



Dowson Primary Academy

BEHAVIOUR POLICY

September 2021

Review Cycle: annually



Authors: Pastoral Team



“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S. 1987)

VISION

Today's generation makes a positive difference to tomorrow's world.

MISSION

To prepare children with the skills, values and attributes needed to succeed and achieve in an unknown future.

VALUES

PRIDE AND RESPECT

ASPIRATION AND ACHIEVEMENT

CITIZENSHIP AND CARE

TEAM WORK

The vision, mission and values of Dowson Primary Academy are reflected in all aspects of school work and therefore **our policy is based on the following principles:**

- all children have the right to learn, to be respected and to be safe in their educational setting
- positive behaviour is a prerequisite of successful learning
- both conduct and learning behaviours need to be taught, modelled and supported to develop effectively
- all school staff and parents are educators and role models of behaviour who will work as a team to promote positive behaviour and challenge negative behaviour in the best interests of the child
- developing positive behaviours in school and teaching acceptable conduct and behaviours for out of school as good citizens will have a lasting impact on pupils' life chances and make a positive contribution to society as they join this as responsible adults
- behaviour is a form of communication and can change; we, as educators, can assist children to understand and manage their behaviour more effectively and respond to changes
- children respond best to clear and consistent guidelines regarding behaviour and discipline, and enforcement of such, will promote good relationships and a positive ethos with which our school community can be happy, caring and supportive; thus allowing effective learning to take place
- citizenship and care are key life skills that can be learnt and developed throughout the curriculum and within the wider school community



Our purpose is:-

- to ensure that staff and pupils take pride in having a high standard of expectation for themselves and others in all aspects of behaviour
- to maintain levels of good conduct and learning behaviour
- to provide a consistent and fair approach in rewarding good behaviour
- to provide a consistent and fair approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential
- to encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness
- to develop children's understanding of citizenship, choices, right and wrong and their responsibility for following rules in society
- to promote the pastoral care of children, with staff giving support and guidance to each individual child
- to encourage school/parental partnership, to promote children's education and maintain high standards of behaviour

Other relevant documentation : Special Educational Needs Policy, Equalities Policy, Attendance Policy, Marking and Feedback Policy, Uniform Policy, Home School PACT, Safeguarding Policies, Curriculum Drivers documents and DfE guidance on reasonable force July 2013.

The Principal's Role

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school. The Principal supports the staff in their implementation of the policy and school PACT values. In accordance with our sanctions procedures, the Principal will give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Principal can permanently exclude a child. The Governing Body of the school and the Enquire Learning Trust Leadership Team is informed of any exclusion that take place.

The Teacher's Role

- to adhere to the procedures set out in this policy
- to establish and ensure consistent levels of acceptable behaviour in their classroom and throughout school
- to recognise that effective conditions for learning (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour
- to teach and help children to manage their own behaviour so that they can reach their full potential
- to work in conjunction with parents, the SEND Lead, Pastoral Team, Governors and the Senior Leadership Team to ensure the needs of learners are met
- to provide positive reinforcement
- to teach children how to make good choices and the consequences when they don't
- to reinforce school's PACT values
- to report on children's conduct and learning behaviours as part of formal parent consultations three times a year.



The Pastoral Team's Role

The role of the Pastoral Team at Dowson is wide, varied and invaluable in maintaining the positive relationships between the whole of the school community and promoting and enforcing the high standards of behaviour expected of pupils in our school. Primarily, their responsibility is to support class teachers and the leadership team in ensuring these standards of behaviour. More specifically, the Pastoral Team will work with individuals or small groups of children who may have barriers to their learning caused by social, emotional or behavioural issues. They will also work closely with the families of such children, their teachers and any relevant outside agencies in supporting the changes needed to overcome these barriers.

The Parents' Role

It is the responsibility of each parent to encourage their children to uphold the PACT agreement. Parents are expected to support the school and their children by encouraging them to behave appropriately both in and out of school. If parents have any worries about behaviour related issues, they must contact school and speak to a member of staff.

It is important for parents to understand the impact that negative comments about school, either in conversation or on social media, have on their child's behaviour and attitude in school. This can result in the child adopting a sense of negativity towards school which can have long term consequences on their achievements and successes both in and out of school.

Guidelines-Procedures

The Principal should be informed immediately if any child leaves the school premises for whatever reason. They should not be chased but the member of staff responsible for the child at such time must attempt to keep the child in their sight and call for assistance to safely approach the child and calmly persuade them to return to school. Staff accept that they may not be the most suitable adult to support at that moment if the child is disgruntled with them in particular and therefore other staff will be called upon to support the child at that time.

