



Dunton Green Primary School

## **Behaviour Policy**

Key Contact Personnel Nominated Member of Leadership Staff Responsible for  
the policy: Daisy Holliday, Head of School

Named Governor with lead responsibility: David Strachan

Date written: September 2025

Date agreed and ratified by Governing Body: September 2025 (to be reviewed  
Annually)

Part of the:



**Compass Federation**

## **Rationale:**

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.

- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved all the staff in the school – teaching and non-teaching staff.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders.

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.

## **Good to be Green:**

At Dunton Green Primary School we use the 'Good to be Green' scheme as an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. Each child can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a Dojo point.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Stop and Think card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Stop and Think card, and they have to be told again of inappropriate behaviour, then there are 3 consequences. If this behaviour continues children would be issued with a yellow card which equates to 10 minutes (EYFS and KS1) or 20 minutes (KS2) in a partner class with work to complete. If the child continues to show disruptive behaviour

or shows extreme levels of behaviour the child's Yellow consequence card will be moved to the back of the pocket and the Red Consequence Card will be displayed. This would result in the loss of playtime of lunchtime and class teachers would inform parents.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity' Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also have the opportunity to be rewarded for very good behaviour by being awarded a Silver or Gold Award.

### **Good to be Green Procedure**

- Level 1 behaviour – verbal warning given.
- Continuation of Level 1 behaviour – Stop and think card issued
- Stop and think card ignored and further continuation - Yellow card to be issued and placed in their slot.
- Upon receiving a Yellow card – children to be sent to partner class (Year R/1 – Year1/2 and Year 3 to Year 4 and Year 5 to Year 6).
- Upon entering partner class, children must explain why they are there to a member of staff.
- Children to write an apology letter to their own class teacher or child (if appropriate) and/or complete set work.
- Children to stay with partner class for – EYFS/ KS1 – 10 mins. KS2 – 20mins.
- Children to return to original class.
- If behaviour continues after receiving a yellow card, children are to be issued with a red card.
- Upon receiving a red card – Child to be sent to Mrs Holliday or a member of SLT to fill out a behaviour think sheet.
- Parents notified by class teacher/SLT (depending on the behaviour) and given a copy of the behaviour think sheet.
- Behaviour warrants missed break or lunchtime/exclusion depending on behaviour, with a member of the SLT.
  
- Level 2 behaviours – straight 'Stop and Think card issued' then follow same protocol as level 1
- Level 3 behaviours - straight to yellow card.
- Level 4 behaviours - straight to red card.
- If children stay green all day – they receive one dojo.
- If child reaches silver – they receive two dojos.
- If child reaches gold – they receive three dojos.

### **Dojos/Positive praise**

Verbal praise should be given often and meaningfully. Children can be awarded with stickers, praise notes and postcards home. Messages should be regularly communicated to parents about positive behaviour as well as negative.

Dojos will only be awarded for the following:

Ending the day on Green – 1 dojo

Ending the day on Silver – 2 dojos

Ending the day on Gold – 3 dojos

Reading each night – 1 dojo

Completing phonics/spelling homework – 2 dojos

Completing maths homework – 2 dojos

Bonus dojos days will happen throughout the term for children wearing the correct uniform or arriving at school on time. The amount and date of these will be confirmed in weekly staff briefings.

### **Behaviour levels**

<b>Level</b>	<b>Behaviour</b>	<b>Sanction/Consequence</b>
1	Calling out Talking when not meant to be Disengagement in learning Unruly behaviour in classrooms/ corridors /lunch hall	Verbal warning Stop and think
2	Refusal to complete task Not following an instruction Poor attitude Distracting others	Stop and Think card
	<i>Have not completed the learning required</i>	<i>Missed break or lunch to complete learning.</i>
3	Intentionally classroom equipment (pencils, rulers etc.) Saying no to an adult. Name calling Spoiling own or others work	Yellow card – time out in another classroom. Parent informed on dojo by class teacher.
4	Spitting Discriminatory behaviour Not handing in mobile phone Swearing Threatening behaviour Shouting Refusal to leave room/go inside etc. Physically hurting others/fighting Climbing fences (successfully or not) Stealing Damaging school property	Red card – straight to member of SLT and missed break or lunch. Parents informed by class teacher or SLT. Behaviour recorded on CPOMS by class teacher or teaching partner. SLT to complete actions.  Potential suspension (internal or external) to be decided by SLT.

### **Children who sit outside the behaviour policy**

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.
- Individual reward charts
- Support from the SENDCO

### **Pupils using mobile devices in school**

Pupils may only bring a mobile device into school if they walk to or from school independently (Year 5 and 6 pupils only). Once entering the school grounds, pupils are not allowed to use their mobile phones. The device needs to be handed into their class teacher and sent down to the office to be kept safe for the day and collected at home time. Pupils bringing mobile devices into school do so at their own risk and the school takes no responsibility for damage or loss of devices.

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.

Any child caught not handing their mobile phone in, will automatically miss a lunch time and will have their phone confiscated. This will need to be collected by a parent at the end of the day.

### **Criminal behaviour**

In cases when a member of staff 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.

### **Searching pupils with consent**

At Dunton Green Primary School the Executive Headteacher, Head of School, DDSLs and the FLO are authorised to conduct the search. This should always be done in a pair and wherever possible the Head of school or Executive Head 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.

### **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 of School must be informed of any notification of misbehaviour outside of the school.