Dobcroft Junior School Behaviour Policy

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1. Aims

When reviewing this policy, the governing board and head teacher have considered the impact of the scope of the policy on the whole school community. Specifically, they have taken account of the categories used by Sheffield City Council as a public authority to assess impact, as set out below.

Protected characteristics defined by the Equality Act 2010:

- age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation

Plus, additional equality groups and interests also recognised by the Council:

- armed forces, *care experience, health & wellbeing, poverty & financial inclusion, social cohesion, unpaid caring responsibilities and voluntary, community & faith sector

*(*note – care experience was added in December 2023 and recognises those who are, or who have been, looked-after pupilren. It includes Pupilren Looked After (CLA) who are under the care of the local authority; pupilren and young people who are post-CLA adopted; and those who are leaving, or have previously left, care or adoption arrangements).*

At Dobcroft Junior School we recognise that good behaviour in school is central to a good education. Our aim is to manage behaviour well so we can provide a calm, safe and supportive environment which pupilren and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

We aim to work with pupils to promote, develop and recognise good behaviour.

Our aim is to enable our pupils to learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their emotions and negotiate their way through the many complex relationships in their lives today and tomorrow.

This will take place in a supportive and inclusive environment. We believe that positive behaviour requires a proactive, whole-school approach to developing pupils' social, emotional and behavioural skills, within a learning community that promotes the emotional well-being of all its members.

Our behaviour policy is separate from our anti-bullying policy, and we recognise that this can often cause confusion amongst parents and pupils, particularly as our pupilren will usually talk about being "bullied" when the incident is being managed under the behaviour policy. We use the anti-bullying policy when we believe that behaviour is targeted or persistent by a pupil towards

another pupil(ren), and we use the behaviour policy to manage more "one off" incidents or where the behaviours are demonstrated by a pupil but not directed towards specific other pupilren.

This is because we think that it is more appropriate to manage these different situations in different ways, even though the negative behaviours identified as bullying in the anti-bullying policy may reflect any of the behaviours identified in this policy.

Where necessary staff will communicate to parents and carers which policy the behaviour incidents are being managed under.

2. Expectations & School Values

We all aim to ensure the environment is one in which effective teaching, learning and play during structured and unstructured times can take place.

We all aim to have the same expectations and share the responsibility which:

- Is based on shared values reflecting the ethos of the school and a whole school approach and response
- Develops an agreed code of conduct which is clearly understood by all
- Enables school, parents and carers, governors and community to work together with shared understanding and values
- Is fair and understood
- Responds to individual needs
- Is supported by a system of rewards and sanctions that all adults in school adhere to and promote.
- Rewards and recognises good behaviour
- Ensures everyone has the right to work in a safe and secure environment
- Listens to everyone's voice

Pupils will be taught both through the formal and hidden curriculum to live by the following school values in order to achieve our school motto "Together We Make a Difference":

- Together we are safe
- Together we are kind
- Together we embrace difference
- Together we are problem solvers
- Together we do our best

The values cover a range of behaviour expectations, which then form the basis of this policy.

Together we embrace difference	**Together we are problem solvers**	**Together we do our best**
• We listen to others' opinions • We include others • We show a curiosity in different people and the way they live • We have a go at new things • We understand everyone has different challenges • We celebrate everyone's strengths	• We never give up • We learn from our mistakes • We use the tools around us to help us be independent • We ask for help if we or others need it • We think of different ways to solve problems • We learn to walk away and seek help when others are behaving negatively	• We are responsible for our choices • We are punctual • We are organised • We complete our home learning • We wear the correct uniform • We pay attention to the teacher • We take pride in what we do • We focus on our learning in class

Together we are safe	**Together we are kind**
• We follow all adult instructions • We look after our equipment • We look after our environment • We keep our school tidy	• We are kind and compassionate • We use kind hands and feet • We use kind words • We use good manners

• We play safely and follow the rules • We move around school safely	• We encourage each other to succeed • We are honest • We support our class mates

3. Promoting Positive Behaviour

This is fundamental to creating a calm, harmonious school in which all pupils and staff can work together and achieve the very best outcomes for all our pupils and this is at the heart of our approach and one which all stakeholders are expected to adhere to.

