



# Dobwalls Primary School

## **Positive Behaviour Policy** **including Bullying and Child on Child Abuse**

This policy is in line with Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Date	Action
September 2023	Reviewed - changes made to include SECRET skills on pages 5/6, praise methods updated, updated link to KCSIE 2023,
October 2023	Ratified by Governors
October 2024	Next planned review



## Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

Our school vision is:

**Dobwalls: one and all**

**Believing in ourselves and others**

At Dobwalls, we believe that supporting inner strength and resilience to foster independence is key to success. We strive to inspire and teach skills for life while creating cherished memories. We are a caring community with our Diamond Rules focussed on kindness and respect. Academic excellence is a priority, with every child aspiring to high standards to achieve their academic potential.

The primary aim of our behaviour policy is to teach and promote positive characteristics in all children towards learning and behaviour. These characteristics are embodied in our 'Teaching and Learning Policy', embody fundamental British values<sup>1</sup> and are supported by the whole school 'Diamond Rules' which are as follows:

***Show good manners at all times.***

***Follow instructions with thought and care.***

***Care for everyone and everything.***

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. Staff do not ignore unacceptable behaviour, have high expectations, are good role models and reward pupils to promote positive learning and behaviour. Our school has an emotional coaching approach as all staff are eager to gain an understanding of the behaviours displayed to ensure we analyse with care and thought so the appropriate support and action is taken based on the individual needs of the child. We seek to understand the reasons for behavioural choices and educate emotionally to promote positive levels of engagement and understanding. We understand that for most of our children, our consistent rules and sanctions work but for a minority, we may need a different approach to support their identified needs with an individual behaviour plan.

## Part 2 – How do we teach these skills and behaviours?

### **The Headteacher will:**

- Implement the school positive behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all the children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities.



The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

**All staff will:**

- Be a positive role model.
- Engage in emotional coaching to support all children appropriately.
- Implement the school positive behaviour policy consistently throughout the school.
- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give the opportunity to work in groups.
- Make sure that pupils listen are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Reward and praise positive learning behaviour.
- Keep records of behaviour and report these to the headteacher when required.
- Ensure the pupils in the class know the whole school 'Diamond Rules'.
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities.

**Pupils will:**

- Respect and care for others.
- Listen to others.
- Learn and work co-operatively.
- Obey the 'Diamond Rules'.
- Resolve disputes positively.
- Value and take responsibility of the environment.
- When necessary carry out self-monitoring.
- Be aware of their own emotions and actions and take responsibility for these.
- Be aware of and understand their rights and responsibilities.

**Parents, Carers and Families will:**

- Support the school when reasonable actions to discipline a child have been used.
- Promote positive behaviour at home in order to maintain continuity between home and school.
- Initially contact the class teacher if they have concerns about the way their child has been treated.
- If concerns remain, contact the headteacher and then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities.

**The Governing Committee will:**

- Support the school in the implementation of the positive behaviour policy.
- Provide advice about disciplinary issues, as requested by the headteacher, so that he/she can take advice into account when making decisions about repeated, or very serious, acts of anti-social behaviour.



- Review the effectiveness of the policy.

## Part 3 – How we maintain high expectations

### **Rights and Responsibilities**

#### **Staff should:**

- Be supported by peers and managers, ask for support when needed and offer support to colleagues and managers.
- Use emotional coaching methods to support children and always seek to understand why events took place.
- Be listened to, listen to others and share opinions in a constructive manner.
- Be treated courteously by all others in the school community and model courteous behaviour.
- Recognize and acknowledge positive behaviour in others.
- Be made fully aware of the school's system, policies and expectations.
- Seek information and use lines of communication.
- Receive appropriate training to increase skills in behaviour management.
- Support others in developing their skills in promoting positive behaviour.
- Acknowledge areas of their own behaviour management skills that could be developed and evaluate new approaches.

#### **Pupils should:**

- Be treated with respect and behave respectfully to others.
- Be safe to behave in a way that keeps others and self safe.
- Be willing to learn and allow others to learn.
- Attend school regularly.
- Be allowed to make mistakes, own mistakes and learn from them.
- Allow others to make mistakes.
- Be listened to and listen to others, giving opinions in a constructive manner.

#### **Parents, Carers and families should:**

- Be treated with respect and behave respectfully towards others.
- Be kept informed about their child's progress and talk to teachers if they have any concerns about their child's learning and wellbeing.
- Talk to their child about what he/she does in school.
- Ensure their child attends school regularly.
- Be listened to and listen to others.
- Have access to information on the school's procedures for positive behaviour.
- Acknowledge and respond to information, have concerns taken seriously and to share concerns constructively.

<sup>1</sup> Fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs (DFE Teachers' Standards, July 2011).



