



DOROTHY BARLEY JUNIOR ACADEMY BEHAVIOUR POLICY

Other related policies: Anti-Bullying Policy
Safeguarding and Child Protection Policy
Exclusion Policy
Positive Handling Policy
Peer on Peer Abuse Policy

Created: September 2014

Last reviewed: September 2019

1 INTRODUCTION

1.1 Statement of Intent

Good behaviour is essential for effective learning and teaching to take place. At Dorothy Barley Junior Academy, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

We believe that the values inherent in this Behaviour Policy encourage the development of many life skills that will enable our pupils to become successful members of their community.

This policy applies to all school activities, whether they are carried out in or outside of the school grounds.

1.2 Objectives of this Policy

To ensure that:

- the steps we take as a school to manage and develop good behaviour are consistent and explicit to all;
- roles and responsibilities within this policy are clearly defined.

2 RULES AND ROUTINES

We follow the Golden Rules below as outlined in Jenny Mosley's guidance on school behaviour management. Both "The Golden Rules" and "Area Routines" are clearly displayed on plaques throughout the school. Our Golden Rules embody a culture of respect which applies not just to the children and staff but to all people included in our school community regardless of age, disability, gender, gender identity, race, faith or sexual orientation.

2.1 The Golden Rules

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt anybody's feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or others' time.

We look after property. We don't waste or damage things.

2.2 The Area Routines

Classroom Routines

We value what other people have to say and take turns to talk.

We speak in 'classroom voices'.

We come straight in from play and are ready to work immediately.

We choose an appropriate time to speak to an adult about playtime issues.

We follow our classroom wet play rules.

Playground Routines

We keep ourselves and others safe.
We follow adults' instructions the first time we are told.
We share and look after our play equipment.
We have fun at playtimes and we do not play-fight.
We speak nicely to each other.
We line up quickly and quietly.

Dining Hall Routines

We try to eat a variety of healthy foods.
We follow adults' instructions the first time we are told.
We talk quietly and politely.
We move around the dining hall carefully and safely.
We think about our table manners.
We clear up after ourselves.

Toilet Routines

We ask permission to go to the toilet when necessary.
We always flush the toilet and turn taps off when we are finished.
We use paper without wasting it.
We look after our toilet areas.

Assembly Routines

We walk quietly into and out of assembly.
When the listening hand is raised, we stop, look, raise our hand and listen.
We listen to the speaker and take part when we can.
We remember to keep our hands and voices to ourselves.
We show our appreciation by sensible clapping.
We sit quietly and listen to the music until we are asked to leave.

3 PROCEDURES

3.1 Whole School

All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways, for example:

- Awarding certificates- "Top Dojoer" cards for parents;
- Informing children of good work, positive attitudes or behaviour;
- Informing parents/carers of good work, positive attitudes or behaviour;
- Recognition of good work at assembly;
- Praise in front of class group;
- Learning Value Stickers
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in School Newsletter;
- PSHCE/ Restorative Practice work;
- Giving children responsibility.

3.2 Classroom

Each class follows the Behaviour Management system, "Class Dojos", as outlined in Appendix 1 which was introduced at a whole-school INSET in January 2018 and will be reviewed annually.

Where behaviour issues occur in class, teachers follow the behaviour flow chart (please refer to Appendix 7). If issues result in the child receiving -4 Dojos and/or being removed or sent out from class this will be recorded using Appendix 3. The teacher completes page 1 and the child fills out page 2 with help from an adult if necessary. The child will attend Lunchtime 'Reflection' on Wednesday or Friday for 15 minutes to complete a reflection sheet or complete work missed whilst out of class.

If a child receives -4 Dojos three times within a half term period, the teacher will alert the Year Group Leader and Inclusion Team. In instances of low level disruption, the class teacher will meet with the parent, accompanied by the YGL. For serious issues such as bullying, racism, fighting then the parent meeting will be led by the YGL/ AHT with the CT present if necessary. Parents will be kept informed by the CT/YGL/AHT of the issues each time the child is given – 4 Dojos. If issues continue, it may be necessary for a child to be given a Behaviour Support Card (Appendix 2).

If a child is not making sufficient progress towards his/her behaviour targets they will move to the next level; this may include discussion with the Inclusion Team, and referrals may be made to appropriate agencies; in addition, Internal Exclusions may be used if negative behaviour persists. The Inclusion Leader/Learning Mentor keeps a record of these children and the support that has been given.

