Primary School
Behaviour and Relationships Policy
Updated February 2026



Lower Darwen Primary School
We are proud of our school

Contents

1. Legislation, statutory requirements and statutory guidance
2. Aims and objectives
3. The Lower Darwen Way – Our Behaviour Values
4. Roles and Responsibilities
5. The Behaviour Curriculum
6. Recognition and Rewards
7. Class Dojo
8. Sanctions and Consequences
9. Managing Behaviour
10. Restorative Practice
11. Choices
12. Consistency
13. Lunchtime
14. Bullying
15. Safeguarding
16. SEND
17. Discriminatory Behaviour
18. Online Behaviour
19. Serious Crime behaviour
20. Malicious allegations
21. Beyond the school gates
22. Out of school behaviour
23. Complaints procedure
24. Searching and Screening
25. Staff Development
26. Child on Child Abuse
27. Well Being and support
28. Managing Transitions
29. Parental Involvement
30. Monitoring Arrangements
31. Links with other policies

Appendix 1: Definitions

Appendix 2: Relentless Routines

Appendix 3: Restorative Support Cards

Appendix 4: Effective Interventions: 30 Second script

Appendix 5: Rights and Responsibilities

Appendix 6: Class Dojo – User Agreement

Appendix 7: Our Behaviour Blue print

Appendix 8: Green, Amber, Red – Behaviour Chart

Appendix 9: Individual Behaviour Plan

Appendix 10: Reflection Letter

Appendix 11: Regulation Plan

Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2024

- › Searching, screening and confiscation: advice for schools
- › The Equality Act 2010
- › Keeping Children Safe in Education
- › Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- › Use of reasonable force in schools
- › Supporting pupils with medical conditions at school
- › Special Educational Needs and Disability (SEND) Code of Practice
- › Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- › Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › DfE guidance explaining that maintained schools must publish their behaviour policy online

At Lower Darwen Primary School we are a family so shared values are important to us. We have the highest expectations of all our children and believe that creating a calm, purposeful and respectful environment is essential for all pupils to thrive both academically and personally. This behavior policy sets out our shared expectations for conduct within our school community and the behaviour values that underpin them.

Lower Darwen Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We take a consistent approach to promoting positive behaviour management so that every child is able to make suitable choices throughout their educational journey with us and all children feel heard, valued and respected.

Staff at Lower Darwen understand that building positive relationships and creating the right environment is the key to managing behaviour effectively. All staff are committed to 'noticing' all children in a positive way. Positive behaviour results from excellent relationships between adults and children. Positive behaviour needs to be taught, modelled, expected and praised. Expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout school by all members of the school community for pupils to learn, grow and achieve their best.

Our core beliefs

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behavior than blaming and punishing
- Reinforcing good behavior helps children to feel good about themselves
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more

Aims and objectives:

Our school aim is to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all children a sense of responsibility to themselves, to our school and to the wider community. This is achieved through governors, staff, pupils, parents and carers

working in partnership. By working together, we create a culture where every pupil is known, valued and prepared for success in school and beyond.

We aim:

- To create a culture of exceptionally good behaviour; ensuring that all pupils have the opportunity to learn in a calm, purposeful and happy environment conducive to learning.
- To foster positive attitudes towards themselves and others which recognizes and values achievements at all levels.
- To provide care and support for our children and teach them how to manage their behaviour appropriately.
- To promote and recognise positive behaviour and celebrate all success.
- To ensure that all learners are treated fairly and shown respect.
- To encourage increasing independence and self-discipline so that everyone learns to accept responsibility for their behaviour and choices.
- To provide a consistent approach to behaviour management that is applied equally to all pupils.
- To support children to develop positive, caring relationships with one another.
- To provide clear guidance for children, staff, parents and governors of the agreed boundaries of acceptable behaviour.
- To enable pupils to feel safe in our school.
- To use restorative approaches and appropriate consequences when dealing with incidents of negative behaviour.

Purpose:

To provide simple practical procedures for staff and children that;

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self –discipline.
- Teach appropriate behaviour through positive interventions, routines and clear boundaries.

The Lower Darwen Way

Behaviour Values

At Lower Darwen Primary School we acknowledge that a clear structure of outcomes has the best impact on behaviour. Our behavior values set out the rules, routines and visible consistencies that pupils and staff follow. These are based on the work of Paul Dix; good behaviour is recognised sincerely rather than just rewarded and children are praised publicly and reminded in private.

We have three simple rules -



Be Ready, Be Respectful, Be Safe

These three expectations can be applied to a variety of situations and are explicitly taught and modelled to allow everyone to work successfully, safely and enjoyably. These expectations are regularly discussed with children in class and all children will know exactly what each word means in the context of the classroom and wider school environment. When dealing with any inappropriate incidents it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, all adults in school should be proactive in catching children behaving well, and when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated and use as good examples for other children. These expectations are reinforced through positive reinforcement of all the fantastic things that happen on a daily basis.

The children and staff worked collaboratively to design and create our simple rules which are displayed and referred to in all classrooms.

OUR BEHAVIOUR VALUES



Be Safe 	Be Ready 	Be Respectful 
I am safe when I walk around my classroom and school at all times.	I am ready to start my day by coming to school on time in my full uniform.	I am respectful to all the people in my school community.
I am safe when I keep my hands and feet to myself and respect others' personal space.	I am ready to listen, learn and try my best.	I am respectful by treating everyone equally and valuing their beliefs, ideas and opinions.
I am safe when we play outside carefully and make sure that no one gets hurt.	I am ready to follow instructions.	I am respectful when I use kind words and always use my manners.
I am safe when I make the right choices when working and playing online.	I am ready to do my best work and present it neatly.	I am respectful when I focus on my own learning and allow others to focus on theirs.
I am safe to speak to a trusted adult in school when I need help.	I am ready to join in and take responsibility for my learning in the classroom and at home.	I am respectful by taking care of my classroom, school environment and the resources we use.
If I see someone or something unsafe I will speak to a trusted adult.	I am ready to learn from my mistakes.	

We believe that fair and consistent implementation of the Behaviour Policy is everyone's responsibility. At Lower Darwen we have consistent expectations of the start, during and end of lesson behaviour routines and also have a shared understanding of how pupils should move around the corridors and cloakrooms. We take the opportunity to observe

each other leading positive behaviour management in classes and around school. We undertake regular whole school behaviour and relationships training and are clear about the link between classroom behaviour and great teaching and learning. Routines are consistently taught and followed so that they are second nature to children. This is especially important if other staff are required to teach the class.

