



Dulwich Hamlet Junior School

Relationships and Behaviour Policy

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Dulwich Hamlet Junior School – Relationships and Behaviour Policy

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At Dulwich Hamlet Junior School, we aim to create a safe, nurturing and inclusive environment where every child can thrive. This policy sets out how we support children's personal growth, wellbeing and behaviour, rooted in our school values of independence, respect, integrity, resilience and enjoyment.

We recognise that some children, including those with Special Educational Needs and Disabilities or who may be more vulnerable, may need extra support. Our approach makes reasonable adjustments to meet these needs, while maintaining high expectations for all.

The policy focuses on building strong relationships and helping children learn positive behaviours through consistency, fairness and understanding. We are firm on the behaviour but gentle on the child, meaning there are clear consequences for misbehaviour whilst staff also prioritise emotional support, connection and restorative conversations with the children. .

Key points include:

- Clear expectations, routines and consistent classroom management
- Praise, rewards and celebration of achievements
- Logical consequences that help children understand and learn from their choices
- A restorative approach to repair relationships and promote accountability
- Specific guidance on bullying, online behaviour, sexualised behaviour and safeguarding
- Extra support for pupils with additional needs
- Close partnership with parents and carers to promote positive behaviour both at school and at home

Overall, the policy aims to teach children how to make good choices, take responsibility for their actions, and develop the social and emotional skills needed for life.

A. This Relationships and Behaviour Policy aims to encapsulate our school vision:

we believe in cultivating a life-long love of learning through access to unique opportunities, in an inclusive, nurturing community where excellence enables every child to thrive.

Strong character development is key to the education of pupils at DHJS. In their time at Dulwich Hamlet, children develop and grow into young people with a *clear moral purpose, excellent communication skills, an understanding of their place in the world* and an *inclusive attitude*.

To that end our **core values**, chosen by children, parents and staff, underpin how we develop **pupil character**, and are deeply embedded in practice throughout the school day. They are:

Dulwich Hamlet is a journey to **INDEPENDENCE**. We want children to take responsibility for their own actions, be well organised and show initiative. Ultimately, we need pupils who are ready for secondary school.

We show **RESPECT** for each other, the school, our parents, the staff and the planet. This includes showing gratitude for what we have, celebrating differences and having empathy when dealing with others.

INTEGRITY guides our behaviour. We strive to do the right thing, are honest and open in our words and sincere in our actions.

We demonstrate **RESILIENCE** in the face of challenges. We approach all tasks with enthusiasm, open-mindedness and ambition.

We look to find **ENJOYMENT** in everything we do; having fun is central to living a fulfilling life.



B. Key principles of our relationships and behaviour policy that all adults must follow are:

Consistent – We have high expectations of *all* pupils and we refer to the behaviour policy and colleagues when making decisions; children learn that behaviour has consequences both natural (experienced independently of adults) and logical (following adult intervention).

Developmental – We actively teach and model good behaviour, using praise to positively reinforce behaviours; we predict difficulties and take proactive steps to ensure good behaviour; we are proactive in engaging with children about their behaviour; all unsatisfactory behaviour is countered with a positive alternative, modelled by adults and rehearsed by the children.

Equitable – All children's voices are equal; we never prejudge a decision; we are mindful that we may have unconscious biases; we recognise and celebrate difference and model inclusive language.

Relational – We prioritise getting to know the child – what motivates them, what worries them, what excites them, and what might influence their behaviour. Building trusted relationships, through consistent, positive interactions and providing emotional support, helps children to build resilience and deal with difficult situations. This in turn, supports them to engage in positive behaviour and healthy socialising, and improves their capacity to learn.

C. Relational Approach

Behaviour improves when children feel valued and connected. We **build**

nurture and **restore** relationships in a variety of ways, including:

Building relationships	Nurturing relationships	Restoring relationships
Staff prioritise getting to know children in different ways: playing with, talking with and observing individuals Values and high expectations are shared across the whole school community Children are encouraged to enjoy being a 'positive person' and see the impact it has Ensure regular positive achievements of children is communicated to parents/carers Children have opportunity to work with different children regularly to support new working relationships	Everyone is collectively involved in developing routines and maintaining high expectations We treat every interaction is an intervention: staff ask questions about children's wellbeing, remember important things about individuals and are interested in what the child is interested in Strong staff retention aids consistency for children and opportunity to continue to nurture relationships Group experiences are a big part of learning, including whole class assemblies, trips, and more	Children and adults are held in unconditional high regard – we intentionally reconnect with children to repair any fractures Non-judgmental, validating language used by adults in interactions; tone of adults is consistently warm and calm Adverse childhood experiences (ACEs) considered when understanding behaviours and causes Adults acknowledge when they have made mistakes and take personal ownership; adults model their emotions and how they self-regulate The belief that behaviours change is promoted by adults and with children Apply 'Protect, Relate, Regulate, Reflect and Repair' to approach serious dysregulation and behaviours

