

# A POSITIVE APPROACH TO GOOD BEHAVIOUR



## Positive Behaviour Policy

DOCUMENT ORIGINS			
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# **Part 1 Behaviour Aims and Responsibilities**

## **1.1 INTRODUCTION**

At Dunkirk Primary and Nursery School, we like to work alongside parents/carers and encourage children to develop as fully as possible. We want to help our children to grow, socially, emotionally, personally and academically. This Behaviour Policy aims to better reflect current research on managing behaviour to enable good outcomes for all.

This policy explains how we continue to promote good behaviour through our Positive Behaviour management systems and strategies.

## **1.2 WHAT THE LAW SAYS**

“The headteacher must set out measures in the behaviour policy which aim to:

- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour of pupils
- promote, among pupils, self-discipline and proper regard for authority
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils

*(Section 89 (1) of the Education & Inspections Act 2006)  
(Behaviour in Schools DfE September 2022)*

## **1.3 THE SCHOOL COMMITMENT**

Achievement and enjoyment are important goals that we are determined to provide for all of our pupils in a warm and friendly atmosphere. We pride ourselves in providing a secure, stimulating, and challenging learning environment. We want our pupils to develop their strengths whilst having the confidence to address targets and areas identified for improvement. Our positive approach to behaviour management looks to ensure that inappropriate behaviour by some is not a barrier to learning for all.

We expect our pupils to “**Follow the Dunkirk PRIDE values**”

There are ten values – 5 at each campus, that we expect our pupils to follow at all times through every aspect of school. These apply to all children and are on display for all to see:

### **Abbey Campus**

P - Problem Solving  
R – Responsibility  
I – Independence  
D – Determination  
E – Empathy

### **Highfields campus**

Perseverance  
Reflective  
Inquisitively  
Diligent  
Empathetic

We encourage positive behaviours and attitudes in every area of school life, for example: entering and leaving school; in toilets and corridors, at lunch and break times; in the playground; as well as during classroom hours. We also expect our pupils to follow the PRIDE values outside of school.

**This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.**

#### **1.4 THE ROLE OF STAFF**

The expectation is that all staff are committed to this positive approach to behaviour management regardless of their role and experience.

Our behaviour policy is shared during induction and all strategies will be reviewed regularly to ensure that this policy is delivered consistently by all staff and continues to be effective in promoting positive behaviour. Regular opportunities for training are identified and delivered by senior leaders or external providers.

All adults working in school are required to be consistent in their approach to behaviour. Senior Leaders will offer support to all staff to ensure this policy is delivered consistently.

For this to be successful, the adults need to:

- exemplify calm and consistent behaviour
- have best conduct as their first priority
- follow consistent routines
- use 'scripts' for a consistent message to pupils - *de-escalation, managing disruption, delivering sanctions, avoiding confrontation*
- ensure restorative follow-ups are used to repair relationships with the children
- help children to grow in a safe and secure environment enabling them to become positive, responsible and increasingly independent members of the school community.

**Where this does not happen, the adults will be challenged.**

Dunkirk staff consider whether any poor behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff should follow the Safeguarding and Child Protection Policy should this be the case. Staff should also consider if continuing disruptive behaviour may be a result of unmet educational or other needs. A multi-agency approach will then be taken.

The class teacher will take responsibility for their behaviour management in class and will regularly discuss the Dunkirk Pride Values with the children. This ensures that every child in school knows the standard of behaviour expected at Dunkirk. Every half term, the staff at each campus take part in a phase meeting run by Key Stage leads and the SEND team to discuss the behavioural needs and strategies used with pupils. This is to ensure a consistent approach.

## **1.5 THE ROLE OF PARENTS**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should 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 have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

*(Behaviour in Schools DfE September 2022)*

The school works collaboratively with parents, so children receive consistent messages at home and at school about how to behave.

The Dunkirk PRIDE values will be explained at admission meetings and via our dojo communication. We expect parents to support us in implementing this policy. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We are proactive in our approach to promoting behaviour, and will contact parents with positive and negative comments. This will be through the use of Arbor behaviour points, telephone calls home or a conversation face to face at the end of the day. This allows the home-school partnership to flourish and foster mutual support. If the class teacher notices a pattern of negative behaviour then they will consult the appropriate senior leader and may discuss this with parents. If behaviour does not improve, then the class teacher will contact parents and organise a meeting to discuss appropriate provision for the child in question. The Deputy Headteachers will monitor behaviour on a half termly basis and if they become concerned with a child's behaviour record, they will contact parents/carers to have a meeting and to work in partnership to achieve improvement. For serious incidents of behaviour, see 2.3.