Roles and responsibilities

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders must;

- Be a visible presence around school
- Regularly share good practice
- Visit classes to promote positive behaviour
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage the use of positive praise, phone calls, text messages, certificates
- Ensure staff training needs are met
- Use CPOMS to track, target and assess behaviour and interventions
- Ensure that the school environment encourages positive behaviour
- Monitor that the policy is implemented by staff consistently with all pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide new staff with clear induction into the school's behavioural culture to ensure all staff are committed to ensuring high expectations for behaviour
- Support staff in managing children with more complex negative behaviours
- Issue meaningful consequences when required
- Provide staff with support so that they are able to carry out restorative interventions.

The Behaviour Lead will;

- Support colleagues during the reflection and restorative phase only when staff have managed incidences of behaviour using the Behaviour flow chart
- Lead on reflections and restorative practice to ensure that our pupils are given the opportunity to speak to a familiar adult following behaviour incidents
- Deliberately and persistently capture pupils doing the right thing and praise them in front of others
- Know all pupils well and develop positive relationships with everyone
- Build mutual respect

- Complete and monitor behaviour logs on CPOMS for both positive and negative behavior choices
- Use behaviour data to put in place interventions and liaise with pupil pastoral support staff
- Ensure that parents remain fully updated on any incidences of both positive and negative behaviour.
- Forge relationships with parents to ensure that the school and family work together to implement our behaviour policy and principles.
- Provide support and guidance for parents to promote positive behaviour both in and out of school.

The SENDCO will:

- Provide support for the successful implementation of the school's behavior policy through supported management of pupils with identified special educational needs and disabilities.

All staff will:

- Embrace and embed the school behaviour policy ensuring that it is fairly and consistently applied
- Take time to welcome all children at the start of each day
- Model positive behaviours and build relationships with pupils from all year groups
- Be committed to improving their behaviour management skills and pastoral support for all pupils
- Have visual timetables in class
- Follow protocols of rewards and graduated response of consequences
- Never ignore or walk past learners who are not behaving in line with the behaviour policy
- Be calm and give 'take up' time when going through the behaviour steps: Prevent before sanctions.
- Always redirect pupils by referring to 'Be ready, Be Respectful, Be Safe'.
- Record behavior on CPOMS.
- Engage with parents to share positive information regarding behaviour and to work together to improve behaviour.

Welfare staff will:

- Ensure that they circulate the playground within designated areas
- Keep pupils with specific needs in view and supervise all areas
- Intervene quickly and calmly
- Have restorative conversations with pupils prior to sanctions

- Be consistent in the use of rewards and sanctions
- Keep teachers aware of specific behaviour information
- Engage with children and get to know them
- Model effective play and interactions

Governors will:

- Review policies with Senior Leaders and ensure that these do not discriminate on any grounds.
- Support and critically challenge Senior Leaders with analysis of behaviour data
- Support the school in maintaining high standards of behaviour
- Support on permanent exclusion panels
- Handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

We understand the important role parents play in their child's development and we are keen to have positive partnerships as they are crucial to maintaining high standards of behaviour.

Parents will:

- Get to know the school's behaviour policy and reinforce Ready, Respectful, Safe with their children
- Ensure that their child has good attendance and is punctual for school each day
- Take responsibility for the behaviour of their child both inside and outside of school
- Sign and agree to supporting our school behaviour policy and values
- Support the school in ensuring excellent behaviour in school is a shared expectation
- Take part in the life of our school family
- Inform the school of any changes in circumstances that may affect your child's behaviour
- Support the school in upholding the school behaviour policy and principles through attending any meetings and working with the school to resolve issues.
- Refrain from making public or online comments about a pupil or staff relating to any behaviour incident, or make derogatory comments. Instead discuss this privately and respectfully with the class teacher in the first instance, a member of SLT or the behaviour lead.
- Ensure that children are ready for school each day with the correct uniform and equipment
- Follow the school procedures for dealing with behaviour and liaise with the correct staff member in line with our complaints procedures.

Pupils will be made aware of and continuously reminded of our culture for behaviour in school.

Pupils will:

- Follow our three simple rules for behaviour – Ready, Respectful, Safe
- Sign and agree to following our policy and procedures for behaviour
- Know that there will always be an adult available for them to speak to if they are struggling with their behaviour and emotions
- Know that there is always an adult available to listen if they see or hear anything which makes them or others feel unsafe
- Know that their positive behaviour choices will always be recognised and acknowledged by all members of staff
- Understand that their behaviour choices will lead to reflection time, or possibly further consequences and sanctions.
- Take responsibility for their choices and actions.
- Be ready for school each day with the correct uniform and equipment (The uniform policy can be found in the Appendix of this policy)
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

The Behaviour Curriculum at Lower Darwen

We have a comprehensive programme of lessons and activities to promote good relationships and develop caring, responsible behaviour via our PSHE and online safety curriculum, assembly programme and themes inter woven in all subject areas. In all areas of the curriculum we use:

- Role play/drama activities that encourage listening and cooperation skills
- Team building activities and paired/group work across friendship groups
- Different groupings of pupils to build wider relationships
- Art work and creative work in pairs and groups

We also promote positive behaviour and values through:

- Giving our pupils a 'behaviour induction' each September and providing regular class activities within circle time/class assembly to reinforce different aspects of positive behaviour and relationships
- Class and Area monitors to give all pupils a sense of responsibility

- We encourage pupils to have jobs, roles and responsibilities including: School Council, Digital Leaders, Classroom Monitors, Library, Reading Buddies and Play Leaders
- Pupil Voice - regular questionnaires and meetings so that pupils can tell us what is going well and what we can do to improve behaviour and relationships at Lower Darwen Primary School
- Weekly Class Assembly/Circle Time to talk about any issues in class
- A specialist Pastoral Support Assistant who helps us resolve any issues between peers or within a class using Restorative Practice and Circle Time techniques within her toolbox of strategies
- Within the Foundation Stage, the Early Years Foundation Stage Framework is followed. The 'PSHE' aspect of the curriculum is followed mainly through the area 'Personal, Social and Emotional Development' but also 'Communication and Language' and 'Understanding the World'
- Our PSHE programme builds empathy and promotes positive relationships through its lesson structure and content`.

Through our wide curriculum offer and extended provision we will:

- Teach specific social skills e.g. sharing, turn taking, listening to one another, politeness and manners
- Teach children strategies to solve conflicts peacefully
- Agree boundaries of acceptable behaviour
- Enable children to recognise, understand and respond to a range of feelings
- Develop vocabulary to enable children to express feelings verbally rather than physically
- Promote equal opportunities and instil a positive attitude towards differences
- Ensure that children are aware of consequences of their words and actions towards themselves and others.