Building relationships	Nurturing relationships	Restoring relationships
Gentle on the child, firm on the behaviour – we balance warmth and responsiveness with structure and consistency: • Whole class routines and behaviour management systems are consistent and fair (See Appendix C) • Positively greet children at the door using their name • Provide feedback that communicates belief in the children Everyone has a voice: children and staff are deeply listened to and valued, emphasising a sense of belonging Staff aim to show relational and emotional consistency Act with PACE: playfulness, acceptance, curiosity and empathy (See Section D)	Whole school understanding that behaviour is a form of communication Staff understand nurture principles including attachment and child development Every child has access to a trusted adult who can be a safe base – children know where to find adults to talk to Social and emotional learning is prioritised, and is embedded in the curriculum and beyond the classroom, e.g. Zones of Regulation Staff evidence self-awareness and self-regulation in their interactions Targeted support available to support children’s wellbeing, and to develop self-regulation strategies and social skills	Respite offered to adults during or after a more serious behaviour incident Positive consequences are actively linked to positive behaviours, placing emphasis after children have recently been part of a restorative process Restorative conversations are held after an incident: • adults listen deeply and ask questions • everyone has an equal voice • apologies made • adults support children to see themselves positively • time is given to ensure the process is effective and to identify if further support is needed Use of Pastoral Support Tiers (See Appendix B) to target further support for children having difficulties socially, behaviourally and/or emotionally

D. Trauma-Informed Practice

We are committed to continuously developing our Trauma and Mental Health Informed Approach which will protect our whole school community. This is grounded in the understanding that trauma exposure can impact an individual's mental, physical and social development. To ensure every child develops positive mental health and resilience, our aim is to:

- Help children to develop strategies to self-regulate their emotions
- Support children to make sense of their experiences
- Create an environment built on safety and connection
- Build strong, supportive relationships between: child-child, staff-child, parent-child, parent-school & staff-staff

We strive to create an environment based on playfulness, acceptance, curiosity and empathy (P.A.C.E), a relational approach, to build trusting relationships and emotional connections. This way of thinking, feeling, communicating and behaving supports children to feel safe and secure, and is particularly effective in meeting the needs of children who have experience trauma. Using this model, children can begin to look at themselves, and let others see them, developing trust.

P.A.C.E

- Playful: Staff aim to create an atmosphere of lightness and interest when you communicate, having fun and expressing a sense of joy
- Acceptance: Staff actively communicate to children that we accept their feelings, thoughts and perceptions that are underneath outward behaviour. Children are not made to feel shame or judgement.

- Curiosity: Staff approach behaviours with wonder about the meaning behind incidents, letting the child know that the adult understands.
- Empathy: Staff actively show children that their life is important to us, and that we will always try our best to see situations from their perspective.

Protect → Relate → Regulate → Reflect → Repair (PRRRR)

The PRRRR model aligns directly with trauma-informed practice. Rather than focusing solely on the behaviour, this approach seeks to address the underlying causes, and better support children to re-engage in learning and build emotional resilience. Using this approach, we prioritise safety, help children to regulate their emotions, build meaningful connection and develop self-awareness. Adults careful use of language and effective listening is key (See Appendix D)

1. Protect:

Our priority is to ensure that learners are safe, both physically and within the relational environment. We do this by:

- Increasing safety cues, e.g. 'meet and greet' on the gates in the morning
- Ensure there are emotionally available adults/trusted adults in school and children know where to find them
- Staff focus on having socially engaging interactions with children
- Adults are consistent and adjust their expectations around vulnerable learners to meet their needs

Nurture staff so that they feel valued and emotionally-regulated in school, supporting them to engage in positive social engagement.

2. Relate

We know that forming meaningful relationships is fundamental to mental health and wellbeing. All adults strive to ensure children have **daily positive experiences**, using the P.A.C.E model in our interactions. This increases trust and help-seeking. Children are supported to express their emotions and adults support by never shaming children **and showing empathy**. Adults might support children to use **visual tools**, including Zones of Regulation, to help build their **emotional literacy**, and express their feelings with increasing independence. Vulnerable children are assigned key adults on the pastoral team who provide **repeated relational opportunities** to help build trust.

3. Regulate

When children are experiencing dysregulation and stress, we know that they can't engage productively in activities taking place around them, and that prolonged stress can impact mental health. We teach children **self-regulation strategies**, and **co-regulate** with them when they are finding this difficult. Techniques include grounding, breathing, soothing and physical/sensory strategies. **We listen carefully**, ensuring children feel understood and accepted, and support children to **find words for their feelings**. The regulation and wellbeing of staff is treated as a priority.

4. Reflect

Reflecting on our feelings and experiences helps us to understand them and our behaviours, By developing language for our emotions, we're better able to **make sense of what has happened** and why we might have responded in a particular way. Adults model quality listening focusing on **empathy** and **acceptance of feelings**, not the behaviour. They recognise that this can only take place when a child is calm and regulated, with an emotionally available and trusted adult to offer support.

5. Repair

When boundaries are broken, they need to be **repaired** and restored. Any consequences for inappropriate behaviour are always accompanied with **reflections** and **restorative conversations** (Section G, H). Repair can look different depending on individual's needs. Some children may write a sorry card to those impacted, whereas some children might explain verbally to their peer or adult what happened, why they made that choice and how they would like to do things differently in the future. Adults facilitate restorative conversations by asking questions in a particular order to help children empathise with others and seek solutions (See section H)

E. Classroom Management Tools

1. **Routines:** We have clear and explicitly taught whole school routines governing transitions around the school and key times of the day (See Appendix C). All classes have line orders and seating plans in addition to their own well-rehearsed routines. Teachers will make adaptations to suit individual children's needs.
2. **Choice:** Children make choices and we use the language of choice when discussing their behaviour decisions: "When you chose to ignore my instructions, you chose to miss your play"
3. **The power of Language:**
 - a Clarity of expectation. For example, instead of "Will you stop talking?" you say "I'd like everyone listening, thank you". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks."
 - b 'If you throw a pencil, you will then miss your play.'
 - c Collective pronouns: "We are respectful and kind at Dulwich Hamlet"
4. **Establishment Phase:** Class teachers take time at the start of the year to ensure behaviour expectations are clear and children recognise and respond to these appropriately. The first few weeks is where norms and behaviours are set in stone so it is critical to get this right. Behaviour expectation reminders are routine after longer school holidays.