## Part 4 – The Use of Sanctions to Improve Behaviour

### Rewards

All children will have equal access to rewards. To reinforce positive characteristics of learning and behaviour we will use:

- Verbal praise
- Stickers
- Class Dojo Points
- Headteacher stickers
- Diamond Certificates
- Displays to share examples of excellent progress
- Sharing excellent progress with the school community, e.g. newsletter, Tapestry/Dojo
- Class assemblies
- Star of the Day
- Weekly celebration assemblies, which reward children for displaying SECRET Skills in their learning
- Whole Class Rewards – chosen by the class and teachers

### Sanctions and Support

As an inclusive school we will support all children in acquiring the skills required to demonstrate positive characteristics of learning and behaviour. These skills will be taught through:

- Consistent use of sanctions by all adults, which encourage children to take responsibility for their actions and "repair the harm they have caused" through restorative justice.
- Specific support by trained staff for children with emotional and behavioural difficulties.
- Rewarding children for demonstrating positive characteristics of behaviour and learning.

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:

Stage	Example of Behaviour	Sanctions	Support	
			SEMH Support Work	SECRET Skills Characteristics of Learning
<b>1</b>	<ul style="list-style-type: none"> <li>- Talking in class or assembly</li> <li>- Running inside school</li> <li>- Calling out in class</li> <li>- Losing concentration</li> <li>- Swinging on chair</li> <li>- Bad manners or rudeness</li> <li>- Pushing in line</li> <li>- Silly noises</li> <li>- Ignoring instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Quiet reminder</li> <li>- Non-verbal signals, e.g. eye contact</li> <li>- Change of seating</li> <li>- Praising others who are demonstrating positive behaviour</li> </ul>	Class screening and monitoring	The SECRET approach is based on a series of "skills ladders" that provide a structure for identifying, targeting and managing skills development. They are promoted throughout the school to support positive learning behaviours and develop independent life-long learners:
<b>2</b>	<ul style="list-style-type: none"> <li>- <b>Persistent stage 1 behaviour</b></li> <li>- Affecting other pupils' learning</li> <li>- Inappropriate remarks to other pupils</li> <li>- Damaging school or personal property</li> <li>- Leaving class without permission</li> <li>- Harmful/offensive name calling</li> <li>- Minor challenge to authority</li> </ul>	<ul style="list-style-type: none"> <li>- Parents informed of behaviour</li> <li>- Behaviour recorded in behaviour log</li> <li>- Correct/repair damage, e.g. apology, helping other pupils</li> </ul>		Manage risk Be organised Go for it, finish it Manage emotions Find solutions Persuade others Identify issues Get involved Imagine Make Links
<b>3</b>	<ul style="list-style-type: none"> <li>- <b>Persistent stage 2 behaviour</b></li> <li>- Persistent swearing</li> <li>- Fighting</li> <li>- Violence</li> <li>- Continued or more serious</li> </ul>	<ul style="list-style-type: none"> <li>- <b>As stage 2 and:</b></li> <li>- Sent to the Headteacher</li> <li>- Loss of privileges</li> </ul>	Individual intervention planned	Take creative risks Question assumptions Set yourself challenges Plan – do – review



	challenge to authority - Repeated refusal to do set task			Invite feedback Share learning Explore a question Evaluate evidence Stay objective Reach conclusions Take responsibility Manage the team Build team strength Evaluate the team  These learning behaviours support life-long learners in developing resilience, resourcefulness, reflectiveness and reciprocity.
<b>4</b>	<b>- Persistent stage 3 behaviour</b> - Highly offensive remarks towards others - Racism - Sexism - Homophobia - Bullying - Stealing - Leaving school without permission - Very serious challenge to authority	<b>- As stage 3 and:</b> - Headteacher meets with parents (perpetrator and victim) - Loss of privileges - Separation from peers (internal exclusion)	Individual Behaviour Plan	
<b>5</b>	<b>- Persistent stage 4 behaviour</b> - Intentional physical harm to others - Malicious physical harm on another pupil	<b>- As stage 4 and:</b> - Exclusion for a fixed term		
<b>6</b>	<b>- Persistent stage 5 behaviour</b>	- Governor disciplinary sub-committee convened - Permanent exclusion from school		

(N.B. This is not an exhaustive list of behaviour.)

Pupils with special needs, especially those with individual plans which include statements about behaviour will often need a programme of additional strategies to meet their needs.

**All the above sanctions are put in place at the discretion of the Headteacher and the context and the child's needs will be fully taken into account when sanctions are applied. We recognise that some children find some behaviour difficult and where this has been identified a 'Behaviour Plan' will be created in liaison with outside agencies where possible and reasonable.**

## Part 5 – The Use of Exclusion as a Sanction

### Exclusion

The DfE [statutory guidance](#) procedures will be followed for fixed term and permanent exclusions. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. If there are serious and ongoing concerns over a pupil's behavior, the head teacher will arrange a governor review panel meeting to discuss.