How we teach these messages:

Strategies

- Using a consistent whole school approach and having a whole school code of conduct
- Assemblies to celebrate achievement and positive behaviour relating to our school values
- Explicitly teaching in September the classroom routines linked to the school values including a class charter
- Personal Development Curriculum that links to social and emotional development
- Whole school reward systems
- Pastoral support as required
- Allocation of specialised staff
- School/home agreement
- Talking with pupils regularly about issues which arise
- Talking to individuals/groups about issues
- Recognising and highlighting good behaviour as it occurs
- Ensuring that pupils are praised when behaving well
- Ensuring criticism is constructive
- Explaining and demonstrating the behaviour we wish to see
- Encouraging pupils to be responsible for their own behaviour
- Letting parents and carers know about their pupil's behaviour
- Sending a pupil to see head or deputy head teacher to celebrate good behaviour and attitudes to learning

How we reward pupils for positive behaviour

We value and reward both learning behaviour as well as behaviour during unstructured times and reward pupils in the following ways:

- Dojos (raffle tickets are awarded at unstructured times as well as in the classroom and convert to dojos)
- Post card home
- Head teacher award assemblies (1 pupil per class, per week)
- Warrilow Teddy Bear (one pupil from each year group each half term)
- Head teacher stickers
- Wider achievement assembly (half termly)

4. Responding to negative behaviour

We aim to have a consistent whole school approach to dealing with inappropriate or negative behaviour. Caring for each other is the responsibility of everyone at Dobcroft Junior School. If there is a problem we will work together to deal with it. Every case will be considered as an individual case with appropriate but consistent responses, depending on the pupil and circumstances. All cases will be followed up by using our clear, consistent, tiered approach, involving class teachers, members of the senior leadership team and the head and deputy head teacher, when dealing with negative behaviour choices. As well as giving sanctions for negative behaviour, we recognise the importance of reflection. As such, pupils are guided by a member of staff to reflect upon their behaviour based upon the principles of restorative practice.

In order to respond in a consistent and measured way the school categorises negative behaviour in the following way and thus responds accordingly. Below ***broadly*** outlines how we categorise behaviour with regards to severity and consequences. The guide below is to ensure fairness and consistency, however the context (which may include the location where the incident occurred) and background to negative behaviour is also considered and the ultimate decision with regards to consequences lies with the senior leadership team. **The anti-bullying policy will be followed if any of the categories of behaviour are deemed regular and targeted.**

Yellow Behaviour
Types of behaviour include the following examples:

Example of behaviour	Alignment with our school value	Impact on the school community
Low level disruption in the classroom (ie not following the class charter)	Together we are kind, Together we do our best	Prevents other pupils from learning Everyone needs to do their best in order to achieve their best
Not sharing in class	Together we are kind, Together we do our best	It prevents other pupils from learning and can cause upset
Breaking a rule such as wrong place wrong time	Together we are safe	Pupils should only be in places where there is adult supervision for health and safety reasons
Sitting on the fence	Together we are safe	Pupils may fall and it could damage school property
Not lining up properly	Together we are safe Together we do our best	Pupils need to be ready for learning as they enter the school and switch their mind set from playground behaviour to classroom learning behaviour- lining up quietly is part of this process
Talking in assembly	Together we do our best Together we are kind	Assembly is a time to listen and learn from the adults delivering. By talking it is stopping the other pupils from learning and interrupting the adult delivering the assembly.
Noisy corridors	Together we do our best Together we are kind	Pupils need to move round school silently in order to not disrupt pupils learning in the classrooms, especially due to the nature of our building
Not looking after school property/equipment	Together we do our best	Pupils need to look after property in order for it to be available for everyone, so as many pupils as possible benefit from such resources

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Response from adult towards Yellow Behaviour

1. Reminder to the pupil related to the school value.
2. Reminder number 2 to the pupil plus a strategy (eg change place, move to a different activity)
3. Reminder number 3 which results in the pupil attending reflection time the next morning break
4. At reminder 3 staff teaching the pupil reports the behaviour incident on CPOMs (pupil protection online management system) categorised as 'yellow behaviour'

All reminders are erased at lunchtime to enable the pupil to have a 'fresh start' in the afternoon.

School reserves the right to review any pupil's behaviour whether they have hit a trigger of a category of behaviour or not. In such cases teachers would report the behaviour concern on CPOMs.

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Orange Behaviour
Types of behaviour include the following examples:

Example of behaviour	Alignment with our school value	Impact on the school community
Unkind words	Together we are kind	Negative emotional impact upon others
Ignoring adult instructions	Together we are kind, Together we are safe	This could result in accidents or unsafe situations, it could also lead to pupil's learning being disrupted
Being untruthful to an adult	Together we are kind, Together we do our best	This could lead to another pupil being unnecessarily reprimanded and it leads to adult and pupil time being wasted
Being rude/ back chatting to adults	Together we are kind, Together we do our best	Negative emotional impact upon others
Being a bystander to negative behaviour (not seeking help)	Together we are safe Together we are kind	This could lead to an unnecessary dangerous situation being aggravated or not avoided
Goading and/or encouraging negative behaviours of others	Together we are safe Together we are kind	This could lead to unsafe behaviour and have a negative impact upon the emotional wellbeing of several pupils
Unsafe behaviour	Together we are safe	Negative physical impact upon others
Rude words	Together we are kind	Negative emotional impact upon others