3.3 Reflection

Children who receive -2 Dojos will miss 5 minutes of their lunchtime or breaktime to reflect on their behaviour. Children who receive -4 Dojos will attend a lunchtime 'reflection' where they will spend the first 15 minutes with their YGL. Every child that is sent to 'reflection' must have a copy of a reflection form to complete unless they have already completed it whilst being out of class, in which case they will catch up on work that they missed when out of class when receiving -4 Dojos.

If a child receives more than five reflections, parents will be informed that any further incidents will result in their child automatically missing the whole of their lunch break the following day. Children will spend this time with a member of SLT. Parents will be informed of this decision by telephone in the first instance and then notified by text message regarding any further issues.

3.4 Playground

Children who have persistent problems managing their own behaviour at playtime and lunchtime may be given additional adult support and may be part of a group during these times.

4. EXTREME BEHAVIOUR CHALLENGES

- Where children's behaviour becomes problematic (more than three times receiving -4 Dojos within a half term) to the point that it cannot be managed within usual whole school or phase procedures then the matter should be referred to the Inclusion Team. This will also be recorded on the central system of the school. It is the responsibility of the member of teaching staff who initially deals with the incident to record this on the system.
- The Inclusion Team will seek the support of parents/carers in trying to resolve serious behavioural concerns, including seeking to put a Behaviour Support Card in place.
- Depending on the frequency and level of incidents, The Inclusion Team will authorise for the recording of incidents on an ABC form to monitor behaviour for analysis (Appendix 4).
- Where extreme behaviour problems persist and interventions put in place by the Inclusion Team or any other member of staff involved have not resolved the problem, then the Deputy Headteacher and Headteacher will be consulted in order to determine the next course of action.

4.1 Exclusions

Internal Exclusions (See Appendix 6)

Internal exclusion is a consequence for poor and escalating behaviour. A consequence of Internal exclusion may be applied if the child;

- Has disturbed considerable learning time for adults and children
- Has been abusive to adults and/ or other pupils
- Has had persistent disruptive behaviour and is not responding to behaviour rewards and consequences
- Has endangered themselves or others as a result of their actions
- If an external exclusion is not appropriate

The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

Procedure

The decision to apply an internal exclusion must be made by a member of SLT.

Once the decision to internally exclude has been made by the SLT member;

- The YGL or member of the Inclusion Team must inform the parent.

- The internal exclusion form must be completed by YGL/CT and logged by the Inclusion Team.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in their own year group however on occasions it may be deemed suitable/necessary to place the pupil in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of the Inclusion Team before reintegration back into class, normally on the following day.
- At break times and lunch times, children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

External Exclusion

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- a) Physical assault against a pupil
 - b) Physical assault against a member of staff
 - c) Verbal abuse/threatening behaviour towards a pupil (includes language or behaviour which is considered racist, homophobic or disablist)
 - d) Verbal abuse/threatening behaviour towards a member of staff (includes language or behaviour which is considered racist, homophobic or disablist)
 - e) Bullying (for clarification please see Anti-Bullying Policy)
 - f) Racist abuse
 - g) Sexual misconduct
 - h) Drug and alcohol related
 - i) Damage
 - j) Theft
 - k) Persistent disruptive behaviour
 - l) Other
- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.
 - The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
 - The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact Roger Deadman (Chair of Governors) via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
 - Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
 - A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion and Pastoral Care Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.
 - Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.

4.2 Physical Control/ Restraint

- Physical control/restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. Control/Restraints will be carried out in line with the guidance in the Positive Handling Policy. Any physical control/restraint intervention by an adult is recorded using Appendix 5.

4.3 Training

- It is the responsibility of the SLT (including the Headteacher) to ensure that staff receive adequate training in order to be able to effectively manage behaviour in school.

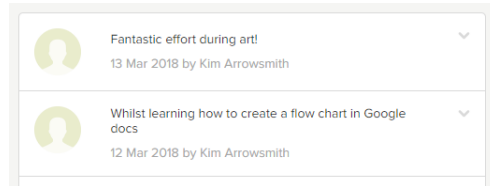
4.4

- DBJA operates a no chase policy. This means that, in the unlikely event that a child takes themselves out of school, the police are to be telephoned immediately.
- The adult should keep the child in sight but should not attempt to chase the child or get closer to the child as this could endanger the child and the adult.

