

Dilton Marsh Church of England Primary School

Positive Behaviour Policy

This policy has been developed by all staff, led by:

- Head teacher: Jill Hibbs
- With support of Sue Fulbrook, Head of SEND, Acorn Education Trust

Schedule for review of this policy:

This policy was approved by the Governing Body on:	September 2023
The implementation of this policy will be monitored by:	Jill Hibbs
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	At each Academy Council Meeting
Next review date:	September 2024

This Policy should be read in conjunction with the following:

- Teaching and Learning Policy
- Dilton Marsh CEVC Primary School SEND Policy and Acorn Education Trust SEND Policy
- Anti-bullying Policy
- Safeguarding Policy
- Restraint Policy
- Online Safety Policy
- Code of Conduct for School Staff

Dilton Marsh CEVC Primary School Vision

Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

We share a passion for life-long learning and strive for the best outcomes for ourselves, others and the World. Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

***For Nothing is Impossible with God
Luke 1 : 37***

Dilton Marsh C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of our community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we reflect our school values of:

Hope, Compassion, Respect and Perseverance

At Dilton Marsh we strive to:

- Provide a safe, nurturing and challenging environment within our Christian ethos
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Support well-being by understanding the knowledge underpinning the Thrive Approach and applying this to improve behaviour
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use positive and restorative approaches instead of punishments.

We understand and share the Thrive principles that:

- Behaviour communicates unmet needs and can separate the child/young person from their behaviour
- Each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours
- Containment, predictability and routine build a sense of safety in the emotional and physical environment
- By encouraging children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours
- We are the adults and the children/young people are still growing, learning and developing
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most

appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Purpose of the Positive Behaviour Policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Recognises that where a child has gaps in their emotional development this can show in their behaviour.

All staff must:

- Take time to welcome children at the start of the day and each session
- Take time to recognise and record positive behaviours and attitudes and reward success
- Try to catch children and young people doing the right thing and praise this
- Engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly
- Always redirect children by referring to 'our school values and desired behaviours, focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children
- Always pick up on children who are failing to meet expectations, use sanctions only as a form of appropriate, proportionate and positive intervention. Keep in mind that sanctions must be applied compassionately and in a fair and consistent way
- Keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved
- Seek both resolution and learning when dealing with incidents
- Identify children who are not meeting their emotional development milestones and discuss with the SENCO

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/emails/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Are consistent each and every time and with each and every pupil
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion
- Use the Thrive Approach to inform their practice

Children want adults who:

- Give them a 'fresh start' every lesson
- Help them learn, feel confident and feel safe
- Are just and fair
- Have a sense of humour
- Are consistent
- Do not demonstrate discriminatory behaviour

Policy into Practice

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes' and lessons learnt from the Thrive Approach. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school build behaviour expectations which relate to our school values. Our values of Compassion, Respect, Hope and Perseverance can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, we will assess and deliver support through the Thrive Approach, delivered in groups by school staff trained in the Thrive Approach or individually by a Acorn Education Trust Licensed Practitioner. In addition these children may have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. It is imperative that these are shared with all staff so that a consistent approach can be maintained.

Rewards system

Each class has developed a set of desirable behaviours linked to our school values. Class Dojo points will be given when children demonstrate our values across the school. These can be given for behaviour inside and outside of the classroom. When giving rewards staff should be clear about why they are given and which value they are demonstrating, e.g. Thank you for helping your friend in the playground, you showed real compassion.

Children will be rewarded for earning Dojos. The same system will be followed throughout the school and will be built upon as the children move through the school. They will earn:

For 25 dojos – House colour pin badge and certificate. Celebrating half way to Bronze.

For 50 dojos – Bronze star

For 100 dojos – Silver star

For 250 dojos – Gold star

For 350 dojos – Platinum badge

For 500 dojos – Diamond Wristband

Children will be celebrated in assembly and recorded in the weekly newsletter. The badges will need to be worn at all times on their school top.

Each week the dojos earned within each house will be recorded. The house with the most dojos will be awarded 4 house points, the second house will earn 3, the third 2 and the house with the lowest will be awarded 1 House point. These will be recorded on the house display in the hall. Houses will be able to earn additional points through house activities and competitions.

