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Behaviour Policy

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This policy has been devised using guidance from the Education Endowment Foundation (EFF 2019), the Improving Behaviour In Schools guidance report.

1. Introduction:

We aim for all pupils to achieve their potential in a learning environment which supports all their needs both academic, personal, social and emotional.

We believe that by offering our children an engaging curriculum, a nurturing environment and wider opportunities our children will engage with our behaviour expectations as part of their journey through their school. Cultivating their personal development as part of the school's wider aims and ethos through a behaviour system which has respect as a non-negotiable.

We believe that the partnership between the children, parents, staff and wider professionals will ensure that the whole school behaviour policy will be effective in removing those behaviours which may hinder learning or pose a risk to children and adults.

This policy provides a framework for the establishment of a safe and happy learning environment where all individuals feel respected. It is written for all members of our community and is in line with our Equality and Diversity duties.

This policy forms part of our personal development offer.

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These include:

- School Behaviour Regulations 2012
- Children Act 2004
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

This policy takes account of advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This behaviour policy links with several other school policies, practices and action plans including:

- Anti-Bullying Policy
- Cyberbullying Policy
- Child protection and safeguarding policies
- E-Safety Policy
- Exclusions Policy
- Positive Behaviour Support (incl. Physical Intervention) Policy

- SEND Policy
- Equality and Diversity Policy
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

2. Policy aims

We believe that all children have the right to learn, and have the right to feel heard, safe and respected. We believe that all adults in school have the right to carry out their duties in a safe, calm and respectful environment. It is an aim of this policy to uphold this right.

The aim of this policy is to determine the strategies that we will use to ensure that the learning environment is safe, respectful and fair. This is dependent on an ethos of mutual respect, self-regulation and trusting relationships applicable to all its stakeholders.

Through these values we will:

- Secure outstanding behaviour, supporting teaching and learning.
- Ensure a safe, respectful school environment, valuing each individual
- Promote and instil British values
- Promote citizenship
- Promote self-regulation
- Support mental health and well being
- Reward examples of behaviour that reflect our ethos
- Have a consistent approach to behaviour expectations and sanctions
- Provide a system of justice and fairness

3. Equal Opportunities

Dovedale Primary school is committed to equality of opportunity, promotes respect for all, and acceptance for all.

- We aim for our practice to be fair and consistent as detailed in the policy.
- We demonstrate high expectations for all of our children which are appropriate for each individual.
- We understand that the mental health and wellbeing of the child can also be a factor in the child's behaviour. Behaviour management techniques will be adapted to suit the needs of the individual.
- We understand that children with SEND may respond differently to our expectations and this can be a factor in how they manage their behaviours. We will therefore take into account these factors where appropriate

4. Roles and responsibilities

Mrs Houseman and Mrs Tomlinson are our school behaviour lead.

All members of our school community support the school aims by:

- Respecting the right to learn in a calm, safe and respectful environment
- Respecting the rights, values and beliefs of all individuals
- Promoting good relationships and fostering an ethos of mutual accountability
- Encouraging, praising, and rewarding behaviours which reflect our ethos
- Rejecting behaviours which are counterproductive to our ethos and actively stand up to bullying or discriminative behaviours.
- Developing strategies to support behaviour in the classroom and around the school. Apply these consistently
- Working as a whole school team

The Local Governing Body (LGB)

- The governing body will work with the behaviour lead and the Headteacher to ensure that the quality of behaviour management is accounted for.
- The governing body will review this policy on an annual basis

The behaviour lead

The behaviour lead, supported by the Headteacher, will ensure that:

- The policy is disseminated and fully implemented to ensure consistent practice leading to sustained good behaviour across the school
- Staff understand and follow the policy through regular updates, training and briefings.
- The behaviour of all pupils is monitored half-termly to determine trends, triangulate information with the SENDCo and Pupil Premium Lead and determine the next steps for improvement including for individuals.

Staff

All staff will:

- Ensure that they have read and understand the policy
- Recognise their role in the management of behaviour and apply the system fairly and consistently.
- Be proactive in their approach to behaviour management across the whole school.

Children

Children will know our expectations, be taught the language of reflection and self-regulation and understand their role in ensuring that behaviour is excellent throughout the school day.

Parents

Parents will have access to our policy, understand our ethos of respect and support and adhere to our policy through the home school agreement.

