



DOROTHY BARLEY JUNIOR ACADEMY BEHAVIOUR POLICY

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

Created: September 2014

Last reviewed: September 2023

Next review: September 2025

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.

2.3 Our Learning Values (TRRAKS)

Our core values are supported and developed through the Golden Rules and our Learning Values. These core beliefs underpin everything we do and help us to be the best we can. A new learning value is celebrated every half term. Our learning values are:

Trust
Respect
Resilience
Acceptance
Kindness
Self-Worth

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;
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in School Newsletter;
- PSHE/ Restorative Practice work;
- Giving children responsibility.

In order to promote positive behaviour, we have introduced the Barley Dojo Olympics. Dojo totals are collected on a weekly basis and the highest scoring class in each year group earns a weekly reward. The winning class can choose a non-uniform day, 15 minutes extra outdoor play time or 30 minutes of in class activities (arts and crafts, board games or Just Dance).

3.2 Classroom

Each class follows the Behaviour Management system, "Class Dojo", as outlined in Appendix 1 and this is reviewed annually.

Where behaviour issues occur in class, teachers follow the behaviour flow chart (please refer to Appendix 8). 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 the first page and the child fills out the back sheet with help from an adult if necessary. Children will set themselves two targets that they feel they need to work on in order to improve their behaviour. A copy of the reflection form with the child's comments will also be shared with parents. The child will attend Lunchtime 'Reflection' with the Behaviour Lead or Year Group Lead for 15 minutes on the allocated day to complete a reflection sheet or finish 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 or fighting the parent meeting will be led by the YGL or member of the Inclusion Team with the CT present if necessary. Parents will be kept informed by the CT/YGL/Inclusion Team 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 Behaviour and Attitudes Lead 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 the Behaviour Lead. 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 children receive 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 or the Inclusion Team. 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.

3.5 Additional consequences for negative behaviour

We have a zero-tolerance policy for fighting, physical contact, rough play and absconding. If a child displays this behaviour, then they may be banned from going into the playground at lunch time for a period of time.

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.
- 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 Suspensions (Exclusions)

Internal Exclusions (See Appendix 6)

Internal exclusion is a consequence for poor and escalating behaviour. Internal exclusions may be given for reasons including the following:

- 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 a suspension (external exclusion) is not appropriate
- Has been involved in child on child abuse (see separate policy)

The aim is to avoid suspensions (previously known as Fixed Term Exclusions) with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Suspensions 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 or the Inclusion Team.

Once the decision to internally exclude has been made;

- 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 Behaviour Lead.
- The period of internal exclusion can be for a half or full 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 or in isolation with a member of staff.
- 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.

Suspensions (previously known as Fixed Term Exclusion)

Suspension 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 suspension 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) Child on child abuse (for clarification see Child on Child Abuse Policy)
- g) Sexual misconduct
- h) Discrimination - sexist, racist, homophobic, biphobic, transphobic, disablist
- i) Drug and alcohol related
- j) Damage
- k) Theft
- l) Persistent disruptive behaviour
- m) Use or threat of use of an offensive weapon or prohibited item
- n) Inappropriate use of social media or online technology
- o) Other

The Parent/Carer has a duty to ensure that their child is not present in a public place in school hours during this suspension 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 suspension. 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 Carole Webb (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 suspension 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 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.

5. SEARCHING, SCREENING AND CONFISCATION

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Headteacher and authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence or to cause personal injury to, or damage to property of any person (including the pupil)
- An article specified in regulations
- Tobacco, cigarette papers, cigarettes and vapes
- Fireworks
- Pornographic images

School staff have the power to search a pupil for any item if the pupil agrees. The pupil will be informed of the reason for the search and how it will be conducted. Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

6. POLICY REVIEW

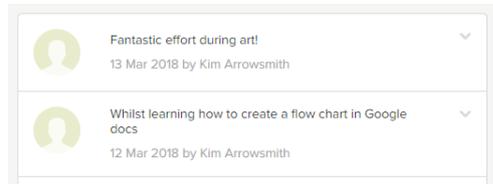
This policy is reviewed at least every 2 years by the leadership of the school but may be reviewed more frequently as per statutory requirements or changes in school procedures

Any changes made to this policy will be communicated to all relevant stakeholders.