The parents' guide to the behaviour policy (Appendix A) states clearly what they can expect if their child attends Dunkirk. On admission, parents also sign our home/school agreement which agrees to them supporting the school in following the behaviour policy.

## **1.6 THE ROLE OF PUPILS**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

*(Behaviour in Schools DfE September 2022)*

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the Dunkirk PRIDE values.

New pupils are fully inducted during admissions meetings and are made fully aware that they are expected to fulfil the Dunkirk PRIDE values ensuring that they are familiar with the school behaviour culture. These points are revisited weekly in PRIDE assemblies for all pupils.

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These include:

- discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- phone call to parents
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or Deputy Headteachers

### **1.7 PUPILS WITH SEND**

Dunkirk should consistently and 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.

Reasonable adjustments can be made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations. Some behaviours are more likely to be associated with particular types of SEND. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As part of meeting any of the duties set out in Equality Act 2010, Children and Families Act 2014 and a pupil's Education Health Care Plan, staff should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

### **1.8 BEFORE AND AFTERSCHOOL CLUBS IN SCHOOL**

The expectations of the conduct and attitudes of pupils attending any before or after school clubs is in line with school policies. If there are persistent outbursts of inappropriate behaviour either during school time, or during the club session, the school reserves the right to withdraw places. This will generally be for a fixed period. However, the school reserves the right to permanently withdraw a place at any of our clubs (breakfast or after school) by exercising our duty of care if a child's behaviour places themselves, other pupils and/or staff at further or increased risk.

## **Part 2: Behaviour Management procedures**

### **2.1 Rewards**

Good behaviour and following the Dunkirk PRIDE values is **expected** by all children. To ensure good behaviour choices are made, school staff will:

- praise, support and encourage, **consistently** and effectively
- have **clear expectations** about work and behaviour
- **teach children** what 'good' behaviour is and what it looks like

The school praises and rewards children in a variety of ways:

#### **Whole class rewards – PRIDE Tokens – school council to review rewards**

Each class can work together to collect PRIDE tokens. Once they reach 100, they can decide to 'spend' their tokens on a small reward or 'save' their tokens for a larger reward:

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

## Individual positive rewards

All adults in school can award children '**positives**' on Arbor for consistent good work or learning behaviour, or to acknowledge effort, acts of kindness and general application of the Dunkirk PRIDE values.

- ✓ Positives are used as a reminder of what good behaviour looks like. Any adults in school can award positives to the children.
- ✓ Positives are recorded on Arbor.
- ✓ Positives are weighted as either 1, 3 or 5 positive points

Children will be given the following rewards:

- 200 points – Bronze certificate and school pencil
- 400 points – Silver certificate and notebook and pen
- 600 points – Gold certificate and book of their choosing

At the beginning of each half term, on points day, the children who have achieved a set number of points will receive the bronze, silver or gold award in a special behaviour assembly.

## Individual PRIDE awards

Each week there is a PRIDE Assembly where children are nominated by the class teacher for consistent or outstanding work or attitude relative to an individual child's abilities, whilst demonstrating the Dunkirk PRIDE values.

Each term, we hold a Big PRIDE Assembly where children are nominated by the class teacher for consistently showing one of the PRIDE values for that term. One child from this group is chosen to be the Class Ambassador as they have exemplified all of the PRIDE values and act as a wonderful role model. The Class Ambassador will then become the school council member for their class.

## **2.2 SANCTIONS**

Teachers and other paid staff members have statutory authority to discipline pupils whose behaviour is unacceptable, who do not follow the Dunkirk PRIDE values or who fail to follow a reasonable instruction.

At Dunkirk, we employ a range of clear sanctions for those who do not comply with this Behaviour Policy to ensure a safe and positive learning environment. The sanctions are proportionate and fair responses that may vary according to each individual situation. If there are incidents of anti-social behaviour the class teacher will discuss these with the whole class.

If a child chooses to not follow elements of the Dunkirk PRIDE values (**we emphasise the word choose**) then there is a clear set of sanctions, on a sliding scale, which come into effect each day.

Negative behaviours are recorded on a sliding scale, -1 to -5, depending on the severity of the incident on the Arbor Management system. Any negative points will reset at lunch time and the end of the day.

Accumulated points:	Action:
Reminder	"Remember the PRIDE values"
Thinking Time	"