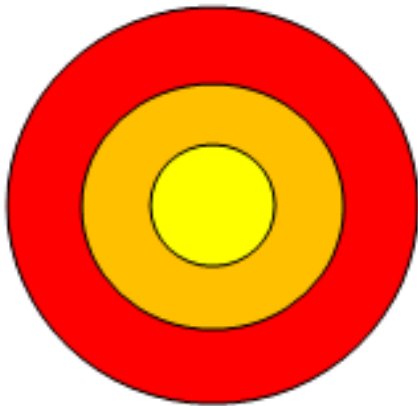




Dovecot Primary School



Date of review	Spring 2023
Next review date	Spring 2024

Learning together, growing together

Positive Behaviour Policy

DOVECOT PRIMARY SCHOOL

VISION STATEMENT

Learning together, growing together

Positive Behaviour Policy

Aims

At Dovecot Primary School, we aim to build a successful learning community with a commitment to excellence. We want our children to develop into enthusiastic, motivated and resilient learners in a safe, secure and stimulating environment where each child can display their uniqueness while showing respect to other children, adults and property.

All staff will set high standards, be role models for good behaviour and apply rule expectations, rewards and sanctions fairly and consistently.

Staff will help the children to develop:

- into responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- as pupils who understand the fundamental British values of democracy, individual liberty, the rule of law, mutual respect and tolerance
- a set of positive personal traits, dispositions and virtues that inform their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Their confidence, resilience and knowledge so that they can keep themselves mentally healthy (as outlined by Ofsted under the 2019 framework – Inspecting Personal Development).

Through our school motto of 'Learning together, growing together, we will work collaboratively with parents/carers so that children receive consistent messages about what is good behaviour at home and school. The cooperation and support of parents/carers is fundamental to ensuring that children develop into successful and respectful learners.

We will promote positive relationships through:

- Positive, courteous relationships between everyone at every level
- Promotion of good manners
- Addressing bad manners.

Expectations

Our aim is to establish an enabling learning environment that promotes positive behaviours and relationships, where children treat each other with care and respect. All children will be expected to follow and comply with our school charter:

The children of Dovecot are:

Determined
Optimistic
Visionary
Empathetic
Consistent
Open-minded
Tolerant

Strategies for Achieving Good Behaviour

1. The school rules will be promoted at all times by staff and learners:
 - Listen
 - Do as asked
 - Work well with others
 - Learn as well as you can.
2. All will be taught to treat others well and their behaviours will reflect this.
3. All staff will be set and expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. A clear system of rewards and sanctions will be used consistently, sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Appropriate training will be provided for all staff to ensure a consistent approach to the management of good behaviour for effective learning.
8. Where a member of staff is unable to cope with a behaviour issue or problem, they will discuss it with the Senior Leadership team who will agree an appropriate strategy of help and support.
9. The head teacher will involve parents at an early stage where a learner is experiencing difficulties with behaviour.
10. When there is a serious problem with a pupil's behaviour, the head teacher will, where appropriate, involve appropriate outside agencies.
11. In extreme cases, a learner's poor behaviour or failure to respond to help, support and appropriate sanctions may result in the pupil being excluded from school by the head teacher in accordance with the Local Authority's Exclusion Guidance.

Restorative Approach

At Dovecot, we look to use a restorative approach to our behaviour management within school. This means that we apply the **PACE** principles when responding to any incidents (**Playfulness** – lightness and interest, not the same as making light of something; **Acceptance** – unconditional acceptance of the child, not the same as accepting behaviour; **Curiosity** – seeking to understand without judgement, not the same as an inquisition; **Empathy** – 'holding the space' and providing support, not the same as sympathy).

We also use a three-part system of Reflect > Repair > Rebuild in order to restore.