Parents will work together with the school to ensure that all children know the expectations and sanctions and feel confident to discuss concerns or raise questions with the school.

5. Behaviour system

Our behaviour system is a values-based approach

At Dovedale Primary School we follow a set of 5 values that embody our core ethos:

- R** – Respect
- E** – Enjoyment
- A** – Achievement
- C** – Challenge
- H** – Health

These values are regularly referred to and underpin all our beliefs throughout the school. All children learn our school **REACH** promise which reinforces the expectations.

In Practice

Staff build positive relationships with children and families, ensuring clear communication between all adults who work with the child.

Staff will be mindful of negative influences that may be affecting the children through open communication between home and school.

Staff allow the child to be heard and understand that children may exhibit certain behaviours.

Staff will engage pupils in discussion to ensure that we know of any factors which may impact upon their behaviour.

Identified children will attend THRIVE for behaviour support.

Through structured, well-planned learning activities staff will support all children to achieve in the classroom environment, allowing children a sense of success and celebration. This will alleviate the potential for low-level disruption.

Staff will actively teach children through our daily routines and PSCH lessons how to manage their feelings and talk openly about their emotions.

Staff will actively engage with anti-bullying and anti-discrimination strategies to ensure that these types of

behaviours are not accepted within our school community.

Staff will respond consistently to behaviour as per this policy ensuring all children and adults feel fairly treated, understand consequences and can reflect on their own role in behaviour management.

Positive reinforcement and support

Positive behaviours are regularly and fairly rewarded through the Class Dojo system.

Systematic use of the school's behaviour ladder in class to remind children of how they are doing against the school's behaviour expectations within the classroom.

Staff use verbal praise and stickers and positive reinforcement for such positive behaviours as attendance.

We reward work ethic and resilience with celebration events after celebration (assessment) weeks.

We have a bronze, silver, and gold merit award system, rewarding children on the spot for appropriate behaviours.

House points are given around school for exhibiting REACH values. These are counted up each week with a half-term extra play for the winning team.

Individual behaviour plans may be needed to support staff with how best to deal with a child's behaviour if they have difficulty with self-regulation. This is seen as a positive intervention.

External agencies will be contacted for support for individuals whose behaviour is an ongoing concern either due to SEND or external factors.

Families may be invited to attend family THRIVE to offer support for a child's behaviour at home and in school to ensure a consistent approach between home and school.

The family liaison officer (FLO) will work directly with some families to support behaviours at home and identify any early help cases.

Classroom management systems

We ensure that our learning environments are carefully considered to allow children to work calmly with enough space and correct equipment available.

Teachers ensure routines are well established and movement between sessions support attitudes toward learning with minimal disruption.

Communicate with children when there is any change to usual routines to ensure children do not become anxious about unexpected changes wherever possible.

Communicate with parents before assessments or changes to routine to help them prepare their children.

Teachers use our school systems systematically and fairly.

Emotional regulation and de-escalation strategies will be used wherever possible.

Managing negative behaviour

At Dovedale, we understand that sometimes children can make the wrong choices. If this does happen, the behaviour will be managed and dealt with accordingly.

There are varying degrees of negative behaviour and they will be dealt with using appropriate sanctions.