If a child leaves the school site at any time, their parents and police must be contacted. Upon returning to school by whatever means, the child must be left in no doubt as to how seriously the school views this behaviour and alternative strategies may be written into a behaviour plan for that child if deemed necessary.

Movement in and around school

- Children are expected to move around school walking sensibly and safely. They should walk quietly to respect the learning environment and listen for instructions. All staff are responsible for ensuring this.
- When walking into and out of assembly, children are expected to remain silent (unless singing).
- Children are expected and encouraged to display helpful and respectful behaviour whilst moving around school in accordance with our PACT e.g. holding doors for others; picking up objects which may be on the floor as they are moving around; knocking on doors of rooms they wish to enter; standing away from an adult conversation that may be occurring; and using polite manners.
- Staff will praise, thank or reward children with a PACT dojo when they are seen displaying one of these values whilst moving around school. Staff will also remind and enforce these values when they are not demonstrated.



Playground and Playtime Procedures

- If children have bikes or scooters that they have travelled to school or are travelling home on, they are not to be ridden on the playground or pathways and should be walked instead. These can be stored in the bike sheds for the day.
- Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.
- Staff on duty should be on the playground for the release of children and until all classes have been collected to ensure supervision throughout the break time period.
- Class teachers should ensure children in their class go out to play with appropriate clothing.
- Children should only re-enter the school for First Aid, if they have permission to carry out a responsibility, if they need to use a facility that is not available outside or if they are taking part in another sanctioned activity e.g. reading or chess in Upper School Reading Den.
- A child who has a risk assessment for an injury or behaviour will have provision made for them.
- Playgrounds have some specific 'zones' which dictate the type of games which can be played in each area e.g. quiet area or the sports pitch.
- The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore negative behaviour.
- When the Midday Supervisor feels the conditions are suitable, the Upper School field may be used.
- Staff must be especially vigilant when children are on the field due to the woods and public rights of way.
- When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. All areas of the yard should be visible to at least one member of the duty staff at all times.
- For safety reasons the following games / activities are not permitted on the playground: 'Play fighting' or wrestling; Bulldog or other overly physical games; Climbing/ jumping/hanging on fencing, benches or trees; and running through some of the play zones.
- The whistle should be blown a minute before the end of play. Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. A member of duty staff will call each class by name and children should walk to their class line. Staff who are not on duty should collect their class from the yard upon the ringing of the bell that signals the end of playtime. The class should not be sent inside unsupervised. If a class teacher does not arrive to collect their class, a teaching assistant can supervise until they return or a senior member of staff should be sent for if this is not possible.
- Children who are displaying inappropriate behaviour at playtime will be given up to 2 verbal warnings stating what the warning is for and the adult needs to ensure they understand the warning and the next step should they continue. If the behaviour continues they will be given a consequence by the member of staff dealing with the incident, supported by the class teacher if appropriate. Wherever possible, this should be chosen carefully as a 'natural' consequence e.g. you are not being safe with the equipment so I can't trust you to play with that for the rest of today.



- If the child continues or the adult deems the first occurrence of behaviour severe enough, the child will be taken to their teacher or a member of the Senior Leadership Team who will investigate, respond to and record the incident.

Rewards

- It is very important that verbal and written praise should have great emphasis as a reward so that children learn to take pride in their positive behaviour and achievements. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds from outside school in our community assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can should be displayed as much as possible both in the classroom and corridors of the school).
- A visit to other members of staff for commendations can be used to celebrate success.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.)
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Peer Supporters, Monitors, and School's Pupil Leadership Teams etc.

As well as the intrinsic rewards listed above, the school has adopted a consistent approach for rewarding and encouraging our PACT Values. Class Dojo is a system whereby the children receive Dojo points from any staff member for positive behaviours- these behaviours should be described by the staff member when they are giving the point. Once a Dojo has been given, it cannot be deducted and they are added to throughout the year. Parents can view how many Dojos their child has received, as well as what they are for, by downloading the Class Dojo app. In addition to seeing their child's Dojos, teachers can also send home pictures, messages and work that celebrates the children's success.

Children can also earn up to 2 'Green Day' Dojos each day: one for staying on the green light in the morning session (including until the end of lunchtime) and one for staying on the green traffic light in the afternoon session. The class teacher will add these Dojos on a daily basis so that parents can see if their child achieved them on that day.

Once children have received a certain number of Dojos, their success will be celebrated in Achievement Assemblies. They will receive a pin badge that they can wear on their tie to show that they have achieved their awards.

250 Dojos = Bronze Pin

500 Dojos = Silver Pin

750 Dojos = Gold Pin



The gold pin should be earned by children who have shown exemplary behaviour throughout the school year. If a child achieves this pin, their parents will be invited into assembly to see them receive it.