Reflect:

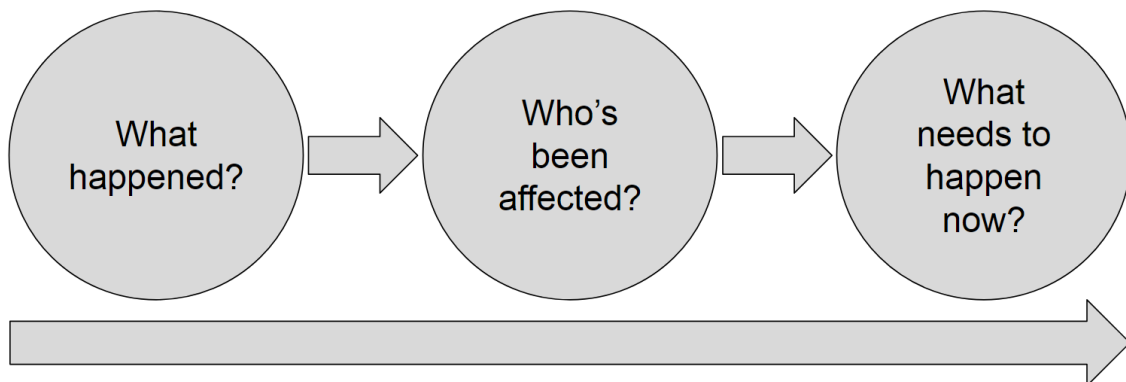
- A chance to tell their side of the story – their unique perspective and account of what happened
- Their chance to express their thoughts and feelings
- An opportunity to understand the perspectives of others and the impact of the behaviour(s) in question

Repair:

- The opportunity to accept responsibility for harm caused
- The space to identify what needs everyone has

Rebuild:

- The space to think about how to prevent a reoccurrence of the behaviour
- The chance to come up with a plan to meet the needs expressed by others and move forward
- The chance to explore issues of reintegration as part of moving forward.

Bubbles Model:**Rules, Rewards and Sanctions**

We want all of our children to show outstanding behaviour at all times. To ensure that this happens, we have a rewards and sanctions system that has been developed by both staff and children and that is fair and consistent to everyone.

Rules

Our school rules are displayed around the school and in classrooms. They are:

- Listen
- Do as asked
- Work well with others
- Learn as well as you can

Rewards

We will always reward all children who show the expected behaviours. The rewards system provides many opportunities for pupils to be rewarded for outstanding behaviour. Our rewards system includes:

- Verbal praise
- Stickers
- Written feedback in books

- Certificates
- Being sent to show work to another teacher or head teacher
- Golden Time
- Class Dojo points
- Work being displayed and celebrated.

House System

All children belong to a house. There are four houses with an associated name and colour: **WILKINSON**, **O'BRIEN**, **DUNCAN AND CHAVASSE**. House points are generated through Class Dojo, and school celebrates weekly winners in the newsletter.

The house who has earned the most points in a term earn a special reward.

Sanctions

It is expected that children will follow the school rules.

Every class displays a target board with a golden centre. Photographs/ name labels of all pupils are placed in the golden centre at the start of every day. The aim is for all pupils to remain in the golden circle for the duration of the day.

If and when this is not the case, the following sanctions will take place:

- Clear verbal warning from the adult supervising the class.
- Stage 1: Child's name moves from golden inner-circle to the orange section
- Stage 2: Child's name moves from orange to the outer red section
- Stage 3: 'Time Out' (at risk of Report Card)
- Stage 4: Behaviour Plan
- Stage 5: Fixed-term exclusion

At Stages 1 and 2, the child has the opportunity to move back into the golden circle so that they end the day back where they started. Teachers will use their discretion when moving pupils back to the centre following an improvement in attitudes and behaviour (e.g. if a child is in the orange part, they may miss five minutes of their break time; if on the red they miss all of it. In EYFS, staff will give 'time out' in an age-appropriate manner).

At Stage 3:

Pupils are taken to lose 5 minutes or longer of their break or lunchtime depending on the circumstances.