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

In addition to the above examples school takes the action of being a passive bystander extremely seriously. This would include being obviously part of a group involved in negative behaviour but has stood by and not proactively taken steps to help the impacted pupil or seek help. As such being a negative bystander could be equivalent to red or orange behaviour. At Dobcroft Junior school we teach pupils to be active bystanders. This means they are aware of when someone's behaviour is inappropriate or threatening and choose to challenge it. If they do not feel comfortable doing this directly, then they should get someone to help such as an adult on duty.

Response from adults towards Orange Behaviour

1. Explanation to the pupil related to the school value they have broken.
2. A reflection slip given immediately which results in the pupil attending reflection time the next morning break
3. All reminders are erased at lunchtime to enable the pupil to have a 'fresh start' in the afternoon.
4. Staff teaching the pupil reports the behaviour incident on CPOMs, categorised as 'orange behaviour'.

- Persistent disruption that is categorised as "orange behaviour" may result in the pupil working (or playing) away from their typical school spaces.

Red Behaviour
Negative behaviour that would fall into this category would include behaviour that through the school's assessment it can be seen that there was intent to cause emotional or physical harm.

Types of behaviour include the following examples:

Example of behaviour	Alignment with our school value	Impact on the school community
Directed, offensive verbal abuse	Together we are kind Together we Embrace Difference	Longer term negative emotional impact upon others
Racist and discriminatory comments	Together we are kind Together we Embrace Difference	Longer term negative emotional impact upon others Even if pupils are unaware of the severity of their comments, teaching pupilren the significance of this behaviour is paramount to creating a zero tolerance culture in school and thus wider society
Homophobic or sexist comments	Together we are kind Together we Embrace Difference	Longer term negative emotional impact upon others Even if pupils are unaware of the severity of their comments, teaching pupilren the significance of this behaviour is paramount to creating a zero tolerance culture in school and thus wider society
Sexual harassment comments or touch	Together we are kind Together we Embrace Difference Together we are Safe	Longer term negative emotional impact upon others Even if pupils are unaware of the severity of their comments, teaching pupilren the significance of this behaviour is paramount to creating a zero tolerance culture in school and thus wider society
Physical aggression or serious unsafe play eg pushing, kicking, biting, punching, headlocks, hands round neck, fighting	Together we are safe	Physical harm
Serious unsafe play on equipment eg climbing fences	Together we are safe	Physical harm
Damage to school property (eg graffiti, damaging toilet doors, blocking up sinks)	Together we are Safe	Long-term impact on the school building and the school's resources. Potential disruption to the running of the school
Bringing into school inappropriate or dangerous items such as knives,	Together we are safe	Endangering members of the school community
Theft	Together we are kind	negative emotional impact upon others and possibly financial and physical (eg stealing food from a packed lunch)

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Response from adult towards Red Behaviour

The school recognises that in order to manage negative behaviour incidents the most effectively this is best done with staff that have a relationship with the pupils (s) involved. Wherever possible we endeavour for this member of staff to be the pupil's class teacher supported by other key staff in school This also enables the class teacher to support pupils more effectively following on from any incidents of negative behaviour.

1. Class teacher, supported by the learning mentor and a member of the senior leadership team will investigate the incident (using the template- appendix D). Cover will be provided for the teacher (eg the DHT or HT). If the class teacher is not in school (eg on PPA) then the SENDCo or phase leader will support the process.

2. The head teacher or deputy head teacher are alerted to outcome and details of the investigation.
3. The incident is reported on CPOMS as red behaviour.
4. Class teacher (or the member of staff investigating) calls parents and carers and explains category of behaviour and that the incident has been managed under our behaviour policy and what the consequence is.
5. The pupil's parents/carers are called by a member of staff involved in the investigation, before the end of the school day explaining how it has been dealt with.
6. If the incident happens mid-afternoon and there is not enough time to fully investigate then the minimum requirement is that both sets of parents and carers are called to inform them that a full investigation will take place the following school day.

Consequences

For clarity and consistency the following consequences will be set for all behaviour categorised as 'red'.

- The pupil meets with a member of the senior leadership team the following lunchtime (12pm) for 30 minutes to discuss the behaviour and reflect.