5. **Assertive Teachers:** Teachers work to make sure they are neither too indecisive and passive nor too authoritarian and overbearing. Say *thank you* rather than *please*.
6. **Relationships:** Teachers and staff work hard to establish strong relationships with the children, repairing them when things go wrong.
7. **Systems:** Teachers may use internal systems such as table points, whole-class behaviour targets and class contracts to supplement the whole school relationships and behaviour policy.
8. **Whole School Approach:** We use our values, assemblies, pupil voice, pupil leadership, opportunities to represent the school, and well-established whole school routines to consistently communicate high expectations in turn leading to excellent behaviour.

F. Praise and Rewards

We encourage children to behave well and praise them when they do. We praise effort; share high quality work with other classes, adults and parents and carers; and work hard to foster a positive learning environment where the learning potential of mistakes is highlighted.

Achievement Assembly

Each Friday a school Achievement Assembly shares the successes of the pupils that week. Subject specific and one-off prizes and certificates are handed out and House Captains report back on any points totals and results of sporting competitions.

Achievement Certificates are used to highlight where children have produced a piece of work which demonstrates particular element of excellence which we wish to highlight to the whole school.

Values Certificate are also awarded each week for children who have demonstrated our core values.

Houses

The House System is of long standing at DHJS and children are proud of their houses, sharing the same House as siblings. Houses Captains are chosen by a democratic vote to represent our four houses: Ruby Fire, Sapphire Air, Topaz Water and Garnet Earth.

House Points can be given for any behaviour for which children do not need to be intrinsically motivated. Such as:

- Doing chores for adults such as collecting/ handing out and tidying other people's mess etc.
- To develop good habits in response to a specific whole focus e.g. musicians taking responsibility for remembering their lesson time, instrument and green contact book
- Competitions (such as art competitions etc.)
- Participation and success in inter-house sports competitions, sports day etc.
- Behaviours that go above and beyond the expected

House points are **not** given for behaviour which we would expect of all children e.g. completing homework, politeness, punctuality/attendance, effort, kindness etc.

G. Logical Behaviour Consequences

In our approach to relationships and behaviour, we focus on helping pupils understand the impact of their choices and actions. Logical consequences are fair, respectful, and directly linked to the behaviour, guiding pupils to take responsibility and learn positive alternatives. The following steps outline how staff will apply logical consequences in a consistent and supportive way.

	Description	Notes and Examples	When
Step 1 Correction <i>(Use the least invasive approach first)</i>	Praise adjacent children	"Thank you _____ for working in silence"	1 st Low-level incident <i>We have a low-tolerance approach to low level disruption. A maximum of 3 consecutive disruptions before the teacher issues a whole class warning</i>
	Non-verbal/ gesture	Eye-contact, finger to lips, stand near child, hand on desk, silently remove object of distraction	
	Anonymous Individual Correction	"Hands down, thank you" "Stop talking, thank you"	
	Private Individual Correction	"_____, we show we are listening by keeping our hands still."	
	Lightning-Quick Public Correction	"_____, inside voice, thank you" (adult turns away quickly, trusting instruction followed)	
	Whole Class Warning	"We are working independently, if I hear further talking your name will be recorded"	
Step 2:	An individual's name is recorded	On board or on paper	Behaviour continues from step 1

Written Warning			
Step 3: Band A Behaviour – minor	5 minutes corrective discussion (outside of learning time)	Discuss behaviour choice and model correction. Child practices and apologises	Behaviour continues from step 2 or Off-task Calling out Leaving seat Minor rudeness
Daily Reset (Where children regularly require Step 1 – 3, teachers will inform parents and carers)			

Step 4: Band B Behaviour – Moderate	Up to a maximum of 15 minutes for the child to reflect on their behaviour, supported by an adult where appropriate. A third Band B behaviour: parents/carers informed by phone call where possible (see section I)	Time should be spent modelling and rehearsing the correct behaviour choices e.g. completing work, tidying a mess they have created, apologising or writing a reflection on their behaviour choices (pro-forma sheet kept in the library if required) Where two children are involved a restorative conversation can support resolution. This should happen under the guidance of an adult (see section H)	Behaviour continues from step 3 (same day) or Inappropriate Sexual Behaviour/inappropriate use of sexualised language Lack of respect Failing to follow instructions Retaliation Rough play* Minor intentional disruption to learning of other children *note distinction from 'Rough and Tumble' which conforms to the 'Safe, fun and no means no' rules.
Step 5: Band C Behaviour – Serious	Issue referred to Core Leadership Team (CLT) Parents and carers informed via phone call where possible (see section I) Behaviour recorded and, where appropriate, removal from	Adults will always take these behaviours seriously and maintain boundaries. We aim to provide appropriate support to help the children reflect on the behaviour and plan better choices in the future. Adults separate the child from the behaviour. We do not label, shame or embarrass children but instead keep them in unconditional high regard	3rd Band B behaviour (in a school year) or: Aggressive swearing Misogynistic behaviour (see section J) Bullying-type behaviours Deliberate act of aggression towards others Online Bullying Type Behaviour/ Cyberbullying Fighting/ Hurting others physically Major disruption to learning of others

