

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher, July 23
Review:	July 24
To be reviewed by:	Steve Parry & Rachael Jurkiw
Committee responsible:	P&PC

Aims

Schools have a duty, under section 175 of the Education Act 2002, to ensure that arrangements are made to safeguard and promote the welfare of children. At Dunkirk Primary School, we aim to provide an environment which is safe, happy and nurturing, so that all our children can learn effectively and productively. Our Pupil Behaviour policy focuses on the following areas:

- Positive behaviours for learning – ‘Dunkirk P.R.I.D.E.’
- Rewards
- Sanctions
- Restorative techniques
- Other important areas (play-time, lunch-time, confiscation, reasonable force, parents/carers)

Positive behaviour for learning – Dunkirk P.R.I.D.E.

Dunkirk P.R.I.D.E is unique to our school. It serves two purposes. Firstly, it underpins the rewards and sanctions behaviour system referred to later on in this policy; and secondly, it is a focus on raising the profile of our positive behaviours for learning:

Abbey Campus

P - Problem Solving

R – Responsibility

I – Independence

D – Determination

E – Empathy

Highfields campus

Perseverance

Reflective

Inquisitively

Dilligent

Empathetic

Dunkirk P.R.I.D.E. assemblies (weekly and termly)

Each week, the whole school will focus on one area of Dunkirk P.R.I.D.E. Staff leading the assembly introduce and explain the expectations for the focus. Over the week, all staff (including lunchtime staff and childcare staff) will look out for children who demonstrate the focus area of P.R.I.D.E. This can be celebrated through praise and/or awarding P.R.I.D.E. points using the school's reward system and then, each week, with the Dunkirk P.R.I.D.E. assembly.

During the weekly assembly, staff select two children who have exhibited excellence in the focus area and share this with the rest of the school. Each child receives a Dunkirk P.R.I.D.E. sticker and has their photograph displayed on Dunkirk P.R.I.D.E. celebration board in the classes at Abbey and in the hall at Highfields campuses.

At the end of each term, there is a whole school Dunkirk P.R.I.D.E. celebration assembly where staff select five children per class – those who have shown excellence across the five attributes of Dunkirk P.R.I.D.E. over the term (one child is selected for problem solving, one for responsibility, one for independence and so on). Parents/carers are personally invited to the celebration assembly by a member of the leadership team. Each child is awarded a gold P.R.I.D.E. badge and a Dunkirk P.R.I.D.E. certificate. They also have the chance of becoming a Dunkirk P.R.I.D.E. Ambassador.

Dunkirk P.R.I.D.E. Ambassadors

In order to become a Dunkirk P.R.I.D.E. Ambassador, one of the five children in receipt of the end of term Dunkirk P.R.I.D.E. gold award is chosen by their class teacher/class staff to become an Ambassador. A successful candidate would have consistently demonstrated the attributes of Dunkirk P.R.I.D.E. over the previous term and therefore would be regarded as a positive role model to others. There are 'perks' and responsibilities linked to becoming a Dunkirk P.R.I.D.E. Ambassador. If successful, an Ambassador can:

- Wear a Dunkirk P.R.I.D.E. Ambassador hoodie or T-shirt for forthcoming term;
- Welcome new children, parents, staff and volunteers
- Be a school council member for that term
- Be advocates in the community with relevant projects.

Reward

In addition to Dunkirk P.R.I.D.E., there are individual and class rewards. We start with immediate recognition (with stickers) for our youngest children then move towards whole class accumulation of points (alongside individual stickers) for and finally children earn individual rewards, alongside a democratic stage of what to do with rewards

YN stickers for good effort/ behaviour and learning

YR-2 Whole class PRIDE tokens and immediate stickers

Y3-6 Individual Rewards – all classes use 'Track-it Lights system'.

Positive behaviours are identified and recorded using this system with Positive Points being allocated for each positive behaviour. The children work towards a raffle prize termly. Certificates.

Attendance rewards – weekly attendance awards shared in assembly for 'Best in Campus'. There is also a termly campus award. At the end of the year there are attendance awards e.g. badges /scooter.

Classes are rewarded with PRIDE tokens on occasions when the whole class has demonstrated positive behaviour. The PRIDE ambassador is responsible for putting the tokens up on the class chart. These tokens are awarded by all staff throughout all parts of the school day and can be exchanged for class treats. A chart for the current list of class treats can be found in Appendix 2.