At all times between Stages 1 and 3 there must be an emphasis on moving pupils back to the gold inner circle.

If a child reaches Stage 3 more than once in a week, they will be sent to a member of SLT for a fixed period of time (agreed by class teacher and the member of SLT). Parents are informed that the child is at risk of being put on a Report Card. This is a card which must be signed by the child's teacher at the end of every lesson to record their

behaviour. It must also be signed by a parent at the end of the day. A child will be 'on Report' for five school days.

If, at the end of these five days, the child's behaviour improves, they are taken off Report.

If this is not the case, the child moves to a Stage 4 Behaviour Plan (Individual Reactive Strategy) which is set up and agreed by the child, their teacher and their parents. This Plan will be reviewed after an agreed period. During the time on a Plan, the child will have regular support from the Pastoral Support Officer.

If a child is issued more than one Behaviour Plan, they may be at risk of a fixed-term exclusion (Stage 5). This will be made clear at the initial meeting when the Plan is agreed with parents.

Consequences should be clearly displayed in all classrooms, next to the school rules. Staff talk regularly with their classes to agree on age-appropriate rewards AND consequences.

If a child's name is on the orange circle at the end of the day, the class teacher will speak to his/ her parents. If the child walks home alone, the child's parents will receive a text message/ communication via Class Dojo.

Serious incidents

Occasionally children may make a breach of school rules which is serious enough for them to go straight to Stage 3. Such examples may include:

- Fighting
- Physical abuse
- Verbal abuse
- Vandalism
- Theft
- Leaving school grounds without permission

In such cases, a Behaviour Plan will be put into place. Parents will be warned that unless an improvement in behaviour and attitude takes place, the child may be issued with a fixed-term exclusion (between 1 and 5 days). At this point, support from outside agencies is sought (if it hasn't been already).

Further serious incidents will result in longer fixed-term exclusions, and ultimately, permanent exclusion.

Challenging Behaviour

Appropriate action will be taken for instances of persistent behaviour of an unacceptable nature, particularly aggression. Staff are aware that there may be underlying circumstances and needs which affect behaviour and will make reasonable adjustments and take account of individual circumstances when monitoring or dealing with challenging behaviour.

Bullying

'Bullying is the use of force, threat or coercion to abuse, intimidate or aggressively dominate others. The behaviour is often repeated and habitual.'

We do not tolerate bullying of any kind. If we discover bullying or intimidation, including cyber, racist, homophobic, sexist or ableist comments have taken place, we will act immediately.

Positive Handling/Reasonable Force

In accordance with Section 93 of the Education Act, all school staff who have received positive handling training (including de-escalation strategies) have the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Searching Pupils

School staff can search pupils with their consent for any items (the ability to give consent may be influenced by the child's age or other factors). The head teacher, and staff authorised by the Head teacher, have the power to search pupils or their possessions **without consent** where they suspect the pupil has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Allegations of Abuse Against Staff

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protections for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

If the allegation against the member of staff is found to be malicious, a range of sanctions could be used in accordance with Local Authority Policy.

Exclusions

The Head teacher can decide whether to exclude a pupil for a fixed-term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Monitoring Behaviour

The school staff all have access to an online reporting system (CPOMS) for any behaviour incidences. The individual child will then be monitored and tracked by the pastoral officer/SLT/SENDSCO who will ensure actions are put in place to resolve a behaviour issue or the correct consequence has been specified. The behaviour of the individual child will be placed on their electronic school record.

The head teacher will monitor the effectiveness of this policy and report to the Governing Body. If necessary, recommendations for further improvements will be made. The head teacher will record any incidents of bullying or aggressive behaviour, and of any pupil who is excluded on a fixed-term or permanent basis. The Governing Body will monitor the rate of exclusions and ensure that the policy is administered fairly and consistently.

SEND

At Dovecot Primary School we have adopted a culture in which we know that our approach to behaviour will need to be personalised to meet the needs of the individual child. A child with a special educational need or disability will be treated as equally as all other children, but the behaviour strategies used to change unwanted behaviour will be differentiated to meet the needs of the learner as specified in their pupil profile.