	playtimes and/ or time spent working in a different classroom	Adults listen to the children and show empathy. We will not try to reflect with children when they are dysregulated Behaviours that are unacceptable are always unacceptable, regardless of how understandable they may be A restorative conversation can take place with all those involved with the guidance of an adult where appropriate.	Repeatedly refusing to follow instructions Possession of prohibited items Problematic Sexual Behaviour/problematic use of sexualised language Prejudice related Incident Sending or possessing inappropriate digital images Theft / Vandalism
Step 6 Internal Suspension	Decision authorised by Head of School / Executive Headteacher in consultation with CLT. Child placed in designated, unlocked supervised learning space with active adult support (away from peers) for a defined period (e.g., half-day, 1 day, maximum 2–3 days) Isolated, active playtimes and lunchtimes with access to outside areas	Purpose is to de-escalate, maintain learning, and prevent external suspension. Age-appropriate classwork and SEND support/adjustments provided throughout. SEND/EHCP needs reviewed prior to placement. Structured reflection activities supervised by an adult. Mandatory re-integration check-in and restorative conversation between impacted parties and child before returning to mainstream classes.	Persistent or repeated Step 5 (Band C) behaviours where previous interventions have not resolved the issue. Direct refusal to follow Step 5 measures (e.g., refusal to spend time in a different classroom). High-level, safety-compromising disruption or acute aggression. Used as an explicit alternative to an external suspension (Step 7) on a case-by-case basis.

	Parents and carers contacted by telephone prior to placement and formally notified via written letter.		
Step 7 Suspension	Only the Head of School, when acting as Headteacher, or Executive Headteacher may choose to apply a suspension from school Parents and carers are contacted in person or via telephone and formally informed by letter	Please see Section N and the <u>Trust Exclusions and Suspensions Policy</u>. All decisions are judged on a case-by-case basis	Abusive or violent sexual behaviour Bullying Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse Persistent disruption to learning of others Physical assault against a pupil or adult Use, or threat of use, of an offensive weapon or prohibited item Verbal abuse or threatening behaviour against a pupil or adult
Risk Assessment	For children whose behaviour consistently poses a risk to themselves or others	See Appendix A Risk Assessment template Parents and carers, and school team around the child are involved in the process of writing the risk assessment	Where the relationships and behaviour policy has failed to improve behaviour

H. Restorative Approach

Taking a restorative approach helps children to think about how we build, maintain and repair relationships in life. It enables individuals to be accountable for their behaviour, take responsibility, and think through the causes and the impacts, and what they can do to make a situation better.

Focusing solely on sanctions does not help to repair a situation. Restorative practices follow a clear, systematic structure, removed from judgement, which helps the child feel safe and supported. All children must have an equal voice in the process, and children are supported to see themselves positively throughout. The conversations centre around a set of key questions with all children involved that helps individuals to think about their behaviour whilst develop empathy. The final goal is to find a positive solution and outcome that focuses on moving forwards. Adults support children to answer these questions, using visual prompts when needed to encourage children to reflection, and to help show agreement and change of choices in the future e.g. using a handshake or writing a card.

Restorative Conversation prompt:



Restorative Conversations

1. What happened

- Can you tell me what has happened?
- What were you thinking/feeling at the time?



2. Impact

- Who has been affected and how?
- What are you thinking/feeling now?



3. What next

- What could we do now to help make things right?
- How can we prevent this happening again in the future?
- What can I do to help you?



I. Working with our parents and carers

We ask parents and carers to trust our professional judgement. Rest assured we do not label or judge children; much like in their lesson learning, we view behaviour mistakes as learning opportunities.

Parents and carers can support us by:

- Encourage resilience, independence and self – discipline, to show an interest in all that your child does in school and to support positive behaviour choices at home
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Inform the school of any changes in the child's circumstances which may have an effect on their behaviour

Following our Logical Behaviour Consequences (section G), there are specified times when we will need to inform parents of their child's behaviour, so that they are aware of the school's response and can support the school with reinforcing the message at home.

- I. A third Band B behaviour (see section G) recorded at any point within a school year will result in a communication to the parent and carer of the child. The school may discuss action that could be taken at home to support the child.

2. Any Band C (see section G) will result in a phone call to parents and carers. Due to the nature of these incidents, we would ask parents and carers to take these matters seriously, working to support non-repetition of the behaviours of concern.

It is our aim to investigate and respond to serious behaviour on the same day. However, there are circumstances where it will take longer. In this scenario, we will inform parents and carers that we are dealing with an incident, so that if your child is upset or concerned, you are informed. We ask that parents and carers give us time to complete the investigation and outline our response.

There are occasions when you may wish to contact the school to share information regarding behaviour. This should be done via the class teacher in the first instance. However, any incidents of bullying or prejudice related incidents (see section J) should be sent as urgent to safeguarding@dulwichamletjuniorschool.org.uk with 'Bullying' or 'Prejudice Related Incident' in the subject line. These will be forwarded to the Behaviour and Pastoral Lead, Miss Harris and Head of School, Mr Salomonson.

J: Bullying Behaviours ([see also DHJS Anti-Bullying Policy](#))

The governors, staff and children of Dulwich Hamlet Junior School accept the following definitions of bullying: "Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". ([DfE "Preventing and Tackling Bullying", July 2017](#)). The Anti-Bullying Alliance defines bullying as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying behaviour then is deliberate and repeated."

It is helpful for staff, parents and carers and pupils to have an awareness of what bullying might look like:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online** – posting on websites/ social media, sharing photos, sending nasty text messages, social exclusion, posing as others
- **Indirect** – Can include the exploitation of individuals.
- **Baiting** can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

- **Banter**, though children and adults should be aware of the following distinctions:
 - Friendly Banter– there’s no intention to hurt and everyone knows its limits
 - Ignorant Banter– crosses the line with no intention to hurt, will often say sorry.
 - Malicious Banter– done to humiliate a person; often in public
- **Prejudice Related Bullying.** Under the Equalities Act 2010 it is against the law to discriminate against anyone because of the ‘protected characteristics’: age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or having a child; disability; race including colour, nationality, ethnic or national origin including Gypsy, Roma Travellers; religion, belief or lack of religion/belief; sex / gender; sexual orientation.