Our Rules	Visible Consistencies	Over and Above Recognition
Be Compassionate Be Respectful Show Hope Persevere	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public, Reminding in private 5. Consistent language 6. 'Deliberate botheredness', using WIN – I Wonder, I Imagine, I Notice, 7. Supporting children to do the right thing 	<p>Whole School</p> <ol style="list-style-type: none"> 1. Verbal Praise 2. Senior Leadership Team praise 3. Dojo points leading to House Points 4. Star of the week/HT award certificate 5. HT Awards 6. Star Writer or Maths Magician Certificates <p>Class Specific</p> <ol style="list-style-type: none"> 1. Recognition Board 2. Stickers 3. Phone calls/postcard home/Positive Note

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Compassionate, Respectful, Show Perseverance or Hope) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're talking at the same time as me. You are not showing respect. Thank you for now listening.'</p>
2. WARNING Arbor - 0	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you.</p> <p>If you choose to break the rules again you will leave me no choice</p>

	<p>but to ask you to, (work at another table/move to another activity),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for following our school values.</p>
<p>3. REFLECTION TIME This is recorded on Arbor.</p>	<p>I noticed you chose to (noticed behaviour) after I have already spoken to you. You will need to move tables. I will speak to you in two minutes.</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit on the other table. I will come and speak to you in two minutes.'</p>
	<p>If the behaviour persists the child will need to miss part of their playtime to reflect on their behaviour and discuss with their teacher. This should be kept to a maximum of 5/10 minutes (depending on the severity of the incident – see Appendix A) If incident occurs on the playground children will be asked to sit on the bench for this time.</p>
	<p>During this time children should be given the opportunity to reflect on their behaviour. This should be by completion of the Reflection Sheet followed up with discussion with the adult.</p>
	<p>If the behaviour is more serious – See Appendix B – or is repeated over a few days call for Headteacher or Assistant Head. If SLT needs to be involved a number of additional actions might be required depending on the severity of the behaviour. This may include:</p> <ul style="list-style-type: none"> • Phonecall to parents • Parents called to school • Seclusion for a short period of time <p>In rare cases, where the expected behaviour policy is breached persistently or where there is a serious breach, the school may use suspension or exclusion. A 'Serious Incident' form will be completed. Completed forms should be filed in the HT office.</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

Recording and monitoring of behaviour incidents

Recording of behaviour is managed through the pupil information system, Arbor. Behaviours will be attributable as per the table in Appendix B. Most common incidences can be fitted into the categories quite easily. For example, name-calling might be “unkind to others” or “lack of politeness” or “rudeness” depending on severity and antecedent to the behaviour.

Things to remember:

- We NEVER shame or use this system to humiliate children. Points should not be publicly awarded or displayed.
- Restorative conversations should always form part of the consequence. This could take place during the 5 minutes missed of playtime.
- All behaviour is a form of communication. We must consider this when dealing with a situation.
- Particularly, if behaviour reaches a –3 or –4, staff need to assess how regulated or dysregulated a child when dealing with the situation. Priority is the well-being of child/children involved. Remember Thrive Vital relational Functions (attune, validate, contain, soothe) and WIN (wonder, imagine, notice). Consequences should be issued when “shining a light” on the behaviour when a child is ready.
- Above all, in applying this, KNOW YOUR CHILDREN. We must take into account individual needs and circumstances and be fair and proportionate. Relationships are the key when managing behaviour. This is evidence-informed.

Challenging Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or Special Educational Needs. As a school we recognize that their behaviour is their way of communicating their emotions. We also understand that for our children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. All staff have been trained in the Thrive Approach so have an understanding of child development and recognise that gaps in this need to be filled as poor behaviour can be communication of unmet need.

Few children may have bespoke ‘Positive Handling Plans’ which will be shared with all relevant staff. Other staff who do not work directly with the child will be made aware of this.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. Acorn Education Trust follows DfE advice for schools is available at Use of Reasonable Force in Schools. All staff will follow their school’s behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for ‘use of

reasonable force.’ Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour

Physical attacks on adults

At Dilton Marsh we take incidents of violence toward staff very seriously. We also understand that staff are the adult in the situation and can use a ‘common sense’ approach to keep themselves and the child safe. Staff can use ‘reasonable measures’ to protect themselves in accordance with our Physical Intervention and use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Assistant Headteacher. We appreciate that these incidents can cause distress for the adults involved, therefore all staff are entitled to take time away from the classroom to recover their composure.

