



Dunton Green Primary School

Positive Behaviour Policy

File name : Positive Behaviour Policy	Associated docs: Teaching and learning policy	Statutory	Review period: Every 3 years
Policy owner: Standards and Curriculum	Last revised: September 2022	Next revision date: September 2025	

Aims:

At Dunton Green Primary school we want to create and foster a safe, calm environment where everyone feels secure and respected. We want a working environment which encourages pupils and staff to give their best both inside and outside of the school.

This Policy for Positive Behaviour provides a framework in order to support our pupils and staff to establish and maintain good relationships in an atmosphere of encouragement, praise and rewards linked to our school values. Our aim is to foster an inclusive school community where children can learn and develop as confident citizens in a multicultural context. We recognise that, within a climate of inclusion, there will be children who need a personalised approach to their specific behavioural needs.

This policy describes the structures and strategies within the school which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of the school. All staff working with children will be involved in contributing to this policy and its review. Through the voice of the School council the children's views on the behaviour strategies and their ongoing implementation will be incorporated at review times.

- Everyone should have high aspirations and try their best to make sure they achieve their goals.
- All members of the school community are expected to uphold and demonstrate the 6 core values (Respect, Resilience, Achievement, Perseverance, Kindness and Teamwork).
- Everyone is expected to respect their own and other people's property and to take care of books, equipment and the school environment.
- Everyone should be considerate to others when moving around the school by walking carefully and quietly.
- In the lunch hall children are expected to converse in a quiet manner and to respect the adults at all times, clear plates and cups in the correct way.
- Physical violence is not acceptable, neither is retaliation. Serious incidents may lead to exclusion.
- Abusive, racist or homophobic language will not be tolerated in school.
- Bullying will not be tolerated and will always be reported to the Head teacher.
- Everyone is expected to be punctual and attend to the best of their ability.
- Children must not bring disallowed items into school:
 - toys or expensive personal belongings (unless given permission by the school)
 - money (unless given permission by the school).
- Children should wear the correct school uniform and shoes.

This code of conduct has been formulated for the safety and well-being of the children in our school.

The aims and expectations of the behaviour policy form part of staff training at the start of each new academic year and as part of induction. Teaching partners who join in-year will be asked to shadow an experienced and existing member of staff in order to ensure consistency of approach in applying the rewards and sanctions of the positive behaviour policy.

Child-on-child abuse

Please see section 4 of the Child Protection Policy.

Mobile phones – see online safety policy.

Pupils using mobile devices in school

Pupils may bring a mobile device into school if they walk to or from school independently. The device needs to be handed into the office to be put in the safe for the day and collected at home time.

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

Criminal behaviour

In cases when a member of staff or the headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and the school should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school should ensure any further action taken does not interfere with any police action taken. It may be appropriate to contact the local PCSO to speak to an individual or group of children.

Searching Screening and Confiscation

Schools in England have powers to search and screen pupils and confiscate prohibited items.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and any item which a school policy specifies as banned and able to be searched for – this includes implements that may be used for self-harm.

Please see the Searching and confiscation protocol.

Searching pupils with consent

At Dunton Green Primary School The Headteacher, Assistant Headteacher the DDSL and the FLO are authorised to conduct the search. This should always be done in a pair and wherever possible the Headteacher should always be present.

Searching pupils without consent

A head teacher or a member of staff authorised by the head teacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

What are reasonable grounds for suspicion?

Members of staff must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or notice a pupil behaving in a suspicious manner. These powers apply regardless of whether any prohibited item is found on the pupil.

Where can searches be carried out?

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the pupil e.g. on school trips in England or in training settings.

What requirements are there during the search?

Pupils can only be required to remove 'outer clothing'. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes hats, shoes, boots, gloves and scarves. The power to search without consent permits a personal search involving the removal of outer clothing and searching of pockets. Staff cannot carry out an intimate search; this can only be carried out by the police.