Misogyny, defined as behaviour, or attitudes that express or support hatred, disrespect, or devaluation of women and girls – is not tolerated in our school community. We view any misogynistic behaviour as a form of prejudice-based discrimination and will respond with the same seriousness as we do to other forms of discriminatory behaviour.

We promote a culture of gender equality at our school through a range of initiatives. **Gender Equality Leaders** (made up of female and male members of staff) champion gender equality within the school, and serve as visible role models and advocates for inclusive practice. **Gender Equality Champions** are a group of student representatives from across year groups who take a proactive role in fostering an inclusive and respectful environment. They promote allyship among their peers, and challenge misogyny and gender-based discrimination at school.

When a misogynistic incident is identified, we take a two-pronged approach:

1. Logical behaviour consequences:

The behaviour is addressed in accordance with our standard procedures (See Section G, Band C). Appropriate restorative practices will take place, depending on the nature of the incidents. These conversations will be facilitated by our Gender Equality Leaders.

2. Educational Intervention:

Pupils involved in misogynistic incidents will engage in reflective learning sessions led by the Gender Equality Leaders (trained adult staff members), designed to deepen their understanding of gender equality, respect and allyship. These sessions are further embedded in our Gender Equality Curriculum which is age-appropriate and developing in line with national guidance on Relationships and Sex Education ([RSE and Health Education, DfE 2021](#))

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour, including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will always record these types of bullying, even one-off incidents. All prejudice-related incidents (PRIs*) are logged in our Management Information System (MIS) as 'prejudice-related'.

*A PRI. is defined as ...'any incident which is perceived to be prejudice-related by the victim or any other person' (The Stephen Lawrence Inquiry

Report). This definition applies to all nine protected characteristics under the Equality Act 2010. A prejudice-related incident differs from prejudice-related bullying in that it may not be intentional or repeated.

K: Sexualised Behaviour

Staff recognise and respond to **all** forms of sexualised behaviour and take a zero-tolerance approach to sexual violence and sexual harassment. We work to support all children involved in this behaviour both those who have been impacted (including those who have seen the behaviour) and those who have instigated.

Using the [NSPCC resources](#), the staff team will work together to categorise any sexual behaviours which may be:

1. Developmentally Typical (Normal and not concerning but still requiring a response)
2. Problematic (Inappropriate or problematic)
3. Harmful (Abusive or violent)

All three behaviours will be responded to following NSPCC guidance. Staff are encouraged:

- Not to put personal feelings on to the child, but to deal with these separately
- Use the NSPCC guidelines to support best practice
- Understand they have the skills and knowledge to respond effectively
- Know that there is support from CLT and access to training should they require it

- Use the [Brook Traffic Light Tool](#) to support understanding of age-appropriate behaviours

The CLT track and record all sexualised behaviour, and take responsibility for creating a culture of strong practice in the school. All staff work to use appropriate language and take proactive steps to ensure sexualised behaviours are dealt with effectively.

All sexualised behaviour which is problematic or harmful must be referred by staff to a Designated Safeguarding Lead (Claire Purcell or Tom Salomonson) or a Deputy Designated Safeguarding Lead (Beth Harris or Kirsty Shreeve) who will be able to advise what child protection procedures should be followed. This will be recorded on our Safeguarding Management Information System (CPOMS).

L: Behaviour in The Playground and Beyond

We recognise and value the playground as a key resource for children learning how to socialise and behave. Resources are organised to give children a wide range of choice over their play and encourage varied and rich play behaviours. We entrust our children with high degrees of autonomy, facilitated by adults, so that they learn how to resolve conflict, manage risk and develop key social skills. We apply the same staged logical behaviour consequences (see section G) to behaviours outside of the classroom as we do for those observed within the classroom.

We expect children from Dulwich Hamlet Junior School to demonstrate positive behaviours at all times. As such, this policy covers all the times, places and spaces when a child is representing DHJS. This includes:

- the journey to and from school
- the local community
- in school
- in extracurricular activities linked to the school such as breakfast and after school clubs, sports, and school trips; and
- online (both during and outside of the school day)

M: Safeguarding Vulnerable Pupils and Pupils with Special Educational Needs and/or Disabilities (SEND).

Staff at Dulwich Hamlet consider the fact that pupil behaviour may be impacted by a special educational need or disability (SEND). We make every effort to understand the reasons behind behaviours as this ensures we are more able to support children with SEND to improve their behaviours. Proactive and reactive steps on individual Risk Assessments must be followed by all staff.

All unacceptable behaviour, regardless of cause, will result in an appropriate consequence. Responses will be considered alongside the child's Risk Assessment and/ or Educational Health Care Plan and in light of their needs. Some children with SEND require extra support in managing their behaviour.

We place an emphasis on making reasonable adjustments to meet need, such as:

- Adaptations to our logical behaviour consequences (see section G)
- Individual behaviour support plans
- Reset/ movement breaks
- Non-verbal communication tools
- Creating sensory spaces for regulation
- Sensory aids such as ear defenders and weighted blankets
- Mentoring
- Reward charts
- Simplified rules
- Social stories

- Structured playtimes
- Working with the SEND Co-ordinator and specialist professionals
- Local Authority support from the Behavioural Education Support Team/ Autism Support Team

Please refer to our [Trust Child Safeguarding Policy](#) which sets out our strong safeguarding culture. The Designated Safeguarding Lead (DSL) and deputy DSLs understand that behaviour can be a form of communication by children unable or unwilling to express themselves in words. The DSL team will consider behaviour as part of the wider picture of the child and may consider a referral to the Multi-Agency Safeguarding Hub (MASH) if concerns meet thresholds laid out in local policy.