- Low-level disruption in class will be dealt with using the behaviour ladder by the class teacher.
- Persistent disruptive behaviour may result in time with the partner teacher or missed time at play for restoration purposes. If this continues Reflection time may be necessary or the child will be on Report. This means that the child will have a home school book which monitors their behaviours for each school session. Positive sessions result in more time allowed on the playground with their peers.
- All incidences of bullying behaviour, however motivated, will be recorded on the school system and Reflection time will be undertaken. This involves the parents being informed and the children attending a lunchtime session with a member of the Senior Leadership Team (SLT) to discuss their behaviour choices and determine future steps. Persistent or pernicious incidents of bullying may require a fixed-term exclusion whilst a plan is put in place to secure the safety and wellbeing of the affected parties.
- Children who are persistent attendees at Reflection Time will have their time in Reflection extended to a week with the time reduced daily as their behaviour improves over the week. This allows for self-regulation as the child sees how their positive choices positively impact on their time out of Reflection.
- All behaviour which requires Reflection Time is logged on the school system.
- When a pupil's negative behaviour is reoccurring and deemed to be easily corrected by the pupil they will be placed on 'School Report' for a minimum of two weeks. Parents/carers will be informed of this and invited into the school to discuss the process. Pupils will be expected to maintain positive behaviour throughout this period and to have their report signed by a Senior Leader at lunchtime every day. The report will then be taken home for parents to see the records from the day. Parents/carers are asked to attend a weekly meeting (at the end of each week) to discuss the week and actions going forward. It is at the discretion of the Senior Leader how long the report will be maintained, given the actions of the pupil.
- If a child exhibits behaviour that is deemed to be a safety risk to themselves or others they will be removed from the classroom/playground for a fixed period until we can determine the circumstances and put a risk assessment in place. This may include an internal or external exclusion. This will be dealt with by the Headteacher or a member of the Senior Leadership Team in her absence.
- A fixed-term exclusion will occur where any child deliberately causes a serious physical injury to another child or adult (in this instance a serious physical injury is deemed as any injury where the child would need medical attention outside of the school). This may be whilst we are determining the full facts of a situation.
- All staff will act immediately and record all issues regarding Racism, Peer on Peer abuse, Homophobia, Biphobia, Transphobia, Terrorism, Extremism and Bullying, recording on the school system and bringing to the attention of the Headteacher in person (see relevant policies).
- Children who find extended periods of unregulated time difficult will be directed to the 'By Invitation Only' (BIO) Lunchtime club. This club supports children to play cooperatively and enables a calm transition to afternoon sessions.
- It may be necessary for individual children to have a risk assessment and an individual behaviour plan

put in place to support their behaviour and determine staff responses to the individual's needs. This personalised support will be overseen by the SENDCo and shared with all relevant staff and parents.

- Reasonable force to restrain a pupil will only be used in extreme cases where it is felt that the child is posing a risk to themselves or others. Staff will follow the school's policy on this.

6. Prohibited Items

Where a pupil is thought to be carrying a prohibited item staff will verbally ask the pupil to submit the item to them. At this stage, a parent/carer will be telephoned and asked to attend. If staff assess the situation as being dangerous to the pupil or others, where there are reasonable grounds to believe a pupil is in possession of a prohibited item – the headteacher with another member of staff present may search the possessions and person (on the outer clothing) using the backs of hands only.

Prohibited Items:

- Blade (of any sort)
- Alcohol
- Drugs
- Stolen items
- Tobacco/cigarettes
- Fireworks or explosives
- Pornographic images

Such items will be confiscated and disposed of safely. It will then be determined why the prohibited items were on site and appropriate sanctions put in place which may include exclusion.