Searching a pupil's possessions

A pupil's possessions can only be searched with the pupil and another member of staff present unless there is a risk of serious harm to a person if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff. 'Possessions' mean any goods over which the pupil has or appears to have control including desks, lockers and bags.

Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules unless they are also on the list of prohibited items as listed in the "[Searching, screening and confiscation](#)" guidance.

When can a school confiscate items?

[Section 91 Education and Inspections Act 2006](#) gives schools power to discipline pupils which enables a member of staff to confiscate, keep or dispose of pupil's property as a disciplinary measure where it is reasonable to do so. Staff have a defence to any complaint provided they act within their legal powers. The law protects members of staff from liability for any loss of or damage to any confiscated item, provided that they have acted lawfully.

Items confiscated pursuant to a 'with consent' search.

Staff can use their discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon it must be passed to the police.

Items confiscated pursuant to a 'without consent' search.

A member of staff can seize anything that they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Pupils' conduct outside the school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable.

Subject to the behaviour policy, teachers may discipline pupils for not following the core values when:

- Taking part in any school-organised or school –related activity
- Travelling to and from school
- Whilst wearing school uniform
- In some other way where they may be identified with the school

Or misbehaviour at any time, whether or not the condition above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or a member of the public or
- Could adversely affect the reputation of the school

In all cases the teacher can only discipline the pupil on school grounds or elsewhere when the pupil is under the lawful control of the staff member. The head teacher must be informed of any notification of misbehaviour outside of the school.

CLASSROOM MANAGEMENT

Classroom management is key to promoting good behaviour. At DG Primary we expect all classrooms to have:

- A positive classroom tone.
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- Clear expectations about learning and learning which is set at an appropriate level for the child.
- A visual timetable so that children know what is planned for the day.
- A well-planned environment so that children can move easily, can locate resources independently, etc.
- A time out area for children to 'cool down' called the 'Reflection Zone'.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working at a table or on the carpet for KS1 pupils.
- A child friendly visual reminder of the behaviour policy is displayed in all classrooms and referred to as needed.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of emotion, anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Dojos

Dojo points are awarded when pupils demonstrate their ability to show the core values. This may be for creating a fantastic piece of learning, being kind to a peer that is hurt or trying their best even if they find a task difficult. All adults in the school are able to give out dojo points and when awarding them should specify why it has been given. Dojo points that are awarded at lunchtimes should be recognised with a dojo sticker and then this can be added to the child's dojo monster after lunch.

Each term, children should aim to achieve at least 150 points to earn a half day dojo reward. This may be an afternoon of sport or craft, a class party/disco or age appropriate film. Pupils who achieve more than 150 dojos will be able to spend their excess dojos on vouchers that can be used in class. The higher the amount of excess dojos, the more exciting the reward.

Postcard home

Phone call home



Sent to another teacher for praise



Positive rewards

Star of the week

Dojos



Merits

Stickers



Every day we have a fresh start and try to earn positive rewards



Verbal warning

Reflection zone in your classroom



Time out in reflection in another classroom

Miss some of your break or lunchtime



See a member of SLT and a phone call home

Verbal praise Verbal praise should be evident in every lesson in school. When children show perseverance in their learning, overcome a challenge, show initiative and autonomy in home or school learning; then they may be rewarded with dojo points.

Each week in the Friday praise assembly, two children will be selected by the class teacher for 'Stars of the Week' who have stood out when displaying one or more of the core values of the school. These children's family will be invited to praise assembly to see their child/ren accept their award.

Praise note

For any child who is showing outstanding commitment to their learning or meeting a personal target – they will bring home a hand-written praise note from their class teacher(s) or teaching assistant.

Postcard home

If a child demonstrates outstanding progress in their learning as an individual or in a group then they may be selected to share their learning with a member of the leadership team, who will write a postcard home to share the child's achievements with the parents or carers.