- The pupil loses a privilege (as close as possible to the time of the incident as possible). This could include a class treat, representing the school in a sporting event, 3 days of not taking part in enjoyable activities such as football, the trim trail at lunchtimes.

- Significant, unsafe, abusive and/or disruptive behaviours will be responded to accordingly with senior leader involvement. They may include the pupil working (or playing) away from their typical school spaces along with other next steps that staff feel appropriate.

Repeated Behaviour and Involving Parents and Carers

Action 1 – Parents informed and agreements made with class teacher

- If 3 reflection slips are issued in any half term then parents/carers are called by the class teacher. Both parties will agree the key actions necessary to make a positive change and ensure they communicate this with the pupil, capturing their voice.
- 1 week of monitoring to take place
- Class teacher and parents/carers review at the end of 1 week

Action 2 – White Report Card

- If there is no improvement within 1 week then this leads to a 'white report card' being put in place for a period of minimum 2 weeks. This is written by the class teacher and shared with parents/carers
- During a telephone or face to face meeting, a personalised plan will then be agreed between parents, class teacher (supported/checked by the assistant head teacher) in order to support the pupil to effectively manage their behaviour in school.
- The plan will include agreed strategies, rewards and sanctions for the individual pupil, so that they are able to come off the report after 2 weeks.
- The pupil is responsible for having the report signed after each lesson and at playtime by the class teacher (including cover staff)
- The pupil needs to take home and return the report card daily.
- Parents/carers are responsible for checking their pupil's report card at the end of each day. Parents are also responsible in supporting school to address their pupil's ability to improve the behaviour.
- Class teachers will review the progress with the assistant head teacher and call parents/carers to review that progress.

Action 3 – Yellow Report Card & Meeting

- If there is no improvement in behaviour a meeting will be held between the class teacher, parents/carers and a member of the SLT (Assistant Head).

- At this point school will also seek support from the school's SENDCo and wider inclusion team.

- The pupil will move to a yellow report card with clear targets and additional strategies or provision offered to enable the pupil to improve their behaviour. This will be for 2 weeks.
- The pupil will bring the report card to a member of SLT on a Tuesday and a Friday.

Action 4 – Red Report Card & Meeting

- If there is still no improvement, the pupil will move onto a red behaviour report and a meeting will be held between assistant headteacher, SENDCo (if appropriate), class teacher and parents to discuss next steps, which may include involving outside agencies such as a behaviour specialist or the educational psychologist and /or more significant adjustments to their time in school.

School reserves the right to review any pupil's behaviour whether they have hit a trigger of a category of behaviour or not. In such cases teachers would report the behaviour concern and next steps on CPOMs. At any point in the behaviour process school reserves the right to implement the suspension and exclusion policy as outlined by the DFE.

Purple Behaviour (Exclusion- suspension and permanent exclusion)
In extreme cases of inappropriate behaviour and/or persistent disruption the head teacher reserves the right to suspend a pupil from school, either on a temporary or permanent basis.

Any decision to suspend a pupil or permanently exclude a pupil will be in alignment with the Department for Education's (DfE) updated guidance on suspensions and permanent exclusions (August 2024).

Suspension (formerly known as fixed-period exclusions) and permanent exclusions are measures when a pupil's behaviour poses a significant risk to the safety and education of others.

Decision-Making: The headteacher holds the authority to suspend or permanently exclude a pupil, ensuring that such decisions are lawful, reasonable, and fair. Each case will be evaluated individually, considering the specific circumstances and the pupil's background. The head teacher will review any pupil's individual behaviour plan and assess the context of the incident, including the implementation of reasonable adjustments and preventative measures.

Notification: Parents or carers will be promptly informed of the suspension or permanent exclusion, including the reasons for decision and the duration of a suspension. For permanent exclusions, the fact that it is permanent will be clearly communicated.

Right to Appeal: Parents or carers have the right to make representation to the governing board regarding the suspension or permanent exclusion. Additionally, they can request an independent review panel if they are dissatisfied with the governing board's decision in the case of a permanent exclusion.

Support for Vulnerable Pupils: Particular consideration will be given to pupils with special educational needs (SEN), disabilities, or those who are looked after. The school will take proactive steps to identify and support these pupils to prevent behaviours that could lead to suspension or permanent exclusion for example this maybe through implementing an individual behaviour plan. This plan will identify preventative strategies as well as other reasonable adjustments that school staff will implement in order to support them as much as possible during their time in school.
When a pupil is excluded, even for short periods, it is recorded formally and the local authority are informed immediately via SIMs.

Reintegration: Following a suspension, a reintegration meeting will be arranged to support the pupil's return to school and to discuss strategies to prevent future incidents. The school will design a reintegration strategy that offers the pupil a fresh start and this will be communicated in a meeting at the beginning of the pupil's return to school.