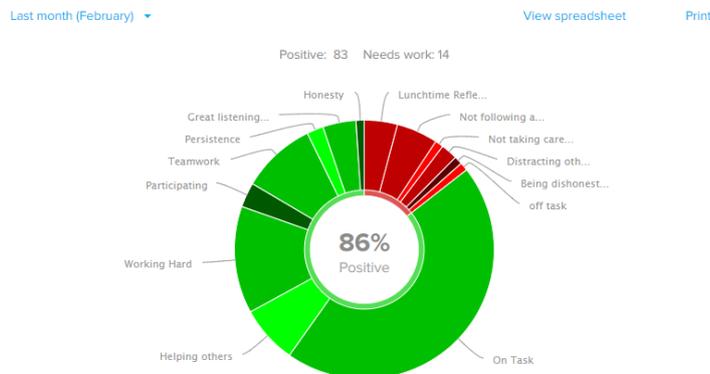
Appendix 1 Class Dojos

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



/ paren

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..... 			Consequences: If I do not meet my targets..... 		
1.			1.		
2.			2.		
3.			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>					

<p><u>Tuesday</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>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 Lesson & Incident time	Break/ Lunch	PM Lesson & Incident time		
										Please specify subject and time of incident	
Adult		Location	Class	Hall	Plygrd	Din Hall	Ass	ICT	Int Rm	PE	Other
Antecedent (How did the incident start?)			Behaviour (Nature of incident also see below)				Consequence (see below)				
BEHAVIOUR	1	Persistent disruptive behaviour (PD)									
	2	Physical assault against student/adult (PAP/PAA)									
	3	Verbal abuse (swearing/name calling/abusive language to pupils/adult (IL)									
	4	Discrimination - Racism/Homophobia/Transphobia/Disablist (please specify) (D)									
	5	Fighting (including play fighting) (F/PF)									
	6	Dangerous/unsafe behaviour (please specify) (UB)									
	7	Left class without permission/Absconding (LRWP/A)									
	8	Ignoring/Not following adult instructions (IA/NFI)									
	9	Disrespectful to adults (DTA)									
	10	Deliberate damage to school property (DD)									
	11	Bullying (B)									
	12	Threatening/Intimidating behaviour (TB/IB)									
	13	Other (please specify) Spitting									
✓	CONSEQUENCE Action taken by Phase Leader/Year group Leader/other										
	1	Reflection (-4 dojos)				5	BSP to start				
	2	Parent informed				6	ABC form set up				
	3	Internal exclusion				7	Inclusion team informed				
	4	FTE				8	Parent meeting arranged				

Our Golden Rules - * Underline the rule that has been broken *****

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.

	Write two sentences explaining what happened?
	What were you thinking/feeling at the time?
	What are you thinking/feeling now?
	Who has been affected?
Give yourself two targets to work towards to improve your behaviour for next week, how are you going to make sure you don't have another reflection?	
1. _____ _____	
2. _____ _____	
Any other <u>information</u> :	
Signed:	



Date	Antecedents (General) <i>Context</i>	Antecedents (Specific) <i>What happened before?</i>	Behaviour <i>Description of what the pupil did</i>	Consequences <i>What happened after the displayed behaviour</i>
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:
Time of Incident:

Reporting Member of Staff:

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	<input type="checkbox"/>	
To prevent harm to other children	<input type="checkbox"/>	
To prevent harm to adults	<input type="checkbox"/>	
To prevent damage to property	<input type="checkbox"/>	
To prevent loss of learning	<input type="checkbox"/>	

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:

Reporting Staff	Parent	Adult Witness	Headteacher
Name	Name	Name	Name
Signature	Signature	Signature	Signature
Date	Date	Date	Date

Appendix 6

Internal Exclusion Overview

This document has been devised to reflect the implementation of 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 suspension (Fixed Term Exclusion) with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Suspension 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 or the Inclusion Team. Once the decision to internally exclude has been made;

- 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 the Behaviour Lead.
- The period of internal exclusion can be for a half or full 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 Internal Exclusion Form

Dorothy Barley Junior Academy Record of Internal Exclusion Form



School procedures for internal exclusions:

- The period of internal exclusion can be for a half or full 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:	

Appendix 8 Behaviour Flow chart

Dorothy Barley Junior Academy
BEHAVIOUR SUPPORT PROCEDURES

