Dean Bank Primary and Nursery School

believe, achieve and soar with pride

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Behaviour Policy

Headteacher: Mr C Brown
Chair of Governors: Mr J Davison

Date: **September 2026**
Date for Review: **September 2027**

MISSION STATEMENT

Believe, Achieve and Soar with Pride

It is our aim to encourage in our children a self-discipline which arises from an awareness of the moral virtues which we hope to foster in our school – fairness, tolerance, respect and empathy, honesty and resilience. These are concepts which cannot be taught in isolation since they are to be found in our approach to every aspect of school life – curricular and non-curricular.

Good behaviour is a major factor in building a successful school.

Wherever there is a large group of people living and working together, certain codes of conduct are desirable in order to achieve a beneficial climate as previously outlined. Relationships within school are influenced by the structure of society and by factors in the local community. They are also influenced by the school as a social community and by the class as a social group. We sometimes call this network of relationships the Hidden Curriculum. The ethos of the school is indistinguishable from the Hidden Curriculum. Indeed, the successful delivery of a National Curriculum depends largely on the nature of the Hidden Curriculum.

This policy should be read in conjunction with the Policy and Guidance on the use of Restrictive Physical Interventions.

Aims

1. To develop a whole school behaviour policy, supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
2. By applying positive policies, to create a caring and safe environment rooted in mutual respect in which teaching and learning can take place.
3. To teach and promote values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.
4. To encourage good behaviour for children of all ages and abilities through a consistent reward system where successes are commended and recognised.

As a school community, we have a set of community rules for everyone to follow to ensure our school is a safe, respectful and welcoming place for everyone.

Community Rules

1. We show respect to ourselves and others so we can all feel happy and safe.
2. We always do our best in everything we do so we can be proud of our ourselves and our work.
3. We focus not fuss so we can own our own behaviour.
4. We keep safe hands and feet so that no-one is hurt by our actions.
5. We are prepared for every lesson and look after our things so we can do our best.
6. We take care of our school and the property of others so we have a wonderful place to work.
7. We walk around school quietly and sensibly so that everyone is safe and can learn.

These community rules are displayed in classrooms and around the school.

Means of Promoting and Encouraging Good Behaviour

We reinforce good behaviour with positive encouragement and praise. We focus on praising and rewarding desirable behaviours that should be promoted to others. Praise can be given in many ways and might include the following:

- Verbal Praise
- Dojo points
- A letter or other notification to parents informing them specifically of some action or achievement deserving praise
- Public written acknowledgement through certificates/badges for good work or behaviour.
- A visit to the Headteacher or other member of staff
- A written comment on a pupil's work
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and general attitude
- Stickers and badges

Preventative Approaches

- Promotion – Taking a positive approach and using a positive narrative

- Anticipation – Trying to see things in advance and putting in steps to avoid conflict

- Legal – Have regard to the legal position:
    1. Contractually
    2. Civil Law – in Loco Parentis
    3. Statutory Law – H&S Act / Children Act

Supporting Systems and Policies

To support good behaviour, we take an approach that follows the direction of evidence-informed behaviour practice: clear expectations, positive relationships, consistent responses and personalised support**.** We teach children how to behave, develop self-regulation and maintain positive relationships.

Dojo Point System

Children are placed in Teams on entry to the school -Ruby-Red, Emerald-Green, Topaz-Yellow and Sapphire-Blue. Pupils remain in these teams throughout their school career.

Children are awarded green dojos where they have demonstrated a desirable behaviour in line with our school values whereas red dojos may be given where community rules have been broken and the school behaviour policy followed. These green dojos will accumulate and result in rewards for the children when they reach pre-defined totals. These totals will vary depending on the age group of the children to ensure that rewards are given in a time and age-appropriate manner across the school.

School Values

We promote the qualities of Respect, Fairness, Resilience, Honesty, Empathy and Tolerance. Green dojos will often be given out to pupils to celebrate and reward actions that are in line with the school values.

Each half term a school value will be highlighted and assemblies and class discussions used to develop.

Each class will have a display highlighting school values and expected behaviours.

Celebration Assemblies

These assemblies provide a great opportunity to celebrate and reinforce instances of good behaviour and achievement. All the above systems can be presented or announced publicly during celebration assembly, together with a celebration of other achievements both in and out of school. In celebration assembly, each class teacher will choose the week's 'superstar' in recognition of excellent behaviour and effort and this child will receive a superstar medal to wear for the week.