We recognise that exclusion (suspension or permanent) is a serious consideration with impact on all parties, that need to be taken both quickly and accurately. Sometimes, particularly if an incident happens at the end of the school day, there is simply insufficient time to investigate incidents such that a balanced decision can be arrived at. In those cases, and especially if there is a reasonable chance of ongoing harm, the head teacher may choose to suspend a pupil to allow a more thorough investigation to conclude, being aware that the outcome of that investigation may find the suspension was not warranted.

The policy allows this so that informed, sensible decisions can be formed without the considerable time-pressure that could otherwise lead to poorer decisions.

Pupil On Pupil Sexual Abuse and/or Harassment
Following any report of pupil-on-pupil sexual violence or sexual harassment offline or online, school follows the general safeguarding principles set out in Keeping pupilren safe in education (KCSIE). The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis. At Dobcroft Junior School we take such behaviour extremely seriously and never excuse it as banter or a normal part of growing up. Thus it is always categorised as 'red ' behaviour (see above for response and sanctions). All staff receive regular updates and training with regards to the importance of challenging such behaviour.

Responding to Negative Behaviour Outside School (incorporating negative behaviour online, including messaging Apps)

Dobcroft Junior school will respond to incidences of negative behaviour outside of school in collaboration with parents and carers in the following situations:

- If it involves pupils from Dobcroft Junior School
- It takes place on the journey to or from school
- It involves online behaviour with pupils from Dobcroft Junior School

School will investigate incidents and respond to any negative behaviour as per the categories above, however the evidence to be gathered around any incident could be hindered due to it not taking place on school property and as such clarity with regards to events could be difficult to ascertain. In such situations we would ask parents and carers to be mindful of this.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At Dobcroft Junior School we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Thus it is always categorised as 'red ' behaviour. The online designated safeguarding lead will advise on the school's initial response (see above for response and sanctions).

5. Support for Pupils

Support for Pupils Experiencing Negative Behaviour
All pupils will be offered or have access to the following:

- An immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose
- For all red and purple behaviour pupils' parents/carers are informed
- We will offer continued support and monitoring where appropriate including access to the butterfly room
- We will be mindful of the full experience a pupil is experiencing. For example a pupil may have several negative experiences from different pupils over time and where this is the case offered greater support. The emotional wellbeing of such pupils will be closely monitored.

Support for Perpetrators of Negative Behaviour
We support perpetrators in the following ways:

- For persistent yellow and orange behaviour we will inform parents/carers

- For all red and purple behaviour we will make immediate contact with parents/carers
- We approach the behaviour by reflecting on what happened, how it has impacted others and what they can do differently next time. Great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem.
- There may be occasions where a teacher feels it necessary to do more whole class work in order to address areas of behaviour.
- We will offer continued support and monitoring where appropriate.

Support for Perpetrators of persistent negative behaviour during unstructured time (break & lunch)

If break time or lunch time is persistently identified as a challenge in terms of behaviour, we will always try to put in layers of support. We offer different types of support:

a) Whenever we identify a need, we always work hard to implement any reasonable **adjustments** that we can. Pupilren have access to indoor spaces at lunch time such as games room or 'five minutes' peace' room where there is an emotionally available adult present to support and supervise. We also offer 'Fine Dining' (a smaller setting to eat lunch) for pupils who struggle with the busy atmosphere / sensory aspects of eating in the hall at lunch time.

b) We may put a single structure or **specific amendment** in place where there is a specific need e.g. avoiding a certain part of the playground or putting more space between pupils who are persistently upsetting one another without improvement over time.

c) For pupils who struggle with the length and/or structure of lunch time and therefore it is negatively impacting on them (and/or others), we may create an '**individual lunch time plan**' for the pupil in order to support them in making positive choices at lunch time. This plan will be clearly communicated and worked through with the pupil so that they understand why it is in place (to help and support them) and they have the opportunity to contribute to the details in the plan e.g. what activities they feel would be positive choices within the plan / structure. We also have adults in school who directly support pupils who require a lunch time plan and they work collaboratively with pupils by creating plans, updating them, checking in with pupils and communicating strengths and challenges with other adults e.g. with class teachers. With their help, we operate a graduated / staged approach to the lunch time plan. For example, the pupil starts at 'stage 1' once the plan is created and this runs for three weeks. If the pupil follows the plan and we see positive progress, they are praised and stage two can begin, which includes more flexibility for the pupil, and so on. After around eight weeks of positive progress, pupils may complete their plan and resume free play. Alternatively, the team around the pupil may feel that certain aspects of support need to be in place for longer. ***See appendix E for the overview / graduated response for lunch time plans***.