N: Suspensions, Permanent Exclusions and Pupil Movement

*(This section summarizes key principles. For full details, refer to the **Trust Suspension and Exclusion Policy** and [DfE Statutory Guidance, effective July 2026](#)).*

1. Core Principles & Authority

- Suspension and permanent exclusion are used strictly as a **last resort** to maintain a safe, orderly, and supportive learning environment.
- Only the **Executive Headteacher (or Head of School** when acting Headteacher) has the authority to suspend or permanently exclude a pupil on disciplinary grounds.
- All decisions are made on the civil standard of proof (**balance of probabilities**) and must be lawful, reasonable, proportionate, and fair.

- The Executive Headteacher / Head of School may cancel a suspension or exclusion prior to review by the Local Governing Body, notifying parents, the Local Authority, and (where applicable) the Virtual School Head and social worker without delay.

2. Suspensions and Permanent Exclusions

- **Suspensions (Fixed-Period & Lunchtime):** Fixed-term suspensions (including lunchtime exclusions) cannot exceed **45 school days** in an academic year. The school sets work for days 1–5; full-time Alternative Provision is arranged from day 6 by the local authority.
- **Permanent Exclusion:** Rescinds the pupil's place at the school where allowing them to remain would seriously harm the education or welfare of themselves or others.
- **Parental Responsibility:** Parents are formally notified without delay and must ensure suspended pupils are not in a public place during school hours for the first 5 days.

3. Safeguarding Separation (Non-Disciplinary)

- In rare circumstances where pupils must be separated due to serious harm or safeguarding allegations, the school may temporarily prevent attendance. Led by the Designated Safeguarding Lead (DSL), this is a non-disciplinary safeguarding measure (not a suspension) and triggers educational provision duties.

4. Off-Site Direction, Managed Moves, and Off-Rolling Prohibition

- **Off-Site Direction:** Time-limited placement at Alternative Provision or another school to improve behaviour, subject to formal written notice and mandatory review meetings.
- **Managed Moves:** Voluntary, permanent transfers agreed with parents in the child's best interests.
- **Prohibition of Unlawful Exclusions:** The school strictly prohibits "off-rolling," informal suspensions (e.g., sending pupils home to "cool off"), part-time timetables for behaviour management, or pressuring parents to withdraw pupils.

5. Inclusion, Reintegration, and Governance

- **Pupil Voice:** The school actively seeks the pupil's views prior to decisions
- **SEND:** The school will consider unmet SEND needs or vulnerabilities, ensuring reasonable adjustments are made.
- **Reintegration:** A structured reintegration strategy follows every suspension or off-site placement to support a successful return.
- **Governance:** The Local Governing Body and Trust Board review all suspension, exclusion, and pupil movement data to consider equity, fairness, and compliance.

O: Behaviour Online ([See our Trust Online Safety Policy](#))

Whilst children are members of Dulwich Hamlet, they are expected to abide by the codes of behaviour at all times not just when in school. Children sign and agree the [Acceptable Use Agreement \(AUA\)](#) each year, which governs online behaviour at all times. Please contact the school via that school office

safeguarding@dulwichamletjuniorschool.org.uk immediately if you have concerns about online behaviour with 'Online behaviour' in the subject line. These will be forwarded to the Behaviour and Pastoral Lead, Miss Harris and Head of School, Mr Salomonson.

P: Restrictive Interventions and Use of Reasonable Force (See TCSET Pupil Restraint Policy and the Restrictive interventions, including use of reasonable force, in schools, DfE Guidance 2026)

As per Section 93, Education and Inspections Act 2006, all staff in school may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force will never be used as a disciplinary punishment. Dulwich Hamlet is committed to ensuring staff are trained in positive handling and de-escalation techniques using BILD ACT Certified training, compliant with the most up to date guidance. .

1. De-escalation and proactive prevention

Staff prioritise non-physical de-escalation techniques to regulate children as our default approach. Where de-escalation strategies

are ineffective, or in an emergency, staff will carry out a dynamic risk assessment to ensure any restrictive intervention used is necessary, proportionate and reasonable.

2. Pastoral Follow Up

Following any significant incident involving restrictive intervention, post-incident care and support will be provided to the pupil(s) and staff involved.

3. Communication and recording

Parents and carers will be informed as soon as reasonable practicable on the same day of the decision to restrain a child and the incident will be recorded in detail on our Management Information System (MIS).

For full procedural details, individual support plans, and governance oversight, please refer to the **TCSET Positive Handling Policy**.

Q: Searches and confiscation (See [TCSET Pupil Restraint Policy](#) – Sections 4 and 5)

Searching, screening and confiscation is conducted in line with the Department for Education's (DfE) July 2022 advice on searching, screening and confiscation.