Newsletter

A regular newsletter celebrates pupil's achievements with parents and this is also shared on the school's website and with dates being put at notice boards outside school.

REWARDS

Dojo

Dean Bank Primary School's individual reward scheme is based on a web-based program called "Class Dojo" through which children can be rewarded for effort and displaying desirable behaviours in-line with the school values.

Nursery and Reception – A small reward for every 10 dojos. Children will be given a sticker as well as the dojo to support them visualise and recognise the reward. Once the child has 10 their total will be reset.

Year 1 and 2 – In these year groups, a target to achieve for a reward set as a class with small individually given when target reached. Once a reward has been received, their total is reset to 0 and they start again. Further to this, a marble goes in the class jar when the reward target is met by each child. When the jar is full, the whole class will receive a reward.

Year 3, 4, 5 and 6 – In these years, children will work towards dojo targets, getting a different badge (bronze, silver or gold) in celebration assembly when they have achieved the required target. When the whole class has achieved a certain badge (tracked on a class display), they will receive a reward.

Bronze (75 dojos) = 1 hour treat of choice decided by class

Silver (150 dojos) = ½ day treat of choice decided by class

Gold (250 dojos) = Whole day treat of choice decided by class

Team

Every term, the team that receives the most dojos will receive an extra 30 minute break-time. Team assemblies will also be used to promote and celebrate desired behaviours.

Privilege Time

Children take part in an organised 30 minute Privilege Time session each Friday afternoon. Children choose from a number of activities for example art, physical education, construction etc.

Children lose 5 minutes each time they forget their PE kit, book bag or for every comment missing from their reading record (3 expected each week).

Children who lose privilege time work with a teacher and re-join their peers for Privilege Time when they have completed their consequence.

Procedures for Encouraging Positive Playtime Behaviour

1. The teachers on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised.
3. The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.
4. The member of staff on duty should try to help children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures.
6. At the end of play, teachers arrive promptly in the playground supporting the children to line up quickly and without fuss on hearing the bell.
7. Children come back into the cloakroom with their teachers and take their coats off quietly before returning to class.

Procedures for Dealing with Inappropriate Playtime Behaviour

1. A member of staff will give the child/children a verbal warning.
2. If poor behaviour continues, then a red dojo should be awarded.
3. If there are further problems then the child/children should be brought to a teaching member of staff on duty.
4. Physical incidents at playtime will lead to a child spending 5 school days in a 'getting along' group at dinner after any appropriate consequence has been given.

Wet Playtimes

During wet playtimes, teachers/TA should stay with their own class.
It is the responsibility of the class teacher to provide wet play time activities.

Procedures for Dealing with Inappropriate Behaviour

Where children cannot manage to behave in an acceptable manner, we have to apply the sanctions available to us within the School Policy. There are a range of sanctions/procedures which we can employ according to the seriousness of the incident/ behaviour. These include the following:

Please note: Where warnings/consequences are being given it should be done so discretely where possible rather than highlighting it in public, for example approaching the child individually while others are in a task. Notes of consequences can be made discretely but should not be public, with noises for red dojos turned off.

- Ignore – but make eye contact
- Request – '**Child,** what rule are you breaking? I need you to…'
- Warning – '**Child,** this is a warning now that you need to…'
- Red dojo, reinforcing rule broken and behaviour needed.
- In-class isolation – Own table away from other children / on the carpet / in a quiet area
- Increments (5 minutes) off lunchtime – supervised in library
- Full lunchtime detention – supervised in library

In some instances, if a child is behaving in a way that becomes a problem where a teacher cannot teach then a supervised time-out in another area of the school may be necessary.

Detention

If a child has been given a lunchtime detention, they will sit in the library and sit quietly at tables. A member of staff will engage with children in a Behaviour Learning Conversation (BLC). If a child receives three full lunchtime detentions in a week, they are given an afterschool detention and the parents will be informed prior to this detention taking place.

BLCs:
A discussion of the problem with the child and checking children's understanding of the rules they have broken. It might be that children:
-Write a letter of apology
-Complete some community 'pay back'
-Consider appropriate future responses to a challenging situation

A detention should only be given if the correct procedures for behaviour management in the school have been followed. The area for detention should be supervised by a member of staff throughout dinner time.