Our Dojo system is also linked to a whole school house system: all children in years 1-6 are a member of one of our four houses – Peak (red), Werneth (yellow), Etherow (blue) and Kinder (green). When being rewarded with a Dojo the children are also contributing to their whole school house/team. Dojo totals are collected weekly for the houses and announced in Achievement Assemblies where the results for the house with the most dojos collected that week is displayed. The winning team for the term has a celebratory non-uniform day. We feel this supports our school community ethos and promotes teamwork and a sense of belonging amongst all ages of children.

Achievement assembly is dedicated to the praise and recognition of children who have made particularly noteworthy progress for demonstrating our PACT values in any way. At these assemblies, a 'star of the week' for each class is announced and awarded with a certificate from their teacher.

Children's work and presentation is also celebrated in this assembly with a presentation parade.

The class with the highest attendance in each department is awarded with a piece of a bar chart for the wall. At the end of the half term, the class in each building with the highest attendance receives a reward such as a breakfast treat or an extra playtime in the afternoon.

Sanctions

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Teach and support children's understanding that there are consequences to behaviour
- provide clarity and consistency of suitable responses
- minimise disruption to others especially during teaching and learning time
- provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- allow early involvement of parents, line managers, pastoral support, SEND Lead and external support agencies
- do everything reasonably possible to avoid exclusion from school

When sanctions are applied, children should be helped to understand that what they have done is not acceptable. Staff are expected to express displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

Adults in school do not use shouting as a classroom management technique but there may be occasions where a raised or stern voice is necessary to re-establish control or gain attention / show the severity of a situation.

In the use of sanctions, pupils learn from experience to expect fair and consistently applied procedures which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.



Within classrooms (Reception to Year 6), there is a known **traffic light system** – which may or may not be displayed. The use of these traffic lights is as follows:

- Every child has a peg with their name on it and this starts on green at beginning of the morning (including lunchtime) and afternoon session.
- If unacceptable behaviour occurs, normal strategies such as polite reminders, gestures and repositioning within the classroom will be initially used as a first warning. Careful planning of seating arrangements before a lesson may also be used.
- If a child has to be spoken to again, then they will receive final warning (the reason for which will be explained and their understanding checked) and their peg will be removed from green and placed somewhere to remind the teacher that the child is being monitored.
- If they are spoken to again about behaviour, their name will be placed to indicate they have reached amber traffic light.
- Further incident will result in their name being placed to indicate the red traffic light.
- At any point during this process, the teacher may offer or insist that the child sits somewhere else for some time to reflect and refocus.
- Children who are persistently disruptive may need other strategies to avoid escalation and may need to move quickly to red in order to diffuse a situation.
- The following behaviours would warrant a straight red **and further action**: bullying, physical or verbal aggression, insolence, swearing, racism, homophobic incidents, theft, wilful damage or the bringing in of a dangerous item or substance into school.
- If the traffic lights have been used, and there is still no change in behaviour from the pupil, they will be escorted to a member of the Senior Leadership Team with work provided.
- For some children, particularly those with SEMH needs, the traffic light system needs altering in accordance with their provision. Any alterations will be sympathetic to the child in question as well as considering the fair treatment of others.
- In nursery, traffic lights are not used and instead children are expected to fill a jar by being rewarded for positive behaviours.

SANCTIONS LADDER:

Step 1- GREEN: Expected behaviour

Step 2- Removal of the peg: Initial warning and final warning received by the pupil

Step 3- AMBER: Another incident after final warning is given

Step 4- RED: Another incident after amber or a serious incident meaning they moved straight to red. A reflection form will be filled out. 3 forms will mean SLT and parental involvement

Step 5- Any child not complying with the red sanction, will be escorted to SLT and parents/carers informed. Parents/carers will be informed in writing of further steps.



Further steps may include:

- Meet with parents/career and agree a behaviour and support contract. Risk assessment completed.
- Internal Exclusion
- Fixed term Exclusion
- Permanent Exclusion (all necessary actions will be in place to avoid this outcome)
- Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.
- Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour displayed.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Possession an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Inciting violence
- Theft

It may also be necessary to involve the police or other agencies.

Support strategies must be sourced and actioned for every step. A child is responsible for their own behaviour but we must ensure that they are being taught how to make the right choices. We will provide a scaffold for positive behaviour and will support a child individually to achieve good behaviour.

Support within school may come from SLT, the Pastoral Team, SEND Lead and colleagues. It may also be necessary to secure support from external agencies such as Pupil Support Services, Educational Psychologists or further specialist teams.

A child whose behaviour needs careful management due to persistent issues may be put on a strike system linked into school trips. A child can only be placed on this system or receive a strike at the discretion of the

SLT in consultation with the class teacher. This should be evidenced in a Behaviour and Support contract and shared with parents at Step 6.