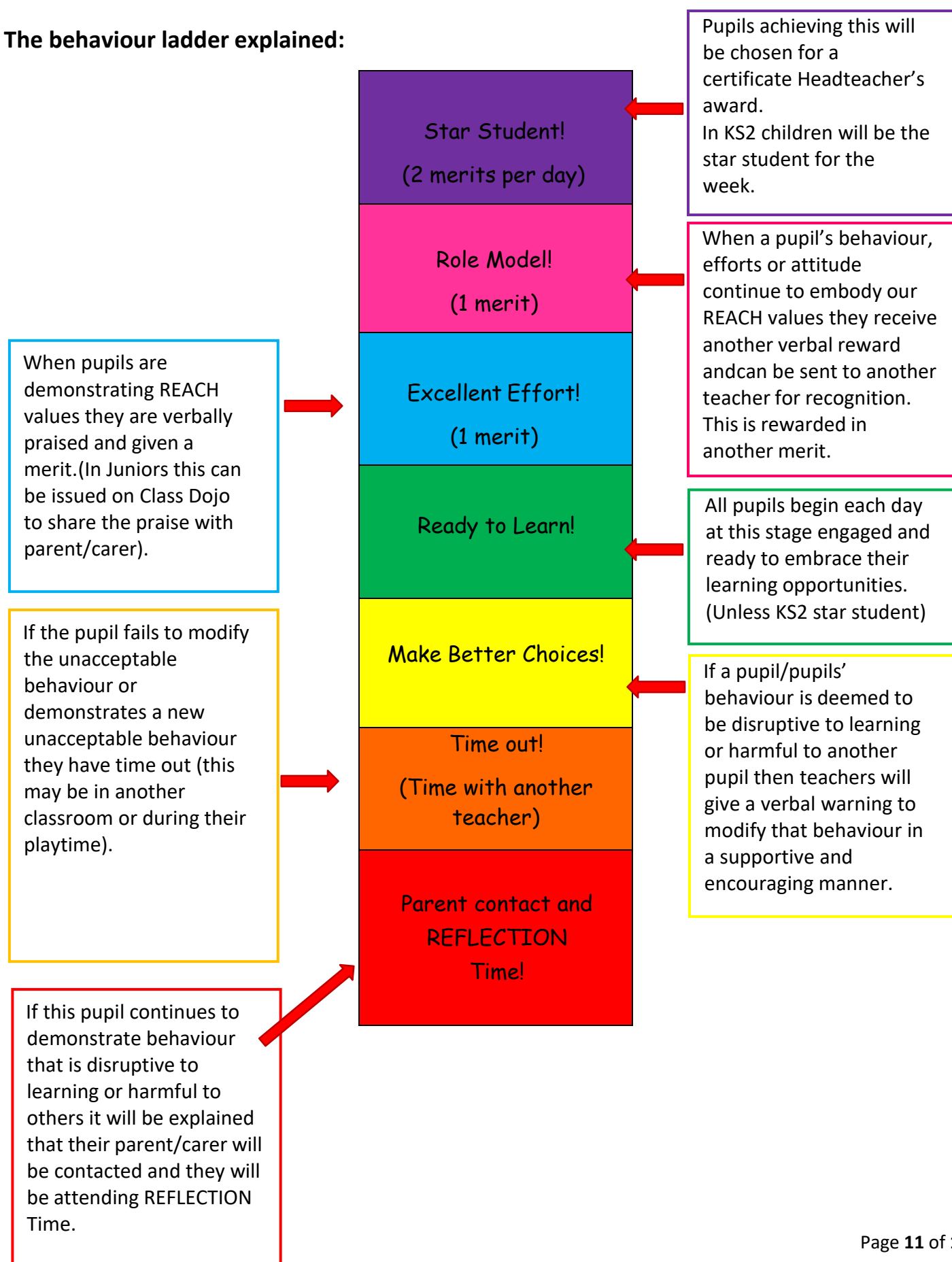
7. Monitoring behaviour incidents

The behaviour lead will monitor all behaviour incidents recorded each half term and discuss them with the Headteacher. A report will be written to highlight any areas of concern and any 'pinch points' for behaviour e.g. lunchtimes. This will then be discussed at the SLT meeting and actions implemented where appropriate e.g. through assemblies or equipment or staffing.

8. Monitoring & review

This behaviour policy will be reviewed annually by the headteacher and governing body. At each review, the policy will be approved by the governing body.

The behaviour ladder explained:

