



Dunton Green Primary School

Positive Behaviour Policy

File name : Positive Behaviour Policy	Associated docs: Teaching and learning policy	Statutory	Review period: Every 3 years
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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 of school.
- Everyone is expected to be punctual and attend to the best of their ability.
- Children must not bring personal items into school unless specified by a member of staff.
- Children should wear the correct school uniform and shoes (including PE kit) every day.

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 only bring a mobile device into school if they walk to or from school independently. Once entering the school grounds, pupils are not allowed to use their mobile phones. The device needs to be handed into 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.

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 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.

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

CLASSROOM MANAGEMENT

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

- A positive classroom tone.
- 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 calm area for children to 'cool down' or 'reflect'.
- Strategic seating arrangements for children when working at a table or on the carpet.
- A child friendly visual reminder of the behaviour policy (see below) is displayed in all classrooms and referred to as needed. Children's names are not shown on here.

Acknowledge feelings

Children often misbehave because they feel upset, cannot access the learning or have something else on their mind. 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 to calm down and identify their feelings rather 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.

Zones of Regulation

In each classroom, the zones of regulation should be clearly displayed for the children. Children can then place their name where they feel it best fits. Adults should monitor this chart during the day and 'pick up' on any children that are in the red or blue zone and where possible address this before misbehaviours occur. Sometimes this can be done with the support of the senior leadership team and the family liason officer.

Dojos

Children can earn dojo points for the following reasons:

Completing daily home reading: 1 dojo
Completing weekly maths homework: 2 dojos
Completing weekly phonics/spelling homework: 2 dojos
Showing a core value: 1 dojo

No more than 2 dojos should be awarded at a time.

Children can use their dojos to buy rewards from the dojo shop. The dojo shop will be open once a fortnight and children will be able to spend any dojos they have or save them for a larger prize/reward.

Phone call home

Postcard 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



Time to think



Time in another classroom



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, one or two children (depending on class size) 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 a member of school staff.

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 certificate and a merit badge to wear to school, in recognition of their efforts. Members of the senior leadership team will also choose a merit winner.

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. At lunchtime, every child is given a fresh start and starts the process again.

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
- Not following an instruction

Time to think

If following the verbal warning, the behaviour persists or escalates then the pupil will be sent to think about their behaviour at a separate table in or just outside their classroom. This time will be for five minutes (or longer if a pupil needs to calm down). If a pupil in KS2 is sent to reflection more than once in a day (either in the classroom or outside during a break time) they will then miss 5 minutes of their green time on a Friday.

Time in another classroom

If a child is persistently disruptive in class, despite having had time to think then that child should be taken to another class for a period of around five minutes (depending on the needs of the child). When a pupil arrives in the other class, the adult in the room should direct where they sit and make a note of their arrival time. After around 5 minutes, where possible the adult will discuss the reasons why the child has been to the other class to help them reflect on their actions.

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

Missing time from break or lunchtime

Should a child's poor behaviour escalate or continue after returning from the other class then they may 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
- Have not completed the learning required.

Any adult can make the decision for a child to miss some of their break and lunch time. **This consequence may also be given before a child has time to think or is sent to another classroom if it seen as appropriate by the adult.**

All children will not be prevented from visiting the toilet or having a drink during a break time sanction.

Intervention from a member of SLT

If children have worked through the rest of the behaviour policy and are still making poor decisions then they will be brought to a member of SLT or the FLO (depending on the child). The member of SLT will then have a conversation with the child about the choices they have made and any further consequences needed. Often (but not always) this will result in a phone call home to the parents.

SLT intervention outside of the normal behaviour procedure

Other situations often will arise that require SLT intervention immediately. For example; acts of physical aggression, bullying, inappropriate language use and any discriminatory act.

Where possible the member of staff who has the behaviour brought to them should find out as much as they can first before bringing the situation to SLT. Any incident that is brought to SLT should be recorded on CPOMS by the member of staff that dealt with the behaviour.

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 to a meeting with the child and their parents. An internal or external suspension may be appropriate.

Green Time

Children who have not missed any Green Time will be able to spend time on Friday afternoon participating in a variety of activities from outside play/sports to inside activities such as chess, colouring or puzzles.

Any child who needs to miss some Green Time will miss 5 minutes for every day that they were sent to reflection more than once. The class teachers will keep a tally of this in their classrooms. Children missing Green Time in KS2 will go to the library where they will be supervised by a member of SLT who will discuss their behaviour.

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.
- 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.
- Individual reward charts
- Support from the SENDCO

Behaviour incidents online

Behaviour incidents online will be dealt with on an individual basis by a member of the senior leadership team, 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 will be given time to complete any missed learning during this suspension.

A Fixed Term external 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. Where possible, a re-integration meeting with the Head of School 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 of school will suspend a child for the following reasons:

- A serious violent act towards other children
- A serious violent act towards a member of staff
- Threatening language towards others
- 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 of school 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) may forfeit the opportunity to attend the Year 6 residential but will still be expected to attend school.

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 over the phone and 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/inappropriate 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 Dunton Green Primary, we expect our children to have high standards of behaviour during the breaks from learning. Morning breaks and lunchtimes are supervised by school staff.

Where possible, adults should be praising children for positive behaviours and following the behaviour procedure when dealing with poor behaviour.

Where there has been an incident, 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.

Adults will be able to give out dojos linked to acts of positive behaviour, kindness and showing our core values.

School trips

If a pupil's behaviour before a trip is consistently unacceptable the decision may be made that the pupil is not able to attend the 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.

Examples of break and lunchtime behaviours and possible sanctions

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.
Possession of disallowed items.	Confiscate and hand to the class teacher until the end of the school day
Dangerous behaviour in playground (climbing fences, pushing etc).	5-10 minutes reflection on playground bench
Leaving playground/field without permission.	10 minutes reflection on playground bench
Mistreatment of equipment.	10 minutes reflection on playground bench and a conversation with PE lead/class teacher
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
Spitting	10 minutes reflection on playground bench – report in behaviour book and to SLT (after lunch)
Extreme behaviours that require SLT intervention	
Violent attack/Fighting (Do not try and intervene unless safe to do so – stand in the middle of the children whilst sending for a member of SLT)	
Bullying (All bullying incidents must always be reported to the Head of School)	
Offensive/racist/discriminatory language	
Threatening behaviour	
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 and their parents/carers.

Extreme behaviours are likely to lead to an internal suspension or external suspension and should be recorded on CPOMS. 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.

Written Statement of Behaviour Principles

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 cooperation 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 2023

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