



Behaviour Policy

Our behaviour policy sets out the expectations all stakeholders of school have of the children in our care. It has been created through consultation with children, parents, staff, trustees and governors. We believe that good discipline is necessary to facilitate successful learning, social development and safety. It is essential to maintaining a harmonious atmosphere throughout school. A positive emphasis is placed upon good behaviour and a consistent approach throughout school is essential.

Aims

The school aims to promote respect for self, others and the environment through:

- The establishment clear expectations of behaviour which ensure the safety and wellbeing of both children and adults.
- Providing a calm, caring and sympathetic environment that promotes learning.
- Valuing positive input, with an emphasis on praise and rewards and raising the self-esteem of children and adults.
- Promoting equality of opportunity for all through making reasonable adjustments for individual needs
- Establishing good parent/school relationships; these are essential for the development of the whole child.
- We aim to meet the needs of all children in the school with particular regard to their cultural background, religion, language and family circumstances
- Ensuring that staff, parents and children are clearly aware that there are specific agreed procedures when a child fails to maintain the behavioural standards expected by the school.

As a school, we believe that the most effective way to promote good behaviour is to reinforce appropriate behaviour based on an accepted and agreed set of values that are founded in faith and developed in line with our Christian ethos. These values have been devised and agreed by the school council, staff, parents and governors of the school. These are to be kept by everyone.



Our school values are embodied in the vision we have for the school, which is theologically rooted. Our vision takes our core values, stated above, and formulates them in to a commitment: what we want all who attend our school to be, every day.

This is called The Dodworth Pledge, and it is an essential part of our behavioural policy; it encapsulates every aspect of what it means to be a Dodworth child, and is underpinned by an understanding that good behaviour is integral to success.



Individual Rewards

Our main method of rewarding good behaviour is to use verbal praise and draw attention to pupils making the correct choices. This can be done vocally or by using physical tokens to reward positive behaviours, such as stickers, or through the ClassDojo system explained below. By placing emphasis on and rewarding positive behaviours, we ensure that we are creating a climate of positive behaviour and normalising good choices.

Dojo Points

Children can earn regular individual rewards via the ClassDojo system. Dojo Points are earned for the following:

Foundation Stage	Point Value
Forgiveness	1
Helping others	1
Honesty	1
Joining In	1
Kindness	1
Not Giving Up	1
On task	1

Star Learner	1
Super Phonics work	1
Super Smart Sitting	1
Teamwork	1
Trying my best	1
WOW Moment	1
Reading with a grown-up 5x in one week	5
100% attendance per half term	5

Year 1	Point Value
Forgiveness	1
Full marks in spelling test	1
Helping others	1
Honesty	1
Kindness	1
On task	1
Participating	1
Perseverance	1
Ready to learn	1
Resilience	1
Star learner	1
Super Phonics work	1
Super Smart Sitting	1
Teamwork	1
WOW Moment	1
Reading 5x in one week – record signed by parent/carer	5
100% attendance per half term	5

Years 2,3,4,5 and 6	Point Value
Fantastic School Representation	1
Forgiveness	1
Helping others	1
Honesty	1
Kindness	1
On task	1
Participating	1
Perseverance	1
Ready to learn	1
Resilience	1
Star learner	1
Teamwork	1
WOW Moment	1
100% Spellings (weekly test)	1
100 %Times Tables (weekly test)	1
Reading 5x in one week – record signed by parent/carer	5
100% attendance per half term	5

Individual points are added together via the ClassDojo system to work collectively towards a shared goal and encourage each other to follow our school values. Once

classes earn a pre-decided amount of Dojo Points (determined by the class teacher), they will receive a whole-class reward. This is something that is decided by the class and the class teacher.

In addition to Dojo Points, we regularly utilise other methods of praise, such as stickers and, of course, verbal praise.

Star Learners

We teach and expect all our children to understand and represent our values in how they conduct themselves both in and out of school. We recognise the importance of celebrating the good behaviour of our children and rewarding their success.

All children start each day as a Star Learner. Every school day starts with a reminder of the expectations of Star Learners in every class.

Star learners are children who embody the Dodworth Pledge: they are kind and respectful, they work hard and try their best, they care for others, understand the importance of teamwork, follow our school values, have a positive attitude to school, and are resilient learners.

Star learners that have embodied our values all week and remained as a Star Learner everyday are celebrated in class. Parents will be sent a message allowing parents to also recognise reinforce their child's success at home.

Where children have shown exceptional behaviour or attitude to learning they can be chosen for Stand out Star of the week. Each week a number of children from each class will be chosen as a Stand Out Star of the week. They will receive a certificate and sticker in Collective Worship to recognise their achievement. Parents will be informed so they have the opportunity to see their child(ren) receive their Standout Star Award.

In addition to the Standout Star Award, we also have:

- **Anti-Bullying Ambassador Awards:** Two per week, given by the children who are Anti-Bullying Ambassadors in recognition of kindness shown from one child towards another.
- **Prefect Awards:** Two per week, given by Year 6 prefects in recognition of good behaviour.
- **Headteacher's Award:** Two given at the end of the half term: one for a child in KS1 and one for a child in KS2, to recognise outstanding effort over the preceding weeks.