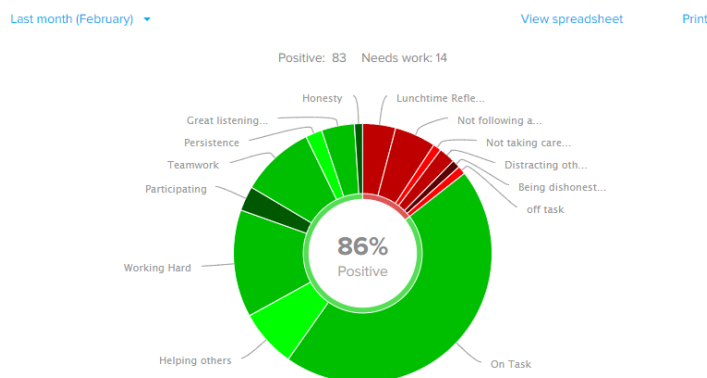
Appendix 1 **Class Dojos**

ClassDojo helps teachers create an incredible classroom culture, easily communicate with parents, and empower students with student-led portfolios.

At Dorothy Barley we use the ClassDojo App to create a positive culture by giving children positive feedback for any skill such as 'Working Hard' and 'Being Respectful'.



At Dorothy Barley we use the ClassDojo App to inform parents about their child's behaviour allowing parents the opportunity to see if their child has any areas for improvement:



Common ClassDojo policy questions by parents






What is ClassDojo used for? ClassDojo helps teachers, parents and students address a critical part of education all the soft skills children need for success, like persistence, creativity and teamwork. Millions of teachers use ClassDojo to recognize those skills in the classroom and involve parents at home. In order to enable this, we've made sure ClassDojo is a safe and private environment for teachers, parents and students.

Who can view the information teachers enter about a student? Only teachers of that student's class, parents or guardians connected to that particular student, and the student themselves can see the feedback data.











Where is my child's data stored? ClassDojo uses bank-grade security at the software and network level to ensure all data is transmitted securely. Data is stored in highly secure, access-controlled data centres by partners with experience in designing and operating military-grade large-scale data centres.






How long do student profiles last? All student behaviour data older than one year will be automatically erased from our databases, unless explicitly saved by a parent and/or student.






Appendix 2 – Behaviour Support Card






Name:	Class:
Date: W/C	
Targets: I will.....  1.  2.  3.	
Rewards: If I meet my targets.....  1. 2. 3.	Consequences: If I do not meet my targets.....  1. 2. 3.

CT/TA to record in any meaningful way – either just tick/smiley face or comments (including whether moved up/down).

<u>Monday</u>	English	Reading	Maths	Break & Lunch	PM
<u>Parent Signature</u>					
<u>Tuesday</u>	English	Reading	Maths	Break & Lunch	PM
<u>Parent Signature</u>					

<p><u>Wednesday</u></p> <p><u>Parent Signature</u></p>	<p>English</p> 	<p>Reading</p> 	<p>Maths</p> 	<p>Break & Lunch</p> 	<p>PM</p> 

<p><u>Thursday</u></p> <p><u>Parent Signature</u></p>	<p>English</p> 	<p>Reading</p> 	<p>Maths</p> 	<p>Break & Lunch</p> 	<p>PM</p> 

<p><u>Friday</u></p> <p><u>Parent Signature</u></p>	<p>English</p> 	<p>Reading</p> 	<p>Maths</p> 	<p>Break & Lunch</p> 	<p>PM</p> 

Parent comments:

Teachers comments:

Students comments:

Appendix 3 – Reflection Form

Dorothy Barley Junior Academy Behaviour/Incident Report										
Pupil	Class		Date			Time	Am v	PMV		
Adult	Location v		Class	Hall	Plygrd	Din Hall	Ass	ICT	PE	Other
Antecedent (How did the incident start?)			Behaviour (Nature of incident also see below)				Consequence (see below)			
BEHAVIOUR	1	Constant refusal to do as asked despite repeated requests								
	2	Bullying or intimidating behaviour								
	3	Abusive language or name calling to pupils/adult (circle)								
	4	Racism (please specify)								
	5	Fighting (including play fighting)								
	6	Dangerous/unsafe behaviour (please specify)								
	7	Left class without permission								
	8	Persistent disruptive behaviour (specify)								
	9	Damage to school property								
	10	Other (please specify) As above								
Further details (continue overleaf if necessary)										
✓	CONSEQUENCE Action taken by Phase Leader/Year group Leader/other									
	1	Reflection		4		Removed from class for remainder of lesson				
	2	Parent informed		5		Apology				
	3	Internal exclusion		6		Special meeting set up/to be set up with parent				
Action taken by Headteacher/Deputy Head/Assistant Headteacher										

Our Golden Rules

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt anybody's feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or other's time.