Only the Head of School or Executive Headteacher have the power to authorise a search for :

- i) DfE proscribed Prohibited Items; and
- ii) Banned Items which are not allowed in school according to our school rules

Banned Items	Prohibited Items
- smart phones, computers and other smart devices - cameras, video recording equipment or sound recording equipment - money - toys, games and trading/collecting cards - balls (other than a tennis ball) - fiddle toys (except where specified by SENDCo)	- knives and weapons - alcohol - illegal drugs - stolen items - vapes, tobacco products and cigarette papers - fireworks - pornographic images - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Banned Items

Pupil co-operation will always be sought prior to a search for banned items which will be conducted in an appropriate place with two members of staff, at least one of whom is a member of Core Leadership Team, and have been directed by the Head of School or Executive Headteacher to do so. The search will be carried out by those who are of the same sex as the child. A risk assessment will take place prior to the decision to search being taken which will evaluate the risk of conducting the search against the risk of the item not being recovered.

All staff have the authority to confiscate any item which is banned under school rules or any item is being used or at risk of being used in a way which poses a risk to children or adults in the school. The adult should return the

item in a timely fashion, considering the value and importance of the item to the child in deciding when to return as well as ensuring the risks have subsided.

Force **cannot** be used to search for items banned under the school rules.

Prohibited Items

Detailed instructions for prohibited items are contained in the DfE advice for schools.

A DSL or DDSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. Our Head of School is also one of our DSLs and will therefore already be aware of the authorisation to search.

In addition to the general power to use reasonable force described above, Section 550ZB(5) of the Education Act 1996, gives headteachers and staff they authorise the right to use such force as is reasonable given the circumstances to conduct a search for Prohibited Items only.

Any searches would be recorded on our Management Information System (MIS).

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable.

R: Monitoring arrangements

All behaviours which are considered minor (Steps 1 –3 in section G above) are responded to and short-term records may be kept by staff for purposes of monitoring but will not be held on our MIS. Behaviours considered

'moderate' or 'serious' (Steps 4-5) are recorded on our Management Information System. These behaviour records do not form part of the child's record that is routinely shared with onward schools at point of transition. However, we will share information where relevant or requested to enable any receiving school to effectively carry out their work.

A behaviour report is produced termly for analysis by the Behaviour and Pastoral Lead before presentation to the Trust (via termly 'Keeping in Touch' Meetings) and the Local Governing Body.

Suspensions and exclusions are recorded under the appropriate tab in our MIS and reported immediately to the Chair of Governors, Local Authority and Trust. These are also included in the behaviour report.

S: 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 needs 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 TCSET Child Protection (Safeguarding) Policy for more information on responding to allegations of abuse against staff or other pupils.

T: Linked policies and further reading

TCSET/ DHJS Policies:

- DHJS Anti-Bullying Policy
- TCSET Online Safety Policy
- DHJS Acceptable Use Agreement (AUA)
- TCSET Suspension and Exclusion Policy
- TCSET Pupil Restraint Policy
- TCSET Allegations of Abuse Against Staff Policy

Find above policies at

<https://www.dulwichhamletjuniorschool.org.uk/policies>

or <https://www.tcset.org.uk/policies>

Further Reading and Links:

- [DfE Suspension and Exclusion Guidance July 2026](#)
- [NSPCC resources](#)
- [Brooks Traffic Light Tool](#)
- [DfE “Preventing and Tackling Bullying”, July 2017](#)
- [Section 93, Education and Inspections Act 2006](#)
- [Team Teach](#)
- [DfE’s “Advice on searching, screening and confiscation” July 2022](#)
- [Section 550ZB \(5\) of the Education Act 1996](#)
- [RSE and Health Education, DfE September 2026](#)[Trauma-Informed UK](#)
- [DfE ‘Behaviour in Schools’ Advice for Headteachers and School Staff, Feb 2024](#)
- [DfE “Restrictive interventions, including use of reasonable force, in schools” Guidance for schools in England, April 2026](#)

Appendix A – Risk Assessment

Dulwich Hamlet Junior School

Pupil Risk Assessment

Name:

Class:

Class teacher:

Identification of Risk	
Describe the foreseeable risk	•
Is the risk potential or actual?	•
List who is affected by the risk.	1.
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise? High Medium Low	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes? High Medium Low	

Assessment completed by:

Signed:

Date:

Risk Reduction	
	Measures
Proactive interventions to prevent risk	
Early interventions to manage risk	
Reactive interventions to respond to adverse outcomes	

Agreed Behaviour Management Plan & School Risk Management Strategy			
Identified behaviours	Agreed strategies & interventions (See also Risk Reduction Measures above)	Level of Risk (High/Med/Low)	Likelihood of occurrence (High/Med/Low)

Agreed by

Relationship to pupil Date.....

Communication of Behaviour Management Plan & School Risk Management Strategy

Plans and strategies shared with	Communication Method	Date Actioned

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the pupil	Impact on risk
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE:		

Plans and strategies evaluated by.....

Relationship to the pupil..... Date.....

Appendix A – Risk Assessment

Behaviour Response Script Outline – Child A

Level of Escalation	What Student SAYS and DOES	What Staff SAYS and DOES
Level 6 Recovery		
Level 5 Aggression		
Level 4 Anger		
Level 3 Agitation		
Level 2 Anxiety		
Level 1 Engagement		

Appendix B: Pastoral Support Tiers

Pastoral Support Tiers

At DHJS, a coordinated approach is used to support children pastorally, which ensures the unique social, emotional and mental health needs are met for each child. Children's wellbeing is monitored and reviewed and, depending on their progress, support will either be withdrawn or extended. The tiers are as follows:



Tier 1: Low-level support in class to address an event which will likely only have short term impact on a child's well-being

Tier 2: Tailored support to address more significant SEMH needs that are having an impact on their wellbeing



Tier 3: Intensive, individualised support for students with profound SEMH needs that are having a long-term impact on their wellbeing