Staff can dojo parents/carers about positive learning / behaviour etc.

Sanctions

If a child does not follow school expectations of behaviour or doesn't show the attributes of Dunkirk P.R.I.D.E., there is an escalating system of sanctions which are on display in every class and applied throughout the school.

We believe that sanctions are not the solution to changing behaviour but act as a marker to help the pupil understand that the behaviour they have demonstrated is unacceptable. Sometimes, where appropriate restorative techniques (see below) are used so that the sanctioned pupil can reflect on their behaviour and its effect on the victim.

Unacceptable behaviour is acted upon and recorded using the Track-it Lights system. Senior leaders collect the information on a termly basis in-order-to monitor patterns and report to governors.

Low-level disruptive behaviour is recorded in the classroom using the Track-it Lights system. The stages are as follows:

- The look: If staff members notice a child not showing the attributes of Dunkirk P.R.I.D.E., she/he will be given the opportunity to put it right.
- Orange behaviour: Staff will speak directly to a child and explain why their behaviour needs to change. Y3-6 children will miss 5 minutes of their play. Children stay in class and the teacher is responsible.
- Yellow behaviour: At this point, the child would miss a portion or all of the next playtime; the amount to 'miss' is at the teacher's discretion.
- Red behaviour: If a child doesn't change their behaviour, they will move onto a 'Red behaviour'. This means that they will be asked to leave their class and go to a partner class for time-out. Whilst in the partner class, the child will be

expected to sit in silence in order to think about how they can change their behaviour and complete their work. All red behaviours will result in an incident form which will automatically be sent to the Deputy Head Teachers and parents will be informed. If there are 3 or more red incidents, then the Deputy Head will call parents directly.

- **Serious incidents:** After any serious, violent, bullying or discriminatory incidents, a child will immediately be sent to a member of the senior leadership team. A child on child investigation, incident log and risk assessment will be completed and parents/carers will be informed and an Individual Behaviour Plan (see the section called 'Individual Behaviour Plan') may be created. These are stored on the MyConcern safeguarding portal.

Track-it Lights will be reset at lunchtime and at the end of each day. Staff must facilitate the opportunity for the child to make changes to their behaviour and ensure a 'fresh start'.

Individual Behaviour Plans

For a small minority of children, this process might not be appropriate or prove to be effective. In these cases, an Individual Behaviour Plan (IBP) and risk assessment (which may include handling procedures) will be necessary. Parents/carers and their child concerned will always be involved in the plan. Parents/carers must give their consent. Where handling is required, named staff have been trained for safe handling and will use this intervention under the following conditions:

If the child is:

- causing harm to themselves or others (including child-on-child abuse);
- committing a criminal offence;
- causing disorder of a seriously disturbing nature.

Calming rooms are also available at both sites for any child experiencing anger management difficulties and particularly for children who have an IBP. It is always supervised by an adult, either in the room or just outside by using the visual panel to ensure health and safety at all times.

Restorative Question Techniques

"Good relationships help children to stay calmer and behave better..." (Behaviour Support Team, September 2016)

The main principal behind restorative questions is around repairing relationships when a wrong-doer and a victim work together to put things right.

This approach fits with the attributes of Dunkirk P.R.I.D.E. There are three main focus areas with the restorative approach:

- Find out what has happened;

- Discuss the effect of the wrong-doer's actions;
- Discuss how relationships can be repaired or 'restored' to that of before the incident

Any member of staff can use the restorative questions through discussion at any point after a minor incident OR where an incident is serious, through a structured restorative conference.

Other important areas linked to behaviour

Playtimes

Play-times must be prompt and with high expectations of behaviour at all times. All staff must ensure effective supervision by patrolling the playground, ensuring they are visible and available to deal with difficulties or injuries. A member of staff on duty must take a first aid kit and first aid folder onto the playground.

Children can **go to the toilet** during morning break but only one at a time. Teachers should also ensure children go to the toilet before and after playtime, especially if school receive a medical request.

The staff on duty must stay outside until all classes have been collected. Only essential conversations should be held on the playground; for example, passing on important information about a playtime incident or passing on an accident form.