Parental Responsibility

We aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The cooperation and support of parents is fundamental to the success of this policy. Good behaviour is essential to children's educational prospects. At times we may need to seek advice from, and where necessary refer to, external agencies. We will always make parents aware of this.

Where this does not happen, schools have legal powers to use parenting contracts, parenting orders and penalty notices to address poor behaviour in school (Section 19 of the Anti-social Behaviour Act 2003). All parenting (behaviour) orders must be supervised by a 'responsibly officer' from the school or local authority.

Any breach by parents without a reasonable excuse could lead to a fine of up to £1000. The police may enforce any breach of an order by a parent. Parents have the right to appeal a parenting order to the Crown Court.

Conclusion

It is our overall aim that all staff will encourage each child to be responsible for their own behaviour and to support them in making the right choices. We work to make positive behaviour rewarding so that every child feels safe, happy, enjoys learning and achieves their potential.

This policy has been written with reference to:

- Ensuring Good Behaviour in Schools; Department for Education, 2012
- School Behaviour and Attendance: Parental Responsibility Measures; Department for Education, November 2013

- Searching, Screening and Confiscation at School; Department for Education, 2022
- Behaviour in School: Advice for Headteachers and School Staff; 2022
- Dovecot Complaints Policy and Procedure
- Dovecot Equality Discrimination Policy
- Dovecot E-Safety Policy
- Dovecot SEND Policy
- Dovecot Policy on Using Reasonable Force

Appendix A

Hierarchy of Discipline Procedure	Person Responsible for Action	Action to be taken / sanction
Chance 1 <ul style="list-style-type: none"> Minor breaches of class rules Treating others unkindly (e.g. not sharing) Disrespect of class property Not paying attention Shouting out during lessons Not completing work to a high enough standard 	Class teacher / teaching assistant	<ul style="list-style-type: none"> Given a disapproving look A verbal warning backed up with appropriately worded expectation and time and space given to respond Short discussion with child that does not interrupt the flow of the lesson Give the child opportunity for apology Warn that could move from current zone on behaviour circle
Chance 2 <ul style="list-style-type: none"> Continuing disregard for class rules Poor behaviour in class Answering back / arguing with others Disobeying adults Not completing work to a high enough standard 	Class teacher / teaching assistant	<ul style="list-style-type: none"> Speak to child – inform that behaviour is inappropriate Give child opportunity to apologise Speak to parents (at the discretion of the teacher) Move child to another location within the room if appropriate Move from current zone on behaviour circle
Chance 3 <ul style="list-style-type: none"> Deliberately upsetting another child Swearing / inappropriate language Continuation of chance 2 behaviour Not completing work to a high enough standard 	Class teacher / teaching assistant	<ul style="list-style-type: none"> Give the children opportunity to apologise Parents contacted by teacher if needed Move from current zone on behaviour circle Losing 5 minutes from break / lunch Report incident(s) on CPOMS
<ul style="list-style-type: none"> Not changing behaviour from Chance 3 earlier in the day Fighting at playtime or lunchtime Hurting another child physically Name calling directed at another child intentionally 	Taken to deputy head teacher / pastoral officer	<ul style="list-style-type: none"> Incident(s) record on CPOMS Parent contacted by Deputy Head / Pastoral Officer if needed Child to apologise to child / teacher for their behaviour (follow bubbles method) Time out / report card if repeated behaviour
<ul style="list-style-type: none"> EXTREME OR PERSISTENT BEHAVIOUR 	Taken to Head	<ul style="list-style-type: none"> Parents invited in to discuss actions and path forward Incident to be recorded on CPOMS Individual Reactive Plan to be put in place Child to apologise for behaviour and work with SLT on how they will change their current behaviour for the better For extreme cases, Social Inclusion to be contacted For extreme cases, see exclusions policy