We look after property. We don't waste or damage things.

******Underline the rule that has been broken******

What went wrong and how did you feel? 😊 😞

 <p style="text-align: center;">What happened?</p>
 <p style="text-align: center;">What were you thinking/feeling at the time?</p>
 <p style="text-align: center;">What are you thinking/feeling now?</p>
 <p style="text-align: center;">Who has been affected?</p>
 <p style="text-align: center;">What should happen now?</p>
 <p style="text-align: center;">What could you do next time?</p>



Date	Antecedents (General) Context	Antecedents (Specific) What happened before?	Behaviour Description of what the pupil did	Consequences What happened after the displayed behaviour
3/9/14	Break time	X was in the small playground with others, (however, not interacting) then suddenly ran into the school building.	I was informed by another member of staff that x was running around the school building alone. I entered the school and saw x running around the corridors. He was asked to stop by several members of staff on numerous occasions. At this point x began kicking and punching the doors with force. He was again asked to stop but continued this behaviour. He then climbed onto the wooden trolley and continued to try to escape, punching the glass and shouting. He jumped off of the trolley and attempted to ram the door with it. At this point I went to find Head Teacher	X spoken to by Head Teacher, including meeting with Mum. Playtime and lunch time structure in place. ABC form completed.

Appendix 5 Record of restraint



Record of Restrictive Physical Intervention

Child Name:	Location of Incident:
DoB: Class:	Time and Date of Incident:
Reporting Member of Staff:	Time of Incident:

Justification for physical intervention (tick all that apply):	Predicted harm prevented by physical intervention with predicted levels (see Individual Positive Behaviour Plan) e.g. bruising to peers, damage to computer, learning disrupted for others etc.
To prevent harm to self	
To prevent harm to other children	
To prevent harm to adults	
To prevent damage to property	
To prevent loss of learning	

Physical Management Log complete Y/N	Name(s) of additional staff witness:	Name(s) of additional student witness:
Accident Book Complete Y/N		
Medical Treatment / Injuries Y/N		
Damage to Property Y/N		

Known triggers to the incident:
Any additional factors:

Details of damage to property including costs and details of harm to people including medical intervention:

Consequences:		Comments:
Reparation including Restorative Practise		
Internal Exclusion / FTE / PEx		
Other Consequences		

Primary de-escalation techniques used (please state order in which they were used)			
Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		Step away	
Humour		Clear instruction / warning	
Negotiation		Use of physical location and presence	
Offering choices and options		Diversion	

Restraint techniques including sequence of techniques, time and staff involved:			
Time	Technique	Shape	Staff Initials
Duration of restraint:		Duration of incident:	

Child Views: 	Parent / Carer Views:
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Reporting Staff	Parent	Adult Witness	Headteacher
Name	Name	Name	Name
Signature	Signature	Signature	Signature
Date	Date	Date	Date

Appendix 6

Internal Exclusion Policy 2019

This policy has been devised to reflect the implementation of the exclusions- related provisions of the Education and Inspections Act 2006 and is informed by the DCSF guidance relating to exclusions 2007.

At Dorothy Barley Junior Academy we aim to

- promote positive behaviour
- support pupil's behaviour with early intervention
- regularly review Behaviour Management Plans (where applicable)

Purpose

- Internal exclusion is a consequence for poor and escalating behaviour.
- It is a planned strategy in response to a serious incident involving pupils, staff or property in school.
- It is a planned strategy in response to continued incidents when once already existing consequences and all other strategies have been applied and the behaviour has continued.
- The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