Class of the week

To promote collective good behaviour and attendance each week there will be a class of the week chosen for high attendance and significant good attitudes to learning.

The class of the week will receive additional playtime to reward their collective achievement.

Sanctions

While our approach to behaviour has a distinct expectation and focus on rewarding the behaviours we expect, there are also clear and consistent sanctions when pupils make mistakes.

All sanctions are applied with the understanding children are given an opportunity to discuss their behaviour, express their views and be given an understanding of why the consequence is necessary. There is an expectation and understanding that it is the behaviour that is being sanctioned rather than the child.

Wherever possible we endeavour to avoid group sanctions, however these will in rare circumstances be necessary.

Our primary approach when children have exhibited behaviour deemed to be inappropriate is to have a restorative conversation with the child. During this conversation, children will be given the opportunity to discuss what went wrong, what led to their actions, how they may approach this differently next time, and apologise to those affected.

For behaviours which require a further sanction, we use the Rung System. Every class will have a ladder which contains three rungs. Each Rung on the ladder represents the different mistakes a pupil may make. Pupils will always receive adequate warning around their individual behaviour before having their name moved down a rung on the ladder - when they are on their last warning they must be told this is their last warning. Where their behaviour affects another child negatively they may move their name to the appropriate rung without having had a prior warning e.g for fighting

If a child has moved down a rung of the ladder and they continue with the same behaviour they will receive further reasonable warnings before moving down a further rung. When a child reaches the bottom rung of the ladder they will miss a break time to have the opportunity to reflect on the consequences of their actions (this will be during the outdoor free play time for EYFS children.)

To promote restorative practice, children can go back to being a Star Learner by reflecting on their behaviours and demonstrating the expected Star Learner behaviour.

At the end of the morning Session and the end of the school day are the two points in the day when children can return to being a Star Learner having been on the Ladder.

Behavioural incidents which constitute a cause for concern will still be logged on CPOMS (Child Protection Online Management System).

If the incident caused upset or hurt to another member of the school community an appropriate apology will need to be made to return to being a Star Learner.

Consequence	Stage on the ladder	Behaviours
<p>3 times in a week parent informed by the class teacher</p> <p>If the behaviour persists parents will be informed of the incidents by a member of SLT(Senior Leadership Team)</p>	<p>Rung 1 Poor attitude to learning</p>	<ul style="list-style-type: none"> • Excessive talking and chatting; • Disturbing other pupils; • Calling out; • Disruptive fidgeting or fiddling with equipment; • Purposely making noise to gain attention; • Answering back or questioning instructions; • Unkindness/not being a good friend • Name calling or unkindness • Play fighting
<p>3 times in a fortnight parent informed by a member of SLT (Senior Leadership Team)</p> <p>If the behaviour persists parents will be informed of the incidents by the Headteacher</p>	<p>Rung 2 Continued poor attitude to learning following being on rung 1 Not following school values following warning Distinct upset caused to another child</p>	<ul style="list-style-type: none"> • Fighting • Disrespectful to others • Defiance
<p>Lost break Parents informed by Headteacher (any child that has been a victim will also have their parent informed.)</p>	<p>Rung 3- Foot of the Ladder Unacceptable behaviours without warning Continued poor attitude to learning following being on rung 2</p>	<ul style="list-style-type: none"> • Bullying • Inappropriate language/discrimination • Swearing • Personal space/touch issues • Stealing • Malicious damage

All incidents are thoroughly investigated and recorded using our online platform CPOMS. Logs are held securely and analysed weekly by the PSA (Parent Support Advisor) and SLT. Patterns in behaviours are identified in order to effectively tackle these.

If a child's behaviour is a concern, we will involve parents/carers so that concerns can be tackled together. A behaviour plan may be drawn up with key targets for the child.

Other forms of Behaviour Intervention

We have put into place extra support where children have specific needs in relation to their behaviour. They are supported by the PSA/Learning Mentor and are encouraged positively by all members of staff who come into contact with them.

If children are frequently demonstrating the same negative actions further sanctions may take place at the head teacher's discretion. There may also be occasions when extra-curricular activities that have been organised from school are withdrawn e.g. non curriculum linked school trips, before and after school clubs and sporting competitions.

In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary.

Our approach to behaviour management can be summarized as below:

Dodworth St John the Baptist Primary Academy

Behaviour Guide

- Outstanding Behaviour**
 - Visit to Headteacher
 - Extra rewards
 - Contact with parents/carers
 - Assembly awards
- Good Behaviour**
 - Dojo Points
 - Class-based reward/prize
 - Visit to Headteacher/Assistant Head/other Senior Leaders
- Poor Behaviour**
 - Reminders/prompts
 - Time to reflect
 - Restorative conversation
 - Possible move to ladder system
- Persistent Poor Behaviour**
 - Visit to Headteacher
 - Contact with parents/carers
 - Potential loss of privileges

