DIVERSITY PRIDE SUCCESS
DUNKIRK PRIMARY SCHOOL

Adopted by the Governing Body of Dunkirk Primary School:	
Approval:	**Head Teacher, June 2022**
Review:	**Annual**
To be reviewed by:	**Steve Parry & Rachel 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 approach
- 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:

P - Problem solving

R – Responsibility

I – Independence

D – Determination

E – Empathy

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. At the start of each week, the leading assembly introduces and explains the expectations for the focus. Over the week, all staff (including lunchtime staff and Fun Club 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, at the end of the week, with the Dunkirk P.R.I.D.E. assembly.

During the end of the week 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 halls at both Abbey and 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, a Dunkirk P.R.I.D.E. certificate and their photograph is displayed on the Dunkirk P.R.I.D.E. boards in both school halls. 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 for forthcoming term;
- Help with assemblies by giving out stickers and dismissing classes, etc;
- Welcome new children, parents, staff and volunteers and show them around school;
- Be advocates in the community with relevant projects.

Reward

In additional to Dunkirk P.R.I.D.E., there are individual, class and whole school rewards. For example,

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. These Positive Points are displayed on the class's inter-active whiteboard and at set levels, certificates and prizes are awarded. These levels are:

- 200 Positive Points = bronze certificate
- 400 Positive Points = silver certificate
- 600 Positive Points = gold certificate

Classes also use a range of other strategies to reward pupils such as verbal praise, written praise through marking and the 'green for go' system (see Dunkirk Primary Feedback and Marking Policy), stamps, stickers, prizes, weekly Dunkirk P.R.I.D.E. stickers and termly Dunkirk P.R.I.D.E. badges and certificates.

Attendance rewards – weekly attendance awards shared on dojo. There is also a half termly campus award. At the end of the year there are attendance awards such as stickers and prizes.

Classes are rewarded with PRIDE tokens on occasions when the whole class has demonstrated positive behaviour. 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 4.

Sanctions

If a child chooses to misbehave 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. The restorative approach (see below) is used so that the sanctioned pupil can reflect on their behaviour and its effect on the victim. This approach is the one used to modify unacceptable behaviour.
Unacceptable behaviour is acted upon and recorded using the Track-it Lights system. Senior leaders collect the information on a half-termly basis in order to monitor patterns and report to governors (see Appendix 3)

Low-level disruptive behaviour is recorded in the classroom using the Track-it Lights system and is displayed on the class's IWB. 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 his/her behaviour needs to change.

- Yellow behaviour: At this point, there is a direct sanction of missing a portion or all of the next playtime; the amount to miss is at the teacher's discretion. If a pupil reverses their behaviour they are able to move back up the stages but they will still be required to miss a portion of the next playtime.

- Red behaviour: If a child doesn't change his/her behaviour, they will move onto a 'Red behaviour'. This means that he/she 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. They will not be allowed to join in with any activity during time-out.

All red behaviours will result in an incident form which will automatically be sent to the Deputy Head Teachers and Learning Mentors for their attention.

- Serious incidents: After any serious, violent or racist incidents, a child will immediately be sent to a member of the senior leadership team. Parents/carers will be informed and an Individual Behaviour Plan including a risk assessment (see the section called 'Individual Behaviour Plan') may be created. These incidents will be immediately classes as 'Red behaviours' and an incident form will be completed.

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) or Pupil Passport 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 per-on-peer abuse);
- committing a criminal offence;
- causing disorder of a seriously disturbing nature.

Calming rooms are also available at the 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.

Classrooms have a quiet space that can be used for any child who needs "time-out" or a calm space to think.

The sanctions system is currently running in tandem with the restorative approach.

Restorative Approach to Behaviour

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

The main principal behind the restorative approach to behaviour 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.; in particular, 'Empathy'. 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 facilitate the restorative approach through discussion at any point after a minor incident OR where an incident is serious, through a structured restorative conference. Either way, the following questions are given as guidance:

Questions for the wrong-doer	Questions for the harmed person
What happened?	What did you think when you realised had happened?
What were you thinking about?	What have you thought since?
What are you thinking now?	How have you been affected?
Who has been affected?	What has been the hardest thing?
How were they affected?	What needs to happen to make things right?
What needs to happen to put things right?	

Staff have been trained in the restorative approach and playground buddies are trained to deal with minor playground incidents. Serious incidents will be recorded for monitoring purposes.

Other important areas linked to behaviour

Play-times

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.

Lunch-times

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.

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.

School Council are trained each year to be supportive members of our playground community.

Fighting

Fighting or physical hurting is not tolerated at Dunkirk. 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 and to allow time for 'Restorative' measures to be put in place.

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. Occasionally, it may be necessary

for a teacher to explain a particular child's behaviour which may be affected by a special need to a parent/carer or the class but this will always be done with sensitivity and in a professional and confidential manner.

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	Feedback and Marking Policy
Safeguarding Policy	Teaching and Learning Policy
Staff Conduct Policy	

Reviewed: June 2022
By: S Parry and 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 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 some 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 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.

A serious incident

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