Recognition and rewards for positive behavior

At Lower Darwen we recognize and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be under estimated and a quiet word of personal praise can be as effective as a large or more public reward. It is the key to developing positive relationships, including with those learners who are the hardest to reach.

Positive Rewards include:

- Classroom Positive recognition board
- Praise postcards
- Phone calls home
- Stickers
- Visits to other staff or SLT for praise

- Terrific Two in lessons – recognising the effort and standard of work applied with direct positive feedback.
- End of term Golden Ticket Award Ceremony and Celebration.
- Weekly ‘Bee Noply’ game which recognizes and rewards those classes following our behavior expectations e.g. additional playtime, non-uniform day, extra free choice time etc.
- End of year awards ceremony
- Celebration of achievements via the weekly newsletter and website
- Head teacher Helper

Positive Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix.

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback”, “persuasive language” or “show working.” When the teacher sees children demonstrating the behaviour well, they will write their name on the board.

The recognition board is not intended to shower praise on the individual. It is a collaborative strategy:

‘we are one team, focused on one learning behaviour and moving in one direction’.

At the end of the lesson, session or day the aim is for everyone to have their name on the board.

The following strategies apply when using the Positive Recognition Board:

- Behaviour recognition is targeted to improve and will raise the expectation for all of the children not “simply something they can already do well.”
- Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
- Learners can nominate others to be put on the board.
- It is not a competition between individuals, rather a whole class helping everyone get their name on the board.

- Pupils are recognised for effort not achievement.
- The recognition board is used to persistently and relentlessly catch learners demonstrating the right behaviours.

Class Dojo

The Class Dojo reward system is in operation from Reception to Year 6 and is used as a form of communication between staff and parents via the Class Story and School Story pages. Parents will be given a log in for the platform when their child starts school.

Teachers use the Class Dojo platform to promote and reward positive behaviour and children are given Dojo points for their efforts. At the end of the week one child will receive a certificate for being Dojo champion of the week.

Class Dojo is to share positive stories only and parents are asked to contact the class teacher or main office in relation to concerns, absence or any other school related issues. Staff and parents agree to the school's Acceptable Use of Dojo policy which can be found in the appendix of this document.

Sanctions and consequences for poor behaviour choices

Although our school aims to focus on positives at all times, there are unfortunately occasions when some children may display unacceptable or inappropriate behaviour. We want our children to take responsibility for their behaviour and will encourage children to do this through restorative approaches which enable children to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. In our school we know that consistent management of behaviour is essential for children to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and proportionate. Children are taught to understand that it is their choice to break a behaviour expectation and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported. Consequences across our school may include, but are not exclusive to the following list:

- Verbal reminders of expectations
- Verbal warning given and inappropriate behaviour explained; expectation for improvement given
- Use of reflection space to provide 'calm, reflect and regulate'

- Loss of a privilege e.g. missing events and celebrations, removal of responsibilities
- Extra work/repeating work which is unsatisfactory in their own time or at home
- Missing a break time
- Missing a lunch break
- Internal reflection time
- Setting a task to make up for their behaviour e.g. If you choose to break something, you may need to fix it. If you choose to make a mess; you will help to clean it. If you choose not to complete work, you will do it in your time. If you hurt someone's feelings; you help fix them. If you do not use materials appropriately; you may not be able to use them (for a short period of time)
- In school exclusion
- Fixed term suspension
- Permanent exclusion, in the most serious circumstances

Engagement with learning is always our primary aim at Lower Darwen Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to have time out for a short period, but steps should always be followed with care and consideration, taking individual needs into account. Staff praise the behaviour they want to see and do not focus on the undesirable behaviours. All learners are given take up time in between steps. Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, we also share the key message that assertiveness is a central part of our behaviour management. When responding to inappropriate behaviour, adults can choose to record it and address it at a later more appropriate time, ignore it, confront it or walk away and consider their response. Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to learners. We do not want adults to be afraid of saying **no** and saying it firmly and with impact when it is appropriate.

Steps for managing and modifying poor behaviour

Children are held responsible for managing their behaviour. Staff at Lower Darwen deal with behaviour without delegating. Staff use the steps below for dealing with poor behaviour.

Steps	Actions
Redirection and Reminder	<ul style="list-style-type: none"> • Gentle encouragement, a 'nudge' in the right direction usually non-verbal. • A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. • De-escalate and de-accelerate where reasonable and possible and take the initiative to keep things at this stage. • Praise will be given if the learner is able to model good behaviour as a result of the reminder

Caution	<ul style="list-style-type: none"> • A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. • The learner has a choice to do the right thing. • Learners will be reminded of their previous good conduct to prove that they can make good choices. • “stop, think, make the right choice” • “think carefully about your next step”
Last chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Lower Darwen Primary we ... (refer to the 3 school rules – ready, respectful and safe) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time.
Time Out	<p>Time out will be 5 minutes in the class calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. Pupil to return to work after five minutes regulation time.</p> <p>If following time out the behaviour continues this must be recorded on a Reflection Information Sheet that is sent to reflection time with the child. At this point the learner will be informed that they will have to miss time from the next break/lunch time for reflection with Mrs Dyrda. Children will be expected to have a restorative dialogue which will be tailored to the behaviour choice and child’s needs. This will be logged on CPOMS by Mrs Dyrda (class teacher will be tagged into the CPOMS log to add any relevant information.)</p>
Repair and restoration	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking about at the time? • What have you thought since? • Who has been affected? • How have they been affected? • What should we do to put things right?
Consequences	<p>If a child has an incident requiring reflection with the behaviour lead a text message with a brief outline will be sent to inform parents and they will receive the completed slip. This must be recorded on CPOMS. If a child has three or more incidents in a week (or regular incidents) a phone call home to parents/carers</p>