The Headteacher may permanently exclude a child for repeated behaviours not following the school rules, or very serious, acts of anti-social behaviour. School governors and the LA will be notified. If the Headteacher is absent the Deputy Headteacher has the authority to make this decision and report to the Headteacher and Chair of Governors as soon as possible.

## Part 6 – Guidance for a selection of specific incidents

**Child on Child Abuse** [as stated in KCSIE](#) 2023, page 12.

**All staff** should be aware that children can abuse other children (often referred to as child on child abuse).



- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);

**Definition - Bullying is “Behaviour by an individual or a group, ongoing and repeated over time that intentionally hurts another individual either physically or emotionally”.**

Forms of bullying can happen to anyone and may take the following forms:

**PHYSICAL:** punching, kicking, hitting, pinching, threats, any form of violence.

**VERBAL:** name-calling, sarcasm, spreading rumours, persistent teasing.

**EMOTIONAL:** making faces; tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

**RACIAL:** racial taunts, graffiti, gestures.

**SEXUAL:** unwanted physical contact, abusive comments, or homophobic taunts.

**Child on Child Abuse** can also include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

### **Cyber bullying:**

This can include: threatening, intimidating or upsetting text messages; threatening or embarrassing pictures and video clips via mobile phone cameras; silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible; threatening or bullying emails, possibly sent using a pseudonym or someone else's name; menacing or upsetting responses to someone in a chat-room; unpleasant messages sent during instant messaging; unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

At Dobwalls, cyber bullying is considered as serious as any other form of bullying. Parents will be contacted if the school are made aware of cyber bullying taking place off-site. In some cases, this type of bullying may constitute a criminal offence.

Any of the above, will not be tolerated at Dobwalls Primary School.

### **Procedures and Consequences**

All pupils will be encouraged to be open with members of staff and their parents, who can pass on concerns to school. There are mechanisms such as “worry monsters” in the school where pupils can discreetly report concerns to adults. Children must have the confidence in all staff, teaching and non-teaching, to disclose an incident without feeling that it will be dismissed by that member of staff.

Whenever a disclosure is made by a child or parent, or identified by an adult, it will be investigated thoroughly as follows:



1. Incident is reported to, or identified by, a member of staff. Class teachers to keep a log of incidents. These are recorded on a central file, accessible by all staff on the behaviour folder – the k drive.
2. All incidents will be referred to a senior member of staff.
3. All parties involved will be interviewed separately and a written record made on the k drive which is reported to the head teacher. Information from witnesses will be obtained.
4. Parents, will be informed (at the Headteacher's discretion) and may be asked to come to school to discuss the problem.
5. The behaviours must immediately stop.
6. The individual is made aware of what his/her behaviour has done to the victim.
7. The individual will offer an apology and other appropriate consequences may take place. In serious cases, exclusion will be considered. Whenever possible, the pupils will be reconciled.
8. Support will be offered to the victim and efforts made to help re-establish their self-confidence.

## **Methods of Prevention**

Each child in the school will take part in a yearly understanding of the school rules and worry boxes created in each class.

- Each child and parent will sign a school contract, which sets out expectations of behaviour.
- School Council will discuss
- One Decision lessons - through the curriculum
- Bullying is covered through the curriculum, this may take the form of role play, drama, literature, poetry or stories.
- Child on Child abuse will also be addressed and reinforced through weekly assemblies, R.E, during Anti-Bullying week each year and Children's Mental Health Week.

## **Signs and Symptoms**

Children will not always be prepared to tell those in authority. Staff may need to use their knowledge of a pupil to identify changes in their behaviour that might indicate peer on peer abuse. All adults should be aware that these are possible signs and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- has nightmares
- becomes disrupted or aggressive
- has possessions go 'missing' and money 'lost'
- starts stealing money (to pay bully )
- is frightened to say what's wrong





## **Offensive Weapons**

1. Any student bringing an offensive weapon, particularly a knife, into school will be excluded. The length of that exclusion is to be determined by the school leadership team, bearing in mind the DfE guidance.
2. The DfE Exclusion Guidance as an appendix to the Behaviour Policy of all schools in the MAT.
3. Clear procedures in the policy around exclusion based on the above
4. Clear contact details for the senior member of staff whose role it is to deal with serious behaviour incidents.

Clear contact details for parents who wish to contact the school in an out-of-hours emergency (monitoring of any answer phone or email address set up for this purpose needs to be clearly assigned to a relevant role)

## **Part 7 – Continuous Improvement**

### **Training**

Training is essential for all staff to learn how to manage emotional and behavioural difficulties. Whole staff training initiatives ensure a consistent whole school approach. Where necessary, specialist training is accessed particularly in relation to the control and restraint of disruptive pupils.