6. Roles and responsibilities

Role of The Senior Leadership team

The role of the senior leaders in school is crucial to setting the standards of behaviour and supporting as well as driving the overall culture. Specifically the senior leadership team at Dobcroft Junior school will:

- Be highly visible, and will routinely engage with pupils, parents and carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Will ensure all staff understand the behavioural expectations and the importance of maintaining them. Weekly briefing meetings will include behaviour as a standing item, whole school training will take place every September and at other appropriate points of the year.
- Will engage with staff to gain their voice and opinion on our systems and behaviour of pupils
- Will ensure all new staff are fully inducted on our behaviour policy and have clarity
- Will support and engage all staff with regards to managing any negative behaviour

- Will ensure all statutory training relating to behaviour is completed and up to date (for example the use of physical restraint)
- Will engage with parents and carers in order to improve pupil behaviour
- Will engage with parents and carers to offer support to pupils who have experienced negative behaviour

Role of the Inclusion Team

At Dobcroft Junior School our inclusion team comprises of the Designated safeguarding leaders, special educational needs co-ordinator and family and learning mentor.
This team monitors and implements provision for pupils who require additional support, including those who display challenging behaviour. As such they are responsible for the following:

- The special educational needs co-ordinator will lead on writing and updating all individual behaviour plans for pupils with SEND needs, including engaging with external professionals for advice and support.
- Supporting pupils in crisis
- The learning mentor is available to offer support for staff managing challenging behaviour
- Supporting pupils at wave 2 and wave 3 of the Thrive intervention programme, in order to develop improved behaviour responses

Role of Class Teachers and Staff
Teachers have an important role to play in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. As such all staff at Dobcroft Junior School will:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Will challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Will investigate and respond to all incidences of negative behaviour in line with this policy

Role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. In order to achieve this:

- All pupils are made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. This will be through clear whole school updates throughout the year as well as through discussion and teaching led by the class teacher.

The role of Parents and Carers

The role of parents and carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents and carers will be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

- Parents and carers have an important role in supporting the school's behaviour policy and will be encouraged to reinforce the policy at home as appropriate.
- Where a parent or carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools will reinforce the whole-school approach by building and maintaining positive relationships with parents and carers, for example, by keeping parents and carers updated about their pupilren's behaviour, encouraging parents and carers to celebrate pupils' successes
- Where appropriate parents and carers will be included in any pastoral work
- Parents and carers are expected to fully engage with any strategies and approaches adopted by the school to improve their pupil's behaviour.

Outside agencies
All schools have a wealth of experience and training expertise amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help. However on certain occasions help may need to be sought from outside agencies. Where necessary, such professional advice will contribute to the strategies we use in school.

7. Support for pupils with SEND needs

Some pupils have individual behaviour plans to help them in school. These are individual cases where the schools and parents and carers work together to improve the behaviour of an individual pupil. Some of these pupils may have special educational needs. At Dobcroft Junior School we fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

- We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on the facts of the situation.
- When investigating a behaviour incident we will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools will refer to the Equality Act 2010 and schools guidance.
- We will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.
- We will try and understand the underlying causes of behaviour and whether additional support is needed.

8. Links with other policies

The school behaviour policy should be read and interpreted alongside the following key policies in school.

- Anti-Bullying Policy
- Safeguarding Policy
- Health and Safety Policy
- SEND Policy
- Positive Handling Policy
- Teaching and learning Policy
- Exclusion and Suspension Guidance- DFE September 2022
- Behaviour in School Guidance- DFE September 2022