Whilst incidences of poor behaviour towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but we will need to show compassion and care for the child.

Suspensions

Suspensions will occur following extreme incidents at the discretion of the Headteacher. A Suspension (fixed-term exclusion) will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the children better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout the process, it is imperative that we explain what is happening and why it is happening to parents and arrange meeting to discuss.

Permanent Exclusions

Permanent Exclusion will only be taken in cases where:

- Long term behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent Exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Prior to any sanction, an incident will always be investigated and children/staff be given the opportunity to provide their account of a situation

APPENDIX A – DESIRED BEHAVIOURS

In the Classroom

COMPASSION

Showing kindness and respect

- Respecting Personal Space

RESPECT

Listening to each other and adults

- Ready to learn
- Respect the classroom environment

PERSEVERANCE

Follow instructions

- Working in a team/co-operation
- Showing growth mindset

HOPE

- Recognise and celebrate each others achievements
- Be independent

In and around school

- Polite and courteous
- Smile
- Be calm
- Walk
- Tidy – care for the environment
- Demonstrate respect for others
- Be smart
- Punctual
- Take pride

Playtimes/lunchtimes

- 1st bell – stop/tidy up, 2nd bell – walk to line up
- Have healthy snacks
- Use toilet during playtime
- Follow instructions
- Demonstrate good manners
- Respect equipment and tidy up
- Respect personal space
- Respect physical boundaries
- Share and take turns
- Respect the environment

Collective Worship

- Enter calmly
- Sit smartly/dress smartly
- Be ready to listen
- Engage with the subject matter
- Show respect for others, bowing head during prayer
- Be punctual

APPENDIX B – Behaviour Sanctions

Points	Behaviour/Action	Consequence
-5 suspension	Behaviour warranting a suspension. Detail in the comments box.	Suspension issued by HT. (Post-Suspension Assessment completed, attached in Arbor)
-4	Verbal abuse Fighting Inappropriate discriminatory language Physically aggressive to another person Persistent disruptive behaviour Dangerous behaviour Bullying	Determined by HT/SLT (Behaviour incident form completed and attached in Arbor) Parents to be informed
-3	Persistent low-level disruption - removed from lesson Persistent non-cooperation Damage Rudeness Inappropriate behaviour	Determined by HT/SLT Parents to be informed
-2	Repetition of -1 in the same session Lower-level physical incident Lower-level damage Lack of politeness	10 minutes missed playtime or lunchtime
-1	Non-cooperation or not following instructions Low-level disruption Unkind to others Inadequate effort on learning	5 minutes missed playtime
0	If wanted to record verbal warnings.	

Behaviour Incident Form
Serious Incident/Duty Teacher called

Pupil name:	Date:	Time:		
Class teacher:	Year group and class:			
Where did incident occur? - classroom/toilet/hall/dining hall/library/playground/field/other (circle)				
Type of behaviour Talking/Work not completed/Hitting/Biting/throwing/pushing/kicking/rough play				
Details of incident				
Details of incident – Child account:				
Details of incident – Witness account. Please include names of witnesses				
Outcomes for perpetrators:				
	Yes	No	NA	Comments
Incident recorded on behaviour log				
Teacher informed				
SLT informed				
Parents informed				Outcomes of parent discussion

BEHAVIOUR INCIDENT FORM (Racial / Bullying)

Perpetrator's name:	Date:	Time:					
Victim's name:	Type of bullying	Physical	Verbal	Emotional	Discrimination	Sexual	Cyber
Class teacher:	Year group and class:						
Where did incident occur? - classroom/toilet/hall/dining hall/library/playground/field/other (circle) Details of incident – Victim account:							
Details of incident – Perpetrator account:							
Details of incident – Witness account. Please include names of witnesses							
Outcomes for perpetrators:							
Were the parents of the victims informed? Yes/no Name of staff member contacting parents and outcomes of discussion:							
Were the parents of the perpetrators informed? Yes/no Name of staff member contacting parents and outcomes of discussion:							
Is a safeguarding watch required? Yes/no							
Date for review:							
Review outcome:							