Tailored support plans; often part of an EHCP, Risk Assessments or **Pastoral Support Plan**
Regular opportunities to review child's progress, including Team Around the Child and Team Around the Family meetings
Collaboration with external agencies, including CAMHS
Reasonable adjustments to the curriculum or timetable
Referrals to external specialists including Educational Psychologists, and specialists in Social, Emotional and Mental Health

Referrals to Pastoral Team and SENDCo
Weekly or daily sessions with trusted adult from Pastoral Team
Nurture and sensory room
Regular communication with parents/carers
'Key worker' at play and lunchtime
Peer mentoring or buddy system

Interventions led by a strong therapeutic team including:

- Play Therapy
- Drawing and Talking Therapy
- Pets as Therapy 'Read2Dogs' programme
- School Counsellor
- Daily Nurture Groups

SEND support

Whole-school:

Trauma-informed, nurturing practice
Year group Worry Boxes
Jigsaw PSHE curriculum
Assemblies about school values and healthy well-being
Trained Youth Mental Health First-aiders
Playground Leaders
Pupil Leadership opportunities, e.g. School Council
Specialised training for Staff

Class-based:

Quality First Teaching
Class teachers and support staff provide targeted support on playground and in class
Zones of Regulation
Teaching strategies to promote healthy wellbeing
Daily 'talking time' for staff to support children
Regular, open communication with parents



Dulwich Hamlet
Junior School

Appendix C: Routines

A key foundation for good behaviour is a consistent set of school routines:

- Early and Afternoon Work: This is provided on entry to the classroom at the start of the day and after lunch. Children engage in daily, weekly and monthly reviews.
- Seating plan: each teacher has a seating plan, with careful consideration of SEND and vulnerable pupils to meet their needs best. Seating plans are changed regularly (at least fortnightly)
- Line order: When moving around the school, teachers should plan a line order. This may be different from register order.
- Returning to class: Children are expected to enter classrooms and other learning spaces in silence, reinforced by the teacher being ready in the classroom to greet children
- Resources: All resources which the children need during the core day are accessible on the table at all times
- Music lessons: Lesson timetables are visible for all children, and each day's lessons are written up on the whiteboard.
- End of breaktime: When the bell rings, children move off apparatus and onto the main playgrounds and stand silently. When the adults ring the bell the second time, they walk back into the buildings, returning to silence once in the buildings.
- End of lunchtime: When the first bell rings, children collect their belongings, drink water, and visit the toilet if they need to. When the second bell rings, the same rules apply for lunch as the end of breaktime.
- Assembly: Children enter assembly in their class order and silently. The same applies for leaving assembly and returning to the classroom.

- Talking Time: This takes place during afternoon work and is an opportunity for the midday team to share any information with teachers regarding incidents on the playground and/or for pupils to check in with their teacher, resolving issues where necessary, in order to help them stay regulated and calm in the afternoon.
- Class rewards: Teachers have their own system for rewarding groups of pupils in the class, e.g. table points, with particular focus on keeping the classroom tidy and ordered.

Appendix D: Short Sheet – Best Practice for Trauma-Informed PRRR

Children, particularly those with trauma or highly dysregulated behaviour (as we are not always aware of what trauma a child may have experienced), should be taken through the following steps when something has gone wrong or they have made an unacceptable behaviour choice.

Remember: “**Gentle on child, firm on behaviour**”. This means that we approach the child with warmth and understanding first and move on to analysing the behaviour choice, the triggers and consequences when the child is calm and ready.

Step 1: Protect

Remove the child or young person from the situation – non-shaming, protecting dignity, lessening the stress load.

Go somewhere with someone

Distract with a task or a problem.

“Can you help me...?”

“I’ve got this new book in my office...”

"Have you seen the new...?"

"Shall we go for a walk?"

"I need to send a message, can you come with me?"

Step 2: Relate

Connection before correction

Non-judgemental, accepting, validating, curious, empathetic

"I can see that you felt really angry..."

"It's ok to be angry/sad/frustrated/confused..."

"I feel angry sometimes. This... makes me angry."

Step 3: Regulate

Emphasis on co-regulation (let's calm down together)

An activity to bring down stress chemicals: playing, walking, running, ripping scrap paper, stroking a toy, hugging something, sitting somewhere safe and low sensory (under a table, on the floor, in a dark room)

Try to voice the process of calming down:

"Lying on the floor calms me down because it makes my body feel safe and solid"

"I take deep breaths to calm down. I count to 5 breathing in, hold my breath for 2 and breathe out for 5. I can feel the stress leaving my body"

Step 4: Reflect

Sequencing events, thoughts, feelings, behaviours, mental state

Show me rather than tell me, help me understand, explore ways to handle it differently

"I'm wondering whether you felt really worried..."

"Can you help me understand what you were feeling?"

With a visual in front of you: "Where on the zones/1-5 chart do you think you were?"

"I'm wondering how you moved so quickly from 1 to 5? I'm wondering whether something happened that I didn't see?"

“Say more about...”

Step 5: Repair

Reconnection and recovery – moving on and putting things right

How to put it right, instigated with support by the child/young person at an appropriate time

Apologising and taking responsibility will look different to different children. Some children will not want to make eye contact – that’s ok. Some will prefer to make a card or write something down. Some will need you to model an apology.

“When I have made a mistake, I usually say...”

“Making the wrong choice doesn’t make you a bad person”

“Taking responsibility for your actions is a very brave thing to do”

You may even give words to the physical sensations the child is feeling

“When I have hurt someone, I sometimes feel a bit like I have butterflies in my tummy. That’s when you feel guilty. It shows you care.”