Lunchtimes

Lunch time rewards are an integral part of Dunkirk P.R.I.D.E. Lunch time staff will reward positive behaviour for sensible lunchtime behaviour with PRIDE tokens, with lunchtime class of the week.

Midday supervisors are linked to a particular class and make a note of all behaviour that warrants concern. They are updated in behaviour management and are encouraged to use this system as the first port of call. Any serious incidents are fed back to class teachers but all incidents are logged onto the Track-it Lights system by the Senior Midday Supervisors at both sites. This way, persistent 'offenders' are monitored.

Fighting

Fighting or physical hurting is not tolerated at Dunkirk and will be an immediate red sanction. All incidents will be investigated and logged on Track-it Lights. Parents/carers will be informed by telephone or meeting. Children who have instigated physical hurt or retaliated with physical hurt or been involved in a fight will miss a day's outdoor play for safety reasons.

Confiscation of Inappropriate Items

Government guidelines (Behaviour and Discipline in Schools, DfE, January 2016) state that there are two legal provisions which enable school staff to confiscate items from children. Firstly, the general power to discipline (see the 'Aims' section of this policy); secondly, the power to search without consent for prohibited items including: knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.

Weapons and knives and pornographic images MUST be handed over to the police. The Head teacher will decide whether to contact the police if other prohibited items listed in the previous paragraph are found.

Power to Use Reasonable Force

Government guidelines also state that members of staff have the power to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This may include circumstances when conducting a search without consent for prohibited items. (Page 12, Behaviour and Discipline in Schools, DfE, January 2016).

Parents/Carers

Members of staff must always maintain a professional approach when discussing behaviour with parents/carers - however well they may know the parent/carer. Staff must not pass comment or judgement about another child's behaviour or the way that has been dealt with by another member of staff.

Staff can share positives about children at the end of the school day and via class dojo.

If a parent/carer is unhappy or angry about any behaviour incident, they can speak to a member of the leadership team. Staff must ensure that a parent/carer does not leave school feeling unhappy/angry or upset. A member of leadership must always be informed so that a follow-up conversation can be carried out.

Review

It is important that rewards and sanctions outlined in this policy are regularly reviewed. All new staff are made aware of our policy and practice and issues are always discussed as they arise. This policy will be reviewed annually in order to ensure its appropriateness. Any supply staff are provided with an induction sheet which outlines the main behaviour management approaches used.

This policy has been formulated by all staff and approved by governors and a summary provided to parents/carers and relevant visitors, such as volunteers or trainee teachers.

Related policies:

Anti-Bullying Policy
Safeguarding Policy
Staff Conduct Policy

Feedback and Marking Policy
Teaching and Learning Policy

Reviewed: June 2024
By: H Hollis

Appendix 1: Track-it Light System

Sanctions

The look

My teacher has noticed me breaking the class promises. They will give me a short time to put it right.

Orange Behaviour

At this point, my name will be highlighted in orange and the type of behaviour will be recorded on Track-it Lights. I will miss part of my playtime. I should make sure I change my behaviour.

Yellow Behaviour

If I don't change my behaviour, my name will be highlighted in yellow. I must miss more of my playtime and the type of behaviour will again be recorded on Track-it Lights. I will be reminded that if my behaviour doesn't improve then I will have to leave the classroom.

Red Behaviour

If I still don't change my behaviour, my name will be highlighted in red, and I will need to go into the Time-Out class. I understand that I will have to sit in silence to finish my work and I will not be allowed to join in with their learning.

The type of behaviour will also be recorded on Track-it Lights and the details of my behaviour will be written on an incident form.

The Deputy Headteacher will be sent an email about my behaviour and will talk to me about what I have done. My parent/carer will be told.

A serious incident

After any serious, violent, bullying or discriminatory incident, I will immediately be sent to a member of the senior leadership team.

Appendix 2: Pride Token Rewards



PRIDE Rewards 'Save & Spend' Tokens

PRIDE Tokens	Time Allocation	Class Reward
100	15	Extra playtime 
200	30	Board games fun 
300	45	I-pad experience 
400	60	Extra fun PE Session 
500	90	Mini cinema 
600	100	Class party time 

Rules

1. Tokens awarded to all PRIDE expectations as a class
2. Class decide on reward spend or save
3. School Council/Ambassador visits DHT to exchange tokens for reward voucher