Merit award

Every half-term a merit assembly will be held for children who have shown exceptional progress and commitment to their learning both at school and at home. Their family will be invited to share in this event and each child will receive a laminated certificate and a merit badge to wear to school, in recognition of their efforts.

In addition one class will be announced in praise assembly as having the best attendance that week and there will also be certificates for excellent attendance at the end of every academic term.

Sanctions linked to the behaviour policy

All children are expected to follow the rules and show the core values. For children not following the expectations, sanctions may be applied by any adult employed by the school.

Warning:

A child may be given a verbal warning for;

- Talking in class
- Making silly noises
- Not listening
- Inappropriately calling out
- Disrupting the learning of others
- Not lining up appropriately
- Not showing the core values

- Reluctance to engage with learning
- Saying 'no' to an adult

NB – All staff will need to adapt the steps on the behaviour chart accordingly and appropriate to age for any pupil with SENd who may require a personalised approach.

Reflection Zone

If following the verbal warning the behaviour persists or escalates then the pupil will be sent to the reflection table. Reflection time will be for five minutes. If a pupil has been in reflection (either in the classroom or outside during a break time) they will miss 5 minutes of Green time.

If a pupil receives a reflection this will be recorded by the class teacher. If the pupil then behaves brilliantly and displays the core values the class teacher has the option of paying back the potential 5 minutes of green time that would be missed. The pupil can only earn this back on the same day as the reflection was given and will be decided by the adults at the end of the day, provided the pupil has continued to display positive behaviour following the sanction. The pupil automatically forfeits this possibility if they request this option from the class teacher – it needs to be proven in actions.

Persistent low level behaviour – time out in another classroom

If a child is persistently disruptive in class, despite having 'time out' in the 'Reflection Zone' then that child should be taken to the 'paired' class for 'time out' for a period of five minutes. When a pupil arrives in a paired class the adult in the room should provide a 5 minute sand timer and the child will return to their own class when this is finished. Where possible an adult will discuss the reasons why the child has been to the paired class to help them reflect. 'Paired' classes are agreed between each year group and the teachers in that year group/phase. It is better to remove a child sooner than to allow a situation to escalate. The attention of an audience will often prolong the incident.

When the child returns he/she should be made to feel welcome and encouraged to show the expected level of behaviour and follow the core values.

Missing time from break or lunchtime

If a child's poor behaviour escalates or continues after returning from the other class then they will receive a further sanction. This may be because they;

- Continually disturb teaching and learning
- Use inappropriate language or display a poor attitude
- Repeat the behaviours already observed

Any adult can decide to award a ten minute break time sanction.

Time out at break time or lunch time will be ten minutes for KS1 and ten minutes for KS2 pupils. Children will be sent to sit outside the staff room for this period to reflect on their behaviour or to complete missed learning. If it is wet play, then the child will be asked to sit outside the staff room. All children will not be prevented from visiting the toilet or having a drink during a break time sanction.

Highly inappropriate behaviour – Intervention from a member of SLT

Despite the system of sanctions and rewards there will always be those children who for varying reasons will act in challenging, aggressive and violent ways. The following offers guidance in dealing with these children:

- Always avoid confrontation wherever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible, it is advisable to have a second adult present in any confrontational situation.
- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour.
- Record on CEPOMS the details of the incidents and if necessary talk to other children/adults.

The incident should be discussed with a member of SLT - and the appropriate action will then be taken. This may be a telephone call to the parents with the child present. An internal or external exclusion may be appropriate or a meeting with the parents may be arranged to discuss the behaviour.

Green Time

All children who do not have any time in reflection will be allowed to fully participate in an educational activity on a fortnightly basis. The activities will be available for the children to choose at the beginning of the school year. The activities may include;

- Art projects linked to the curriculum
- DT projects linked to the curriculum
- Extra PE activities
- Board games, focusing on social and sharing interactions
- Sewing, knitting or craft activities
- Football/Basketball
- Sharing stories
- Chess

Any child who needs to miss some green time will miss 5 minutes of green time for every day they have received a reflection and not earned it back. The class teachers will keep a tally of this in their classrooms. Children missing Green Time in KS2 will be supervised by a member of SLT and will discuss their behaviour. Pupils in KS1 will sit out in their classroom.