Procedure

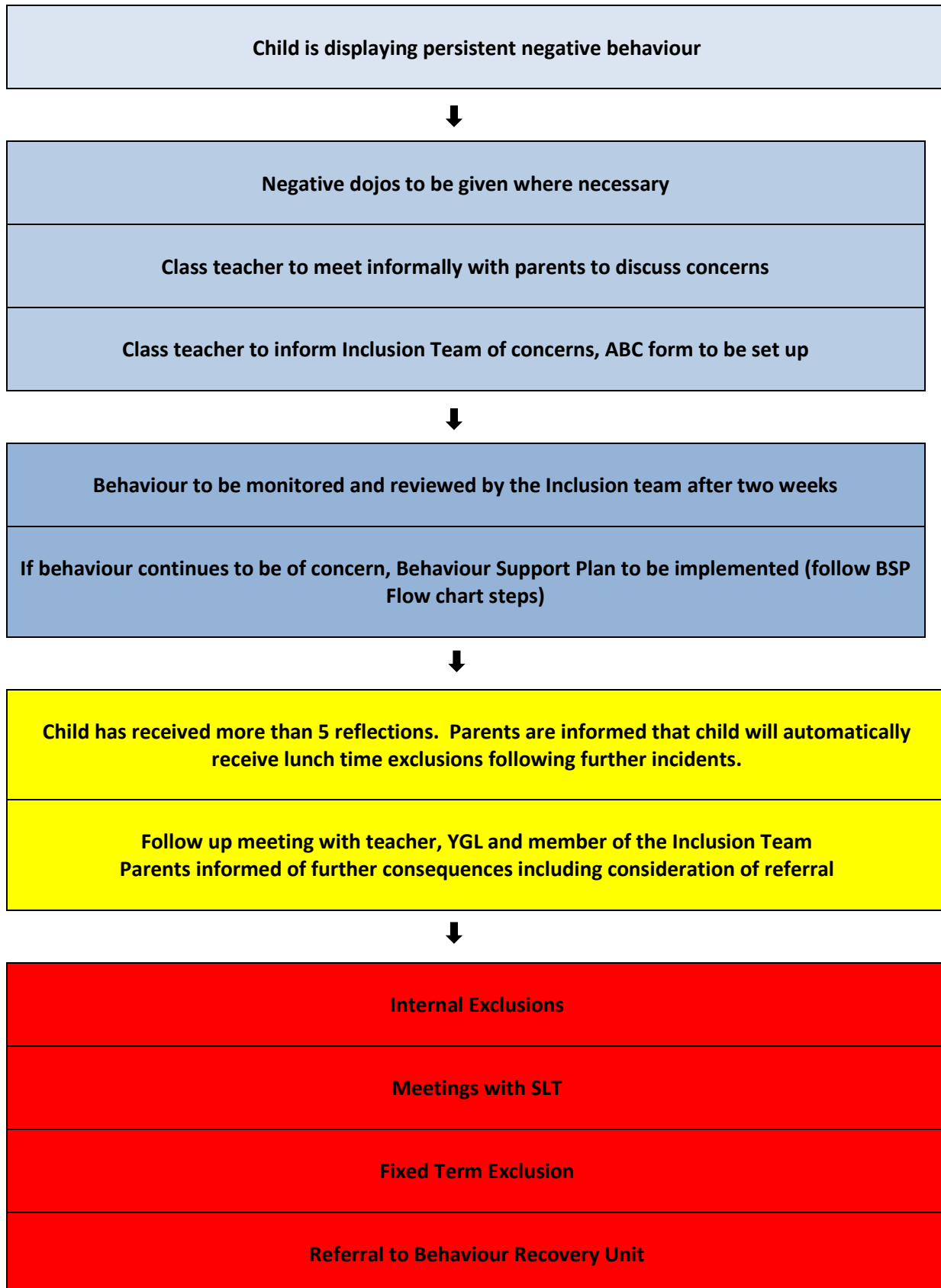
The decision to apply an internal exclusion must be made by a member of SLT.

Once the decision to internally exclude has been made by the SLT member;

- The YGL or member of the Inclusion Team must inform the parent/carer.
- The internal exclusion form to be completed by YGL/CT or member of the Inclusion Team and then logged by AHT.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in their own year group however on occasions it may be deemed suitable/necessary to place the pupil in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of the Inclusion Team before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of the gravity of the situation and that improvement must be made.

Appendix 7 Behaviour Flow chart

Dorothy Barley Junior Academy
BEHAVIOUR SUPPORT PROCEDURES



Appendix 8 Internal Exclusion Form



Dorothy Barley Junior Academy Record of Internal Exclusion Form

School procedures for internal exclusions:

- The period of internal exclusion can be from one lesson, one session (morning or afternoon) or one day.
- Internal exclusions will normally take place in the year Group Leader's class within the same year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of the Inclusion Team before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.

Name of Child:	Details of child
Additional Needs:	DOB:
Date of Incident:	
Details of event leading up to decision to internally exclude:	
Details of adults involved in the decision to internally exclude:	
Date parents informed:	
Time parents informed:	
Date of Internal Exclusion:	
Length of Internal Exclusion:	
Classroom/ Adult where internal exclusion will take place:	
Further sanctions needed:	
Notes:	