	<p>will be arranged to discuss further. This must be recorded on CPOMS. Following the phone call home if a pattern of behaviour continues a meeting will be arranged with the behaviour lead and/or SLT member. At this point, an Individual Behaviour Report may be introduced. This helps log where and when problems are happening and gives pupils positive targets by which they can earn points and show parents and staff that they're trying to improve their behaviour. A member of the Senior Leadership Team will approve the intervention and will sign the record each day, but will only become directly involved with the pupils and their parents/carers if behaviour does not improve after an agreed set period.</p> <p>The behaviour lead will liaise with the child, parents, class teacher, SEND Team and other relevant staff to put in place and monitor interventions and tailored support.</p> <p>A serious breach may lead to a fixed term suspension.</p> <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences.)</p>
<p>Additional assistance and support</p> <p>Instant removal and time out</p>	<p>Sometimes, there is a need for children to be taken out of the classroom or learning environment. Immediate time out is an appropriate strategy where children put themselves or others at risk of harm or their behaviour is aggressive towards others. This includes:</p> <ul style="list-style-type: none"> • Lashing out e.g. hitting, kicking furniture, damaging property. • Aggression towards others, including verbal and racial abuse. • Physical violence towards themselves, members of staff or other pupils. • Any other significant unsafe behaviour. <p>Removal and time out will be supervised by the behaviour lead or member of the SLT. Any additional consequences will be determined by the SLT based on the extent of the behaviour and parents will be informed.</p>
<p><i>*These steps are intended to ensure consistency across school. They may be used assertively by teachers and where children are demonstrating consistent green behaviours or amber behaviour they may move to reflection time with the behaviour lead without following the complete sequence.</i></p>	

Restorative Practice

Lower Darwen Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The aim of restorative practices is to develop a community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in schools is about;

- Building safer schools
- Changing behaviour not punishing
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, children and parents to build community

Why use a restorative approach?

- A consequence does not always meet the needs of those who suffered
- Restore relationships and community
- Time and opportunity to reflect and face effects of actions
- Support in the prevention of repeated negative behaviours
- Repair and restore as an early intervention prior to escalated negative behaviour

Restorative Questions



The restorative questions are displayed in every classroom and on the back of staff lanyards. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Choices

Through our Behaviour Values and Restorative conversations we place emphasis on pupil choice. We want all our children to leave Lower Darwen as pupils who are responsible for their own behaviour and goals and have a sense of responsibility for achieving these.

A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences). The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Self – management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any behaviour is a result of choices made rather than external factors such as responding to a situation or the behaviour of others.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of Ready, Respectful, Safe.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school.
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.

Consistency

For the effective implementation of this policy we understand that consistency is key. We will take the following approaches to consistency;

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour

- Consistent follow up: ensuring “certainty” at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent environment code of conduct evident of our values

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour.

“Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

We expect every adult to:

- Meet and greet at the door.
- Ensure that our Behaviour Values are clearly displayed in class and referred to in lessons.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Support ‘Terrific transitions’ in lessons and around school through the use of ‘count back’ and ‘count on’ when stopping lessons, transitioning between activities, transitioning to activities around school.
- Lead pupils when transitioning to other areas of the school ensuring high expectations and praising terrific transitions.
- Model and praise the use of good manners at all times e.g. saying thank you when someone holds the door.
- Maintain high expectations for STAR sitting both in class and when taking part in activities in school e.g. assemblies

- Use the SMILE approach to support positive behaviour on the playground

Behaviour Lead will;

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to work alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior Leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Lunchtimes

At lunchtimes we expect every child to abide by all the school rules and it is the role of the supervisors to oversee and encourage this. Lunchtime welfare staff know and understand our Behaviour Values and promote these at all times. Good choices are expected to be taken by children whilst following the 3 B's. If children are observed not following it then they should be verbally reminded of the 3 B's in the first instance.

- All children are expected to follow the Playground Rules
- If child is observed not following the 3 B's then welfare staff will verbally remind child of expectations.

- If this persists then child will be asked to walk around at playtime holding the hand /alongside the welfare /duty staff or take time out.
- If aggressive/violent behaviour has been displayed then a member of the SLT should be called via the walkie talkie system for immediate support
- If aggressive/violent behaviour has been shown then child/children will be removed. Restorative time will take place and any consequences may be given.
- If there is a physical altercation between pupils at lunchtimes/ playtimes this will immediately be referred to the schools leadership team. These are then logged onto the CPOMS system by the Head teacher/senior leaders if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if behaviour is regular poor behaviour at break times happens.

Playtimes and lunchtimes need to be a safe a happy environment for all children. All staff are to embrace the SMILE approach when on the playground.

- SCAN: staff should be vigilant and observant at all times and alert to potential behaviour or safety issues.
- MOVE: staff should move around the playground; this may be within an allocated zone or a position where children are in the line of sight.
- INTERACT: staff should interact with children – speaking to them, praising good play and modelling play
- LEARN: staff should instigate positive play where possible
- ENCOURAGE: praise good behaviour on the playground.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Lower Darwen Primary School we are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and an investigation undertaken by the Behaviour lead and followed up by the headteacher. A clear account of the incident will be recorded on CPOMS (the school's safeguarding recording system). All staff will be informed so that close monitoring of the victim and bully can begin and restorative and supportive strategies implemented alongside consequences proportionate to the findings. Parents of both parties will be informed.

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. Disagreements and fallouts do not constitute bullying. Often there is confusion around poor behaviour choices and bullying. Sometimes young children can have numerous fallouts and it would not necessarily be seen as bullying rather than developmental, emotional or other factors

At Lower Darwen Primary School, our definition of bullying is:

Bullying is behaviour that occurs Several Times On Purpose. (STOP)

'Repeated behaviour that is intended to physically or emotionally hurt someone.'

The schools approach to bullying is clearly explained in the Anti-Bullying Policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

SEND

We understand, that for some pupils, due to special educational needs or disability, following our behaviour expectations are beyond their developmental level. In this case, school staff, SENDCOs, parents and carers and any outside agencies as appropriate will work together to plan a way forward. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

Where required these children will have bespoke positive behaviour plans. Plans are designed to provide additional support and guidance so that rapid progress can be made to meet our aim that all children will follow the school rules.

Individual Behaviour Plans:

- An individual behavior plan may be written and will identify short term, measurable targets linked to improved behavior. Strategies will be used in school (and in the home in many cases) to support these positive changes.
- Progress towards these targets will be closely monitored.
- Class teachers liaise with the SENDCO and SLT for advice on strategies and to discuss progress.

- The school works with other professionals to gain the best advice and support for children, school staff and families where an additional special educational need or disability may make it more difficult to follow the school rules.
- School provides reasonable adjustments to practice and provision such as access to a nurture space, sensory resources, calming tools, regulation strategies, social stories and interventions to help children to be able to follow the school rules.

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:-

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Each case will be judged on its own merit.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to

identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Equality statement

The school aims to ensure that all its stakeholders (pupils, staff, parents, governors and the wider community) are treated with respect and are not discriminated against because of their economic circumstances, race, disability, special educational needs, sex, age, sexual orientation, religion or belief. The school will ensure that this policy implements the principles of equality.