9. Appendices:

Ratified by the full governing board: 24th September 2026

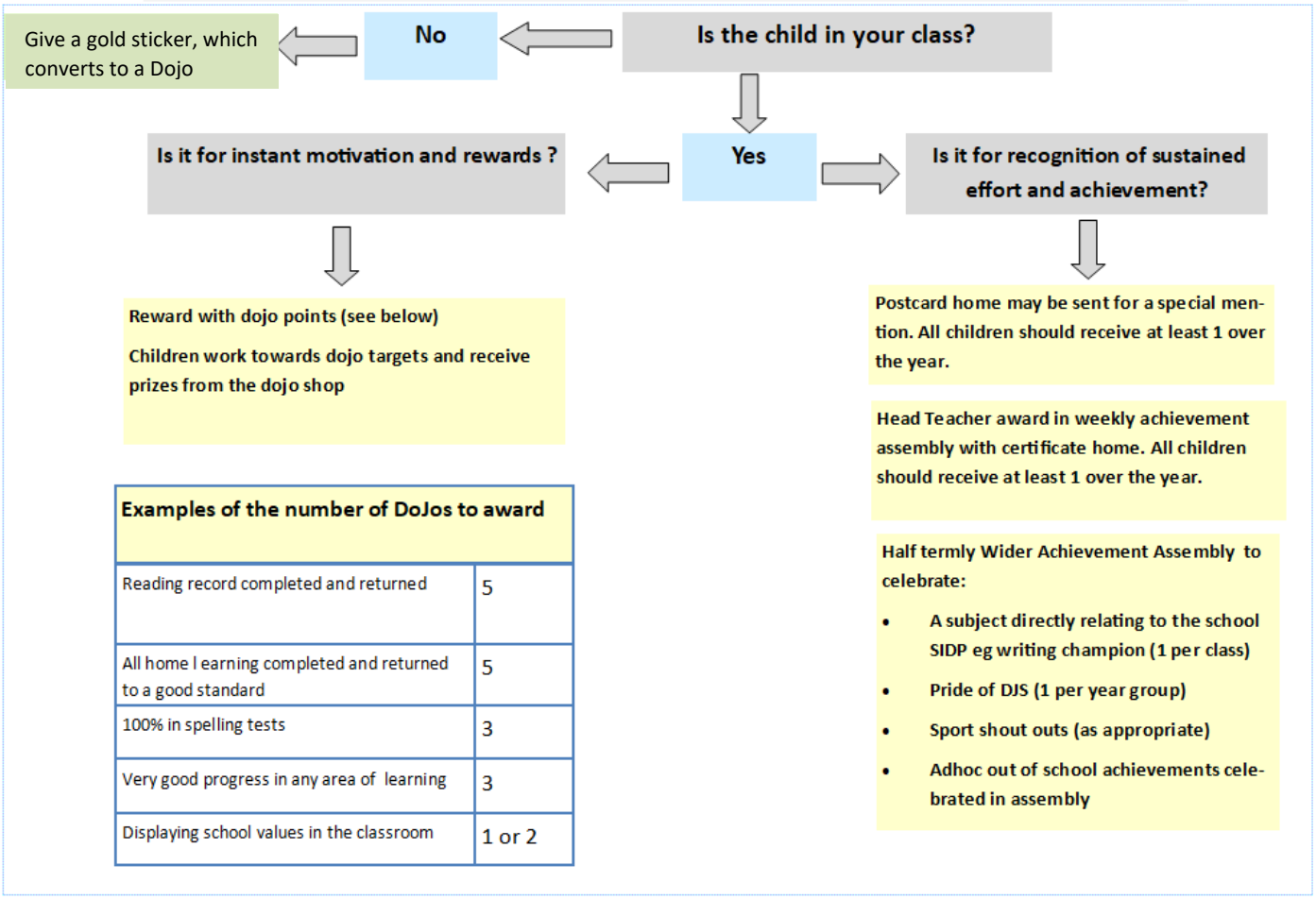
A- Positive behaviour flow chart

B- Dobcroft DoJo Shop

C- Reflection sheet

D- Red or Purple behaviour investigation sheet

A



Examples of the number of DoJos to award	
Reading record completed and returned	5
All home l earning completed and returned to a good standard	5
100% in spelling tests	3
Very good progress in any area of learning	3
Displaying school values in the classroom	1 or 2