Challenging Behaviour

Where a child is continually displaying inappropriate behaviours further steps may be necessary.

- Parents Consultation: This has the triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and parents. By keeping open this dialogue we can ensure the child's holistic needs are well met.
- Passport to Success: A contract with agreed short term achievable targets is drawn up. This is monitored against behaviour at regular periods during the day. It may be sent home for parental comments daily and returned the following day by agreement.
- It may be necessary to keep a chronology or escalate this to Personal Behaviour Plan in order to address target behaviour with more targeted interventions.
- Withdrawal from a particular class or from all lessons for a period: This will involve supervision of some kind or a change of class for a short while.
- Fixed term or permanent exclusion: This will be in accordance with Local Authority Procedures. This will always be the last resort.

Dean Bank Primary School's Behaviour Policy recognises the achievements and positive behaviour of pupils and ensures that these are recognised, shared and celebrated. It also recognises that consequences and sanctions may need to be applied.

Behaviour Monitoring Records

Behaviour incidents are recorded formally on CPOMS. These records become public documents and may be accessed by interested parties therefore must be written appropriately.

Behaviour Incident Log Pro-forma

Date:

Time/Lesson:

Location:

If in yard, area:

1 (EYFS yard); 2 (container, shed corner); 3 (fitness equipment); 4 (climbing equipment on grass); 5 (main yard); 6 (parkour equipment); 7 (mud kitchen); 8 (poppy garden); 9 (MUGA)

Child / children involved (year group):

Details of incident:

Community rule/s broken:

1 – Show respect; 2 – Do our best; 3 – Focus not fuss; 4 – Keep safe hands and feet; 5 – Prepared and look after our things; 6 – Take care of school and property of others; 7 – Walk around school quietly and sensibly

Action taken:

Parents notified:

Fast-track

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving school premises without permission, verbal abuse, refusal to work, repeated disruptive behaviour in class. In all of these cases being sent to the head teacher may be instantly reached.

This type of behaviour is rare at Dean Bank Primary School and it is the duty of the Head Teacher or the Deputy Head Teacher to deal with it promptly, particularly if the problem persists.
NB: A particularly serious problem could result in suspending the normal procedure and a child being sent home straight away.

The suspension procedures set out by Durham Local Authority will be carried out at all times.

Intervention / Restrictive Physical Intervention-RPI (Team Teach)

In school, there may be circumstances where, when de-escalation and preventative strategies have failed, some form of Restrictive Physical Intervention (RPI) may be unavoidable. Other than in extreme circumstances, any physical intervention will only be made by staff members who are Team Teach trained.

Behaviour in EYFS

Means of Promoting and Encouraging Good Behaviour

We pride ourselves at Dean Bank for the strong relationships that exist between staff and children in our setting. These positive relationships promote, encourage and value good behaviour on a day to day basis, but in addition we use other, more formal ways of recognising positive choices and good behaviour. Children will all start the day on the green door which opens to rewards such as:

- Stickers
- Visits to other staff or other children, to show them a sticker/work that deserves praise
- Green dojo points
- Messages to parents either over Class Dojo, Seesaw or in person
- Having work put on display in a special place
- Visits to our Headteacher

Procedures for Dealing with Inappropriate Behaviour

At Dean Bank, we recognise that our EYFS children will sometimes need support learning appropriate behaviours, and that sometimes inappropriate behaviour is a natural and important part of their development and learning.

With EYFS, children need immediate feedback about their behaviour, as for example, to support them in learning from their behaviour effectively.

When dealing with inappropriate behaviour, the following steps will be used alongside the child's face being moved up the consequence ladder:

- A non-verbal warning (e.g. eye contact, a visual prompt)
- A verbal warning (this will include is inappropriate about their behaviour, what they now need to do)
- A red dojo (children will also again be reminded about what is inappropriate about their behaviour and what they need to do now)
- Timeout in increasing in increments (children will have a visual timer during a timeout)
- A one-minute timeout
- A five-minute timeout
- A seven-minute timeout
- A ten-minute timeout
- Timeout away from the EYFS setting

Children will move back to the green door when the professionals within EYFS have decided that their behaviour has improved.