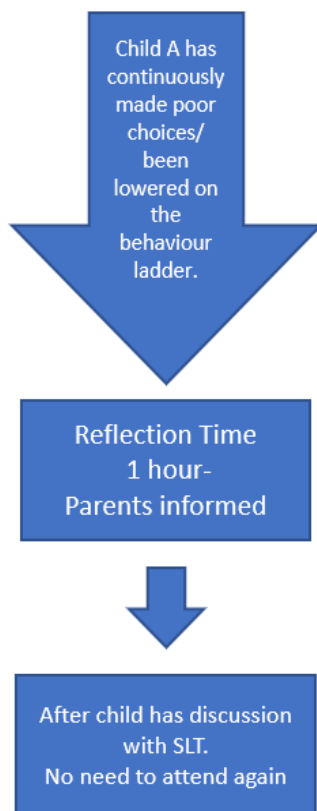


Reflection Time

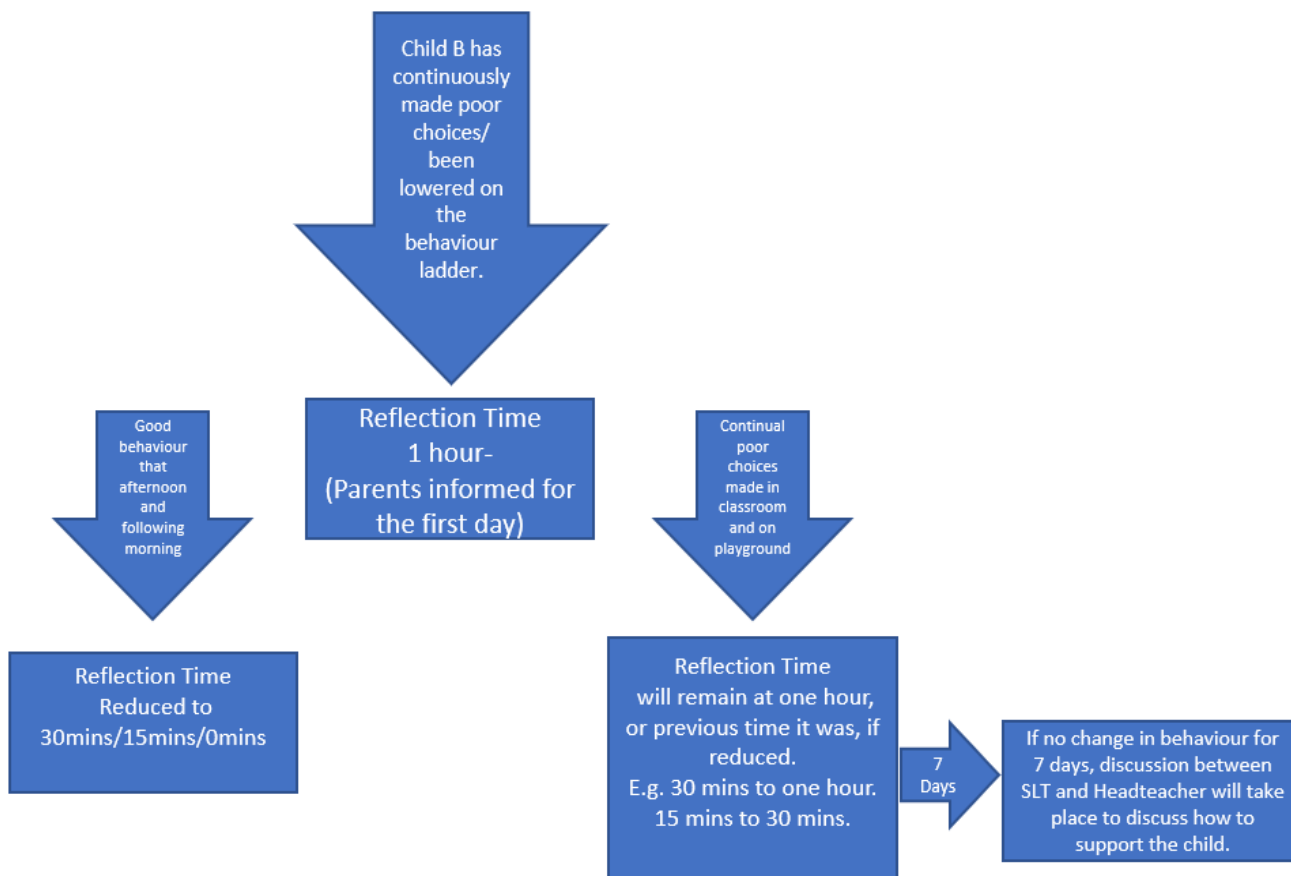
An example of reflection time for a persistent offender:

- Child A appears in Reflection Time for the third time in a term. They have one hour in Reflection Time.
- Child A can self-regulate their behaviour and has a fantastic afternoon and the following morning, Child A attends Reflection Time for a reduced period of 30 mins this lunchtime. Encouragement and praise are given.
- On the third day the sequence of good behaviour continues, and Child A now has 15 mins in Reflection Time during the lunchbreak.
- On the fourth day, with continued good behaviour, Child A will not have to attend Reflection Time.
- If at any point the child continues with negative behaviour, their time will go back to the beginning.

Child A hasn't been in reflection time before.



Child B has been in reflection For the second time this half term.



Supporting Organisations and Guidance

- DfE Use of Reasonable Force
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- DfE Searching, screening and confiscation at school advice:
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- NSPCC: www.nspcc.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” October 2014: <https://www.gov.uk/government/publications/preventing-and-tacklingbullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/nohealthwithout-mental-health-a-crossgovernment-outcomes-strategy>
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-codeof-practice0to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org