B Dojo Reward System

	Dobcroft Dojo Shop

1000	Platinum
800	Diamond
600	Gold
400	Sapphire
200	Ruby
100	Silver
50	Bronze

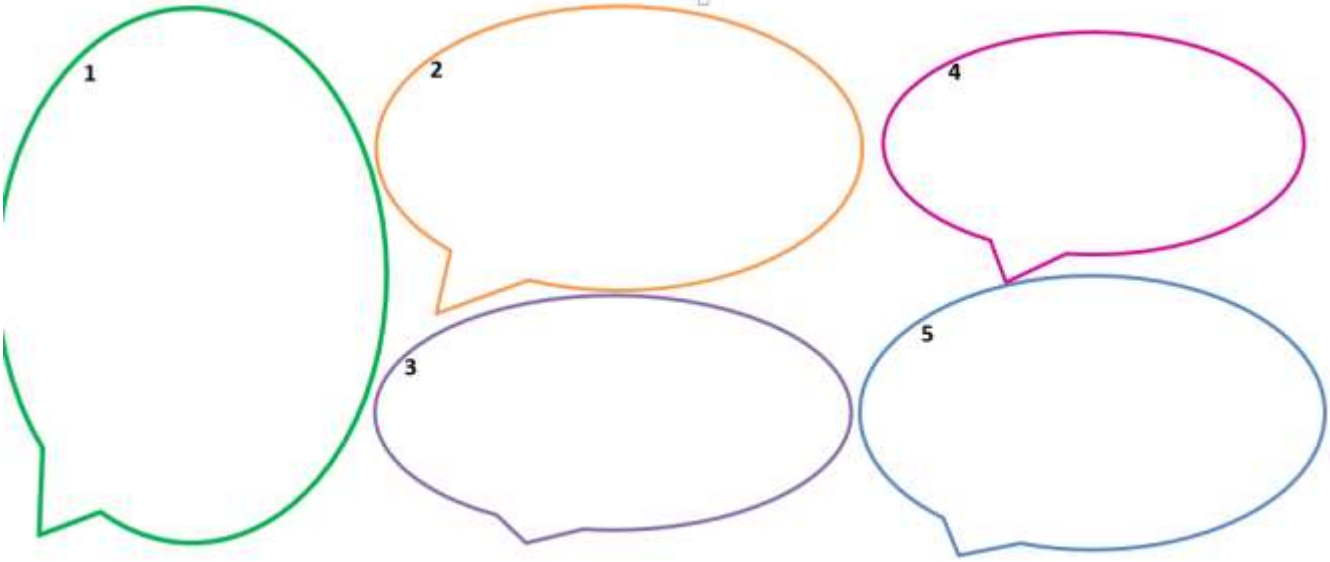
C. Reflection Time

Let's reflect	Name:	Date & Time:
Adult reporting: **Yellow/Orange/Red/Purple behaviour** *(circle)*	**What happened?**	

Which school value/s have you broken?	Tick
Together, we are safe	
Together, we are kind	
Together, we are problem solvers	
Together, we embrace difference	
Together, we do our best	

1. *What happened in detail? (read the example)*
2. *Do you know how were you feeling when you made the poor choice? If so why were you feeling like that?*
3. *What have you thought about since eg what should you have done instead?*
4. *Who do you think has been affected by your actions and in what way?*
5. *What do you need to do to make things right?*

Reflection Time



D

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Red or Purple Behaviour Investigation

Key Information Date: _____ Name & Role of person completing this form: _____	
Timeline of events- including names, location and times. This will need to be completed or amended once all witnesses etc have been spoken to	

WITNESS STATEMENTS- including adults	
1. Pupil/staff : Name_____ class _____	
Where were you when the incident happened?	
Who were you with when the incident happened?	
What did you see or hear before the incident?	
What did you see or hear during the incident?	
What did you do? (right or wrong) before the incident?	
What did you do? (right or wrong) during the incident?	
What did you do? (right or wrong) after the incident?	
What type of behaviour was this? (red or purple)	

2. Pupil/staff : Name_____ class _____	
Where were you when the incident happened?	
Who were you with when the incident happened?	

Appendix E

Individual Lunch Time Plan Graduated Response		
Time period	What needs to happen	Additional information
Stage 1 First block of 3 weeks Week 1, 2, 3	A member of the TA team discusses what the plan means and what will happen with the individual pupil – expectations of the pupil and what they can expect from school *Pupil agrees – I will follow the plan agreed and listen to the adults so that I feel happier and stay safe during lunchtime.* *School agrees – We will reward you for following your plan well and we will move you on as soon as we can (using this grid)* Each day the pupil follows their plan	Pupil can earn 3 dojos for following the plan daily
	At the end of week 3 – review point	Review point – has the pupil followed successfully (TA leaders / class teacher decide)? Yes – Move to next stage of the plan No – Re-start the 3 week period
Stage 2 Second block of 3 weeks Week 4,5,6	Each day the pupil follows their plan with the earned privilege of requesting small changes on their daily plan (by speaking to the TA leader in HI-VIS on the day)	Pupil can earn 2 dojos for following the plan each day
	At the end of week 6– review point	Review point – has the pupil followed successfully? Yes – Move to next stage of the plan No – Re-start the 3 week period
Stage 3 Week 7	Reduce to a 4 day plan, having earned the privilege of dropping one day	No rewards other than the privilege earned
	At the end of week 7– review point	Review point – has the pupil followed successfully? Yes – Move to next stage of the plan No – Re-start at the relevant point
Stage 4 Week 8	Reduce to a 3 day plan, having earned the privilege of dropping two days	No rewards other than the privilege earned
	At the end of week 8– final review point	a) Can the pupil be trusted to behave kindly and safely without a lunch time plan to support them (teacher, pupil, TAs to agree) b) If so, are there any rules to follow e.g. stay away from pupil x?