For children whose needs cannot be met by the behaviour system, intervention strategies and specialist support may be introduced.

A variety of support may be used where a pupil displays challenging inappropriate behaviour. This includes:

- A PSP (Pastoral support plan) may be written. This is a support plan to encourage the child to choose more appropriate behaviour choices linked to personal targets, which are agreed by the class teacher, parents, child and behaviour manager.

- A staff member may work with a child who has Anger Management issues or other such behavioural issues causing a barrier to learning. She/he will liaise closely with parents.

Behaviour incidents online

Behaviour incidents online will be dealt with on an individual basis, dependent on the circumstances.

Suspensions – See Exclusion policy

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspensions to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

Internal Suspension - this is within the school and means removing a child from their class to another class, or a senior member of staff for a period of time. This allows a child time to reflect upon their recent behaviour. Internal suspension will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. The pupil must be given time to complete any missed learning.

A Fixed Term Suspension is considerably more severe than an internal suspension, where a child is asked to stay at home for an agreed period of time. A decision to externally suspend will only be taken when all other possibilities and strategies have been made. A re - integration meeting with the Head teacher will be held with the child and Parent/ Carer before the pupil returns to school. The purpose of the meeting is to work in partnership with the school and families, in order to assist the pupil with their improvement. Specific behavioural targets will be set for the pupil and agreed with the Parent/ Carer.

The Head teacher will suspend a child for the following reasons:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child/ren
- Theft
- Damage to property
- Indecent behaviour
- Leaving the classroom or school building without permission

This is not an exhaustive list and there may be other situations where the head teacher makes the judgement that suspension is an appropriate sanction.

Any pupil in upper keystage 2 who regularly displays poor behaviour (including failure to follow adult instructions) will forfeit the opportunity to attend the Year 6 residential.

Exclusion procedure

Most suspensions are of a fixed term nature and are of short duration (usually between one and three days). The DCSF regulations allow the head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Parents will be informed in writing about the behaviours relating to and the decision regarding to any exclusion. Work will be provided for the child to complete at home for the period of the exclusion. This may be directed through an online resource such as Oaks Academy.

The Headteacher should take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The Headteacher should inform the pupil about how their views have been factored into any decision made.

If a pupil is suspended or permanently excluded the Headteacher will notify parents without delay. If a pupil has a social worker, or if a pupil is looked-after, the headteacher will also notify the social worker and/or VSH, as applicable, without delay.

If a pupil is suspended or permanently excluded the Headteacher will notify the local authority, without delay.

For any permanent exclusion, work will be set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

The Governors will review promptly all permanent exclusions from school and all fixed term suspensions that would lead to a student being excluded for over 15 days in a term. The Governors will review suspensions which would lead to a student being excluded for over five days but not over 15 days in a term where a parent has expressed a wish to make representations.

Lunchtime Suspension-

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period and spend their time away from their peers. This will be treated as suspension and parents will have the same right to gain information and to appeal. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Playtime and Lunchtime provision;

At DG Primary, we expect our children to have high standards of behaviour during the breaks from learning. At morning break times, the play areas are staffed with class teachers and teaching partners. At lunchtimes the play areas are staffed with teaching partners.

Teaching partners are expected to use positive reinforcement and avoid negative language when speaking to the children i.e. 'I really like the way...', 'I'm impressed by your...'

When dealing with an incident of poor behaviour adults should avoid 'blaming' the child and instead phrase questions in a non-accusatory way. EG I can see you are upset, can you explain what you think happened....

Adults should allow all pupils the opportunity to express their views and opinions of the situation before any decisions or sanctions are decided. (If an adult has clearly witnessed the whole event then discussions may be minimal). When these conversations are happening adults should ensure that all other children are told to move away.