In the rare cases of exclusion school will seek up to date guidance and support from Pupil Support Services and the Local Education Authority as well as the Behaviour and Safeguarding team at the Enquire Learning Trust.

Exclusion for Behaviour Outside of School

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff



Dowson Primary Academy understands that it has a duty to promote and encourage acceptable behaviour both inside and outside school. This duty of care is to safeguard and promote the welfare of all pupils in the school.

If a pupil is found to be taking part in non – criminal behaviour outside of school, teachers have the power to discipline children in order to regulate their conduct in the community.

If a child is reported to the school for non – criminal behaviour or bullying which occurs off the premises (either that which is witnessed by staff or members of the community) the school can act in order to promote the welfare and safety of the children in school.

This misbehaviour could be when the pupil is:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

As with all incidents of unacceptable behaviour, each will be dealt with on an individual basis.

The consequences of non – criminal or bullying behaviour can only be issued by a member of the senior leadership team; the decision to do this MUST take place on school premises and MUST be carried out on the school premises.

The sanctions can be issued in the following ways:

- Sanctions in school including loss of playtime/ dinnertime
- Setting up a behaviour record in order to monitor behaviour out of school
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

The school will consider carefully the circumstances surrounding any form of consequence for behaviour outside of school. It will act in line with the SEND policy, equalities policy, the safeguarding policy, the Exclusion policy and only give consequences which are reasonable.

The use of reasonable force

In very rare circumstances, a member or members of staff may need to use 'reasonable force' to control or restrain a pupil for their own or others' safety. School staff follow the guidance from the DfE (July 2013) on the use of reasonable force and accept that this is an element of our duty of care to all pupils.

In order to use reasonable force safely, we invest in 'Team Teach' training (positive handling) for a number of Key Staff in each building so that they are the first people called should anyone foresee a situation occurring where these techniques may need to be used. This reduces the possibility of accidental harm.



Usually, if there is a child in school who displays behaviour which may result in the necessity to use reasonable force, a behaviour support plan is in place which mentions this possibility and a risk assessment is carried out.

However, there may be very rare occasions when reasonable force needs to be used on children for whom there is no risk assessment or behaviour plan in place and it may also be by a member or members of staff without Team Teach training. Situations which constitute this would be where a child is causing harm to themselves or others, damaging property or causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and should always depend on the individual circumstances.

Monitoring

All incidents and information pertaining to a child is logged electronically on Cpoms. It is the responsibility of the member of staff who dealt with an incident to report the Antecedent, the Behaviour and the Consequence (ABC). These incidents are monitored and reviewed by the Senior Leadership Team and the Pastoral Team who may need to take further action. A child whose behaviour is affecting their progress or that of others will be discussed at pupil progress meetings and plans will be put in place to reduce this risk.

Individual Risk Assessments

Where a child's behaviour poses a risk to themselves or others an Individual Risk Assessment will be carried out by school. Parents will be invited to contribute to the Assessment and will be given a copy. This may form part of the Behaviour and Support Contract.



DOWSON'S ANTI-BULLYING STRATEGY

At Dowson we work very hard to create a caring environment in which children treat each other with respect. We are however realistic, and will remain vigilant with our Anti Bullying procedures. Bullying in any form will not be tolerated and will be responded to.

Firstly we believe raising awareness and understanding of the differences between bullying and friendship fall outs is of paramount importance when identifying bullying incidents.

Dowson applies the 3 B's to describe behaviour:

- Brilliant
- Bothering
- Bullying

And defines bullying as: **Several Times On Purpose (STOP)**

A considerable amount of work is carried out across school throughout the year to address the topic of bullying and friendship issues as a proactive approach to reducing the likelihood of bullying behaviours. Weekly assemblies, circle time sessions, the PSHE curriculum and Anti-Bullying events specifically focus on this topic; however, should an incident arise, additional work will be carried out with individuals, groups, classes or whole school as appropriate.

We have a child-led Anti-Bullying Policy which is reviewed annually with pupils who discuss any updates or changes needed, any areas of improvement they view are needed as a school and then agree to adhere to the policy by signing their class pledge.

A log of all types of incidents is kept on CPOMS and incidents of bullying are also reported to the management team including the Principal. School also reports any form of racist or homophobic bullying to the Enquire Learning Trust. All children affected by bullying will be supported in order to eradicate the bullying issue; they will also be given strategies to help them deal with the immediate and long term issues surrounding a specific or general issue.

School relies on children and their parents to be realistic about what constitutes bullying. However, we always investigate any perceived bullying and offer support to both the child and their family where this has been the perception or a founded case. We consistently and regularly reinforce the message to children and their parents that they must inform the child's teacher as soon as possible if they are at all worried about bullying.

By working together we can continue to provide a happy safe environment for all our children.