Physical Interventions/reasonable force

School staff have a duty of care to all staff and pupils which means that sometimes, it may be necessary to physically intervene with a situation to move a child or stop a situation where a child may be harming others or damaging school or others' property. This would only be done for safety reasons and for the shortest time possible.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

'Reasonable' in these circumstances means 'using no more force than is needed'.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path - if this keeps the child or other children away from harm
- Holding
- Leading a pupil by the hand or arm – if this keeps the child or other children at harm
- Shepherding a pupil away by placing a hand in the centre of the back

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Before intervening physically, staff - when possible - should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

Staff will always summon help from another adult as close to the time of the incident as possible. The pupil should be informed that help has been sought. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

In the event of a serious incident, the staff member must provide a record on CPOMS detailing key information. The SLT/ Head teacher/Behaviour Lead will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents at

the earliest opportunity. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Removal from classrooms / Internal exclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised by an appropriate adult for a set period of time while they calm down. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with behaviour lead, parents, SLT
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics on CPOMS.

Support after any restraint or removal

Following any incident which has required some form of restraint, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the restraint, the restraint itself, or the outcome).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Support will also be offered to all members of staff involved in any procedures which have involved any physical restraint or removal of a pupils.

Suspensions and Exclusions

The school will always aim to avoid exclusions and suspensions (both fixed term and permanent). However, in extreme cases, where behaviour has become persistently disruptive and/or violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from receiving their right to education, then a short, fixed term suspension may be implemented.

A return to school meeting will take place before the child returns into their normal classroom provision. A parent or carer for the child must be present at this meeting.

A permanent exclusion would only be issued if violent, aggressive and disruptive behaviour is prolonged and every other possible intervention and strategy (including external services) had been exhausted and has failed.

For more information please see Exclusions and suspensions policy.

Severe clause

The following behaviour will immediately lead to the involvement of the head teacher and parents (and possible suspension):

- Any behaviour which threatens the safety and well-being of other people
- Any behaviour which results in the deliberate damage of school property or the property of others
- Racist, homophobic or other discriminatory unacceptable behaviour
- Violent behaviour

Should incidents of misbehaviour persist or it is deemed a serious breach of school discipline has occurred, a fixed period of exclusion from school will be considered. A permanent exclusion will result in response to serious breaches of the school's Behaviour for Learning Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Discriminatory Behaviour

The school does not tolerate discrimination in any shape or form and this means that there is a duty to:

- Eliminate all unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different gender, race, religion and sexual orientation.

As a school, it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse and other discriminatory behaviour of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident would be. Where a child is proved to have been involved in a further racist incident or displayed discriminatory behaviour parents are contacted immediately and appropriate consequences are imposed. The incident is recorded in CPOMS and a copy of the report is shared with the governing body. School may need to report incidents of racist behaviour to Blackburn with Darwen.

Online misbehaviour/ Cyber bullying

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include:

- sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.
- Online bullying through social media networks, apps and online gaming

Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others. Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

The following school policies are used to encourage good behaviour and respect whilst online;

- Anti-bullying / behaviour for learning policy that links to online safety

- Equality and diversity policy
- Home / school agreement regarding the use of technology

Complaints procedures related to any online behaviour issues both in and out of school

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

The school uses **SMART** rules when using computers and other devices that access the Internet:

- Stay Safe – Don't give out personal information to people/places you don't know
- Don't Meet Up- Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust
- Accepting Files- Accepting emails, files, pictures or texts from people you don't know can cause problems
- Reliable- Check information before you believe it is the person or website telling the truth?
- Tell Someone- Tell an adult if someone or something makes you feel worried or uncomfortable Breach of these rules will be dealt with in the same way as any other inappropriate behaviour and in serious cases, this will include the involvement of the headteacher.

IPADs/Laptops

We are fortunate to possess a large bank of iPads and laptops. iPads are to be used under direction of the teacher – for accessing school apps or lesson resources only. Any child in breach of these rules will receive a timed iPad ban (appropriate to the age of the child). The school uses the Blackburn with Darwen filtering and monitoring system.

Mobile phones

If your child needs to walk home from school, mobile phones are allowed to be brought into school but **MUST** be stored in the office. Phones may also be brought into school for medical

purposes e.g. diabetes though they MUST only be used for medical purposes. School accepts no responsibility for phones that are brought into school; this is at parental risk. All phones must be switched off whilst on school premises and must be kept in the office. If a child is caught using their phone in school, then the phone will remain in school until a trusted adult can come to collect it.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

- Report to the police

Please refer to our Child protection and Safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child protection and Safeguarding policy.

Beyond the school gates

We expect the same standards of behaviour both in and out of school.

Whilst the behavior policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behavior when children are:

- Taking part in any school organized or school related activity.
- Representing the school
- Travelling to or from school
- Wearing school uniform
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In acting reasonably to regulate pupil behaviour when off the school site, staff will consider the following principles:

- the severity of the behaviour
- where the behaviour took place

- the extent to which our school's reputation has been affected
- the extent to which the behaviour would have an impact on the orderly running of our school
- the extent to which the behaviour might pose a threat to another pupil or staff member (e.g. bullying behaviour, threatening behaviour, extortion)

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
- Reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action

In some circumstances, consequences may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Ultimately, parents and carers are responsible for their child's behaviour outside of school hours and when pupils are not on the school site. The school cannot be held responsible for incidents or behaviours that occur outside of school, including those that take place online or on social media. It is the responsibility of parents and carers to safeguard their children

and to ensure they access the internet and online platforms safely and appropriately. Where it is not appropriate to do so, school will not discipline pupils for their behaviour off premises and in the care of parents/carers.

Searching, Screening and Confiscation of Inappropriate Items

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (See Appendix) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the behaviour lead or member of the SLT to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Child on Child Abuse

Child on Child Abuse Including Sexualised Abuse

Child on Child abuse is defined as abuse between children. Lower Darwen Primary School has a zero tolerance approach to abuse, including child-on-child abuse. All staff will follow guidance from Keeping Children Safe in Education in the following ways;

- All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online.
- All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.
- All staff also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring.
- All staff report to the DSL if they have any concerns about child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”. Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos or using AI to manipulate images
- Upskirting
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

All staff are clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff are aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. All staff are aware of the heightened vulnerability of LGBTQ+ children, who evidence suggests are also more likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual

harassment between children of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex. Children are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Children are also reassured that they will be taken seriously, be supported, and kept safe. Lower Darwen Primary School and its DSLs will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, school or college staff?
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).
- Risk assessments will be recorded and kept under review as a minimum termly.
- Refer to Guidance in Keeping Pupils Safe in Education

At this school we minimise the risk of child-on-child abuse by:

- Developing and maintaining respectful and trusting relationships with all children
- Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
- Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour
- Creating a culture with a zero-tolerance approach to abuse
- Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes

- Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies

Well-Being Support

Where children need more targeted, individualised behaviour support, the school will use a range of strategies to help. These will be managed by the Behaviour Lead and the School's Pastoral Worker.

This may include;

- use of the class teacher and support staff for in class support
- referral to the Pupil Pastoral Worker for individual personalised support
- Implementation of an Individual Behaviour Plan
- Request for support from the Local Authority e.g. Behaviour pathway document/tool
- Request for external agency support from the Pupils and family Wellbeing Service through the completion of an Early Help Assessment (EHA)

Managing transitions

Changing schools and key stages/phases is often a time of increased anxiety for children and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Where more targeted support is necessary, the Behaviour Lead, pastoral worker, Headteacher or member of the SLT will consult parents to ensure they are kept fully up to date.

Inducting incoming pupils

All new pupils are welcomed into school with a pre-school visit where requested, meeting with the Head teacher and welcomed on their first day by the Behaviour Lead. The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Staff Development and Support

The induction of new staff includes an introduction to our Relationships and Behaviour Policy. The use of CPOMs and a weekly welfare briefing enable relevant information to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual/interim appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner. All staff receive annual Safeguarding and PREVENT training.

Complaints Procedure

If a parent has concerns about the way their child is treated or the school's action, or lack of action, whilst at Lower Darwen, they should in the first instance, discuss this matter with the child's class teacher. Most matters of concern can be dealt with in this way. Teachers at this school strive to ensure that each and every child is valued individually and is happy and thriving in school. Teachers want to know if there is a problem so that they can take action quickly before the problem becomes more serious. Following on from this, where required follow up discussion or phone calls may take place.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or if their concern is of a significantly serious nature, they should contact the behavior lead or headteacher. The headteacher considers any such complaint seriously and will investigate each case thoroughly. Most complaints are resolved at this stage.

If the complaint is against the headteacher, parents may contact the Chair of Governors of the school.

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders.

The data will be analysed every half termly by the Behaviour lead and Head teacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Outcomes

This policy will promote the excellent ethos of Lower Darwen Primary School. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote and support British values and beliefs.

Monitoring and review

The head teacher and governing body are responsible for monitoring the policy.

This policy is reviewed annually by the school and the governing body.

This revised document was approved and adopted by the Governing Body of Lower Darwen Primary School in February 2025 and will be reviewed in February 2027.

Signed: *S. Ady*

Signed:

Last Reviewed: February 2026

Review Date: February 2027

Links to other policies

This policy does not stand alone and should be read in conjunction with the following school policies NB: this is not an exhaustive list, further supporting policies can be located on the school website:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- On-line Policy
- Mental Health & Emotional Well-being Policy

- Acceptable Use Policy
- Use of Social Networking Policy
- Mobile Phones in School Policy
- Home-school agreement
- Staff Handbook (including code of conduct)
- SEND Policy
- PSHE Policy
- Single Equalities Policy
- Intimate Care Policy
- Attendance Policy
- Teaching & Learning Policy
- Uniform Policy Off-Site Visits & Outdoor Education Policy
- Health and Safety Policy
- Complaints Policy

Appendix 1

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage.

Appendix 2

Relentless Routines

Wonderful Walking

Children know that we walk around school using 'Wonderful Walking'

This means:

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

We use Wonderful Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Legendary Lining Up

Children know that we do 'Legendary Lining-Up' to leave the classroom, before entering the school after break and in the dinner hall.

This means:

- Facing forward
- Sensible distance away from person in front
- Hands by side
- Ready to go
- Without talking
- Without leaning on walls whilst waiting

Terrific Transitions

Children know that 'Terrific Transition' will be used within a lesson and at the end of a lesson.

This means:

- Knowing that when the teacher signals (1) I should stop what I am doing.

- Knowing that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.
- Knowing that when the teacher signals (3) I should move to my table/line up.
- Knowing that when I am lining up, I should be quiet.

We use Terrific Transitions to ensure the learning environment remains calm and lessons start promptly and with good order.

Other routines and expectations are laid out below:

Behaviour throughout the day at Lower Darwen Primary School

Arriving at school

- Children must arrive at school by 8.45am
- When the doors open children walk calmly and sensibly to their classroom
- Children are welcomed with an individual, personalised greeting
- When entering the classroom morning will be set to ensure a calm transition
- Hang coats and bags up on hooks
- Only handle your own property unless you are asked to touch others by the teacher
- If the cloakroom area is crowded, wait your turn

In the classroom

- Listen to teachers, other children and adults
- Look after the classroom by keeping it tidy and looking after equipment
- Follow instructions carefully, work quietly and always do your best
- Walk around the classroom
- Follow 3 2 1 method to stop and listen

Lining up

- Follow the 1 2 3 method to transition to the line
- Line up facing forwards, hands to yourself and quiet
- Line up in alphabetical order

Assembly

- Assembly begins as soon as you quietly walk into the hall
- Sit quietly, listen to others and participate in the assembly as instructed by the leader
- Be respectful at all times
- Quietly leave the hall and go back to your classroom

Playtimes

- On the way out to play, go to the toilet if you need to, and collect your coat
- Stay within the playground boundaries
- Think about safety when you play, and act in a way that will not hurt others
- Always think about others, how they feel, what they may need
- When the whistle goes for the first time, stop and stand still
- On the second whistle go to your class section and line up in alphabetical order
- Treat our play equipment with respect and help pack away when asked
- Adhere to risk assessment for the MUGA, play equipment and trim trail During school meals

Lunchtimes

- Make sure your hands are clean
- Say “please” and “thank you” to all the staff who give you food and help you
- Queue quietly without pushing, think of others
- Try not to spill food on the floor
- Eat your dinner sensibly,
- Use your knife, fork and spoon properly
- Talk quietly
- Tidy up your tray
- Leave your table and the floor clean and free of food
- Respect the dinnertime staff In the toilet
- Stay in your place until you are asked to move to keep the area safe

Toilets

- When you have used the toilet – flush it
- Wash and dry your hands
- Respect other people’s privacy – do not look over or under the toilet cubicles
- Make sure the taps are turned off after you have used them, be responsible about using the Water
- When you have finished, look to see if you have left the toilets clean and tidy
- If there is a problem in the toilets please let your teacher know as soon as possible