T.P's will be able to give out dojos linked to acts of positive behaviour, kindness and showing our core values.

Lunchtime behaviour

Teaching partners and kitchen staff will be able to select pupils to become Lunchtime Ambassadors. These children will display exemplary behaviour in the dinner hall and on the playground at lunchtime. They will show good manners and respect in the dinner hall by;

- Not moving tables once seated to eat their lunch
- Talking in a normal speaking voice
- Notifying a member of staff if there is a spillage and helping to clear this away
- Not putting their elbows on the tables whilst eating
- Using a knife and fork correctly
- Clearing their plate efficiently into the bin

School trips

If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to meet our school code of conduct or poses a health and safety risk to other pupils.

Lunchtime ambassadors will be awarded with a badge.

If a pupil is wearing a lunchtime ambassador badge they do not need to put their hand up to request permission to move onto their dessert or permission to go and clear their plate.

Playground Behaviour Chart	
TAPs apply sanctions	Possible sanction
Unruly behaviour while lining up or eating in dinner hall.	Tell the pupil to join the back of the line – possibly sit on the bench to reflect if in the dining hall. sit on a bench and wait until
Possession of disallowed items.	Confiscate until the end of the school day
Dangerous behaviour in playground (climbing fences, pushing etc).	10 minutes reflection on playground bench
Leaving playground without permission.	10 minutes reflection on playground bench

Mistreatment of equipment.	(lanyard for toilet pass) 10 minutes reflection on playground bench and a conversation with PE lead (at the end of break time)
Arguing back to an adult/rudeness to an adult	10 minutes reflection on playground bench and an apology for not showing the core value of respect
Play fighting	Verbal warning then 10 minutes reflection on playground bench
Offensive/racist/homophobic language	10 minutes reflection on playground bench – report in behaviour book and to SLT (after lunch)
Spitting	10 minutes reflection on playground bench – report in behaviour book and to SLT (after lunch)
Extreme behaviours SLT	
Violent attack.	
Fighting - (physical or verbal) (Do not try and intervene – stand in the middle of the children whilst sending for a member of SLT)	
Bullying (Any bullying incidents must always be reported to the HT)	
Threatening behaviour – (physical or verbal)	
Stealing.	Deliberate damaging of property.
Dangerous behaviour in playground (climbing fences, trying to get out of school)	

TP's will have the options of various sanctions for poor behaviour. These will include;

- a longer period of time out
- repeated periods of time out across the week
- to be referred to a member of the SLT
- writing a letter of apology
- providing a verbal apology

Extreme behaviours

If a pupil is displaying one of the extreme behaviours which could result in themselves, another pupil or a member of staff being harmed a member of SLT will manage this. Sanctions can only be awarded once a full discussion has taken place with all children involved in the behaviour. Once the sanction has been decided it should be shared with the child.

Extreme behaviours are likely to lead to an internal suspension or external suspension and should be recorded on an extreme behaviour report form. The parents need to be contacted and the reason for the sanction should be clearly recorded and shared in written form. The adults working with the pupil should be informed of the sanction.

Behaviour Principles Written Statement

The Governing Body has decided that the following are the principles to which the Headteacher is to have regard when determining the school behaviour policy:

The aims of the policy should be

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To raise pupils' self-esteem and develop their full potential
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/ her own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement from parent(s)/carer(s)
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help pupils, staff and parent(s)/carer(s) have a sense of direction and feeling of common purpose
- To create and maintain a school community where bullying is not tolerated

The school behaviour policy or associated documents should cover:

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

This statement was agreed at the Standards and Curriculum Committee September 2022 and is due for renewal in October 2025

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Special Educational Needs Policy
- Positive Handling Policy
- Exclusion Policy
- Online safety Policy
- Safeguarding Policy

Mobile Technology and Social Media Policy