Around school

- Walk around school sensibly
- Use calm and quiet voices
- Treat everyone you meet with kindness and respect

- Always use your manners to say please and thank you

During swimming and outings

- Sit down on the bus or coach and always wear your seat belt
- Walk in pairs or in single file as instructed
- Look and think – remember road safety rules
- Be polite and set a good example to everyone
- Get changed quickly, quietly and sensibly at the swimming baths.
- Respect your own and other people's property
- Respect other people's privacy when getting changed – if possible, face the wall when getting changed
- Think carefully about the safety instructions given to you by your teacher/group leader

At all times











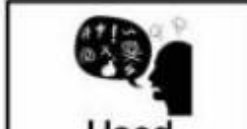













BE READY

BE RESPECTFUL

BE SAFE

Appendix 3

Restorative Questioning support cards

 <p>Broke something</p>	 <p>Scribbled on something</p>	 <p>Hurt someone</p>	 <p>Was unsafe</p>	
 <p>Something different</p>	<p>What happened?</p> 		 <p>Wasn't respectful</p>	
				
 <p>Me</p>	 <p>A friend</p>	 <p>A teacher</p>	 <p>My class</p>	 <p>Other children</p>
 <p>My Dad</p>	<p>Who has been affected?</p> 		 <p>A group</p>	
 <p>My Mum</p>	 <p>My family</p>	 <p>Animals</p>	 <p>Community members</p>	 <p>Someone else</p>



Write it down



Write a letter



Talk with someone



Say sorry to someone



Fix something



Have thinking time



What needs to happen to put it right?



Tidy Up/clean something



Make a change



Make a plan















Practice



Finish my work



Something else

 Sad	 Sorry	 Guilty	 Ashamed	 Tired
 Fizzy	 How do you feel now?			
 Calm	 Better	 Okay	 Something different	 Unsure

 Something else	 Ask to go outside	 Go to a calm space	 Get a fiddle toy	 Tell someone how I feel
 Count to 10	 Next time I could...			
 Walk away	 Play with someone else	 I need help Ask for help	 Make a change	 Take deep breaths

Appendix 4

A model of positivity –Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:
Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on? Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

Appendix 5

Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix 6

Class Dojo Parental Agreement

Lower Darwen Primary School – Class Dojo Home School Agreement



We believe that effective communication between home and school is essential to supporting children in the learning. We use Class Dojo to form these communications.

Class Dojo is a digital tool designed to help teachers communicate more effectively with parents and carers. It connects teachers, parents and pupils to share photos, videos, news and messages. This allows school and home to work as a partnership, sharing in the classroom experience and bringing learning to life from the classroom into the home.

Parents can view their child's efforts via the Class Dojo points system and share in their achievements.

We are asking all parents, children and staff to read through and sign this home school agreement each academic year. It is the responsibility of all who use Class Dojo to ensure that it is used according to this agreement.

The benefits of Class Dojo

- It is easy to use and child friendly for all ages
- It can be accessed via the website or downloaded as an app. More than one parent can sign up and parents with more than one child will be able to see each child's account separately.
- It is 100% free to use.
- Children enjoy having their own avator and collecting motivational points
- It is easier and more cost effective than sending letters or text messages
- Learning can be celebrated with the whole community
- Parents can keep up to date with important dates and information
- Parents are kept up to date with classroom and whole school events
- Class Dojo is GDPR compliant
- Posts can be translated into 35 languages

Expectations for Lower Darwen staff:

- Send out invitations to the parents in their class, and regularly encourage parents to sign up. It is imperative that teachers remember to add new children that join their class throughout the year.
- Promote positive behaviour using the Dojo point system,
- Post regular updates on their class story. As well as giving parents information about PE, spellings etc. teachers will also celebrate the children's work (this may be done on the class story or individually via messages).
- All members of staff using Class Dojo are asked to set a 'quiet hours' on their page, this is when messages will not be read or responded to.
- Teachers are respectfully reminded to not engage in any conversations about personal matters via the class story or the messaging service. The school policy is to invite parents/carers in for face to face dialogue or phone call when this is not possible.
- Use ClassDojo as a communication tool when on residential class trips.
- All user of Class Dojo are to make themselves fully aware of the children who are in LA care or who do not have permission to have their photographs shared on websites and social media from the school.
- Maintain the highest professionalism and security settings at all times
- Use Class Dojo for the sharing of positive messages only – appointments relating to academic attainment, behaviour or other issues will be arranged personally or via telephone/e mail.

Expectations for Parents:

- Check their child's Dojo report during the week.
- Check for individual messages and whole class stories regularly.
- Understand I cannot and will not use the direct messaging service as Lower Darwen Primary promotes face to face or phone calls as the most direct and useful form of communication. I understand that any messages sent will not be read or responded to by staff members.
- I can use the messaging to share positive news, upload news from home relating to the classroom experience e.g. baby photographs for Science. These are for you child to share with their class teacher and class mates.
- Remain polite and considerate at all times in written communications with the class teacher.
- Understand that I can 'like' a post by pressing the love heart symbol and that I cannot leave a comment as this button has been disabled.

- Not to record, store, or distribute video material, photographs or content e.g. screen grabbing and posting on Facebook.
- Continue to follow the system of phoning school to report my child's attendance, a safeguarding concern or report any other significant issue in school

Please note that as written in our Parent Code of Conduct, any individual who uses ClassDojo to post abusive, defamatory, threatening or offensive comments about staff, pupils or the school will be removed from the site, either temporarily or permanently.

Expectations for Pupils:

- Use ClassDojo feedback and messages to discuss their learning and behaviour with their parents/carers.
- Only post messages and comments with their parent's permission.
- Only post positive comments.

Safety and Protections for your Child

Here is a message from Class Dojo.

All their privacy notices and information can be found on their website at

<https://classdojo.zendesk.com/hc/en-us/articles/115004741703-PrivacyPolicy-and-Terms-of-Service-Key-Terms>

Hello! ClassDojo's mission is to connect teachers, students, and families to help them improve education in their communities. Protecting your privacy is fundamental to that mission. We updated our Privacy Policy to reflect changes we made to strengthen your rights, increase transparency for how we protect your information, and comply with the European Union's General Data Protection Regulation (GDPR). These changes were effective starting May 23, 2018.

We encourage you to read our full policy, but here are some highlights of what's changed:

1. We added a "Privacy Highlights" section to the top of our Privacy Policy to help you quickly understand how we collect, use, share, and protect your personal information.
2. We created a simple chart, linked from our Privacy Policy, so you can easily see the personal information we have about you, how we use it, and where it is stored.
3. We made a short video to help students understand our Privacy Policy. We highlighted your privacy rights and how to exercise them, like how to delete your personal information.

Lastly, you can learn more and download our shareable GDPR fact sheet on our Privacy Centre.

Monitoring and Review

This agreement will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

Appendix 7

Behaviour Blueprint

The Lower Darwen Way



Lower Darwen Primary School
We are proud of our school

This is a safe place where everyone belongs.

We show kindness, care, and respect.

We use our words to share feelings and solve problems.

Together, we learn, grow, and care for one another.

We Will...

Be Ready

Be Respectful

Be Safe

Our Adults will...

- *Meet and greet
- *Praise positive behaviour
- *Model our values
- *Be consistent and fair
- *Listen
- *Recognise over and above

Positive Behaviour is recognised with...

- *Stickers
- *House Points
- *Certificates
- *Phone call home
- *Special Treats
- *Headteacher Reward
- *Awards



Relentless Routines

Wonderful Walking
Star Sitting
Legendary Line
Terrific Transitions

Our Behaviour Steps

1. Redirection
2. Reminder
3. Caution
4. Last Chance
5. Calming Time
6. Return to work
7. Reflection Time
(if behaviour continues)
8. Restore

Microscript

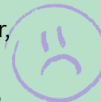
- I noticed that you are...
- At Lower Darwen we...
- Because of that you need to...
- Remember last week when you... (positive)
- This is who I need to see today...
- Thankyou for listening.

Restorative Conversation

1. What has happened?
2. What/how were you feeling/thinking at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions?
5. What do you need to do to make it right?
6. If this happens again, how could we do things differently?

Red Behaviour

Physical violence, swearing, racist behaviour, damaging property
Straight to reflection with a member of SLT, phone call home to parents



Behaviour Consequences



Lower Darwin Primary School
We are proud of our school

There are three bands of behaviour that our school finds unacceptable. These behaviours can affect yours and others' learning, well-being and safety.



Appendix 9



Individual Behaviour Plan

Name: _____ Year: _____ Class Teacher: _____

SEND: _____ Medical Conditions/needs: _____

Date Plan Starts: _____

Review Date: _____

<u>Challenging Behaviour</u> What does this look like? What triggers it?		<u>Targets</u> What are we working towards? How do we get there?	
<u>Strategies for positive behaviour</u> How do we maintain positive behaviour? Phrases to use Rewards and motivations		<u>Early warning signs</u> How do we prevent an incident? What to look for How to respond (reminders, environment)	
<u>Reactive strategies</u> How do we diffuse the situation? Calming Techniques When to get support		<u>Support after an incident</u> Support for the pupil What can staff learn from this	
Success Criteria			
Parent name: Parent Signature: Date:		Staff name: Staff Signature: Date:	
		Pupil name: Pupil Signature: Date:	



Lower Darwen Primary School
We are proud of our school

Lower Darwen Reflection Letter

Name	Class	Date
What Happened?		
What were you thinking at the time?		
How did you make other people feel?		
Who has been affected?		
How have they been affected?		
What should you do to put things right?		
How could you do think differently in the future?		
Staff comment		

Appendix 11

My Self-Regulation Plan






Name: _____ Class: _____

Adult who helps me: _____ Date: _____

My Learning Plan (Child-Friendly Grid)

When I am learning...	I will try to...	Tools that help me	Who can help me?
Before I start	Plan my work	<input type="checkbox"/> Checklist <input type="checkbox"/> Picture prompts <input type="checkbox"/> Talking it through	<input type="checkbox"/> Teacher <input type="checkbox"/> TA <input type="checkbox"/> Partner
If work feels tricky	Pause and think	<input type="checkbox"/> Deep breaths <input type="checkbox"/> Count to 5 <input type="checkbox"/> Calm space	<input type="checkbox"/> Teacher <input type="checkbox"/> TA
While I am working	Check I'm on track	<input type="checkbox"/> Timer <input type="checkbox"/> Success steps <input type="checkbox"/> Thumbs check	<input type="checkbox"/> Me! <input type="checkbox"/> Adult
If I feel distracted	Get myself back on task	<input type="checkbox"/> Movement break <input type="checkbox"/> Fidget <input type="checkbox"/> Reminder card	<input type="checkbox"/> Me <input type="checkbox"/> Adult
When I finish	Think about how I did	<input type="checkbox"/> Smiley scale <input type="checkbox"/> Talk it through <input type="checkbox"/> Reflection sheet	<input type="checkbox"/> Me <input type="checkbox"/> Adult

My Feelings & Calming Tools

My feeling	What helps me
 Happy	Keep working
 Unsure	Ask for help
 Worried	Deep breaths
 Angry	Calm space
 Tired	Movement break

My Helpful Tools (Tick)

- Now-Next board Visual timetable Timer
 Fidget Ear defenders Quiet space

My Anxieties

I feel worried about...

How I Can Help Myself

When I feel worried or stuck, I can...

- Take deep breaths
- Use my calm space
- Look at my visuals
- Ask for help
- Take a short break
- Have a cool drink
- Other: _____

How You Can Help Me

Please help me by...

- Speaking calmly
- Giving short instructions
- Showing me a model
- Giving me some supportive resources
- Giving me thinking time
- Letting me take a break
- Checking in with me
- Letting me have a cool drink

My Helpful Tools (Tick)

- Now-Next board
 - Visual timetable
 - Timer
 - Fidget
 - Ear defenders
 - Quiet space
-

How I Appear When I'm Overwhelmed

You might notice I...

- Cry or shout
- Hide or run away
- Refuse to work
- Become very quiet
- Rip paper or throw things
- Rock, pace, or fidget a lot
- Other: _____

How You Can Support Me When I'm Overwhelmed

Please help me by...

- Staying calm and using a quiet voice
- Giving me space if I need it
- Using short, clear sentences
- Showing me a model
- Giving me some supportive resources
- Letting me go to my calm space
- Letting me have a cool drink
- Giving me time to calm down
- Checking on me when I am ready

How I Can Help Myself When I Am Overwhelmed

When I feel too upset or overwhelmed, I can...

- Go to my calm space
- Take slow, deep breaths
- Sit quietly
- Hold my fidget or comfort item
- Have a cool drink
- Look at my visuals
- Use a break card
- Ask for help (or show my card)
- Other: _____

Things That Make Me Feel Worse

I don't like / it makes me feel worse if...

- I am touched or hugged
- There is too much humour / joking at my expense
- I am left alone for too long
- There are too many adults around me
- I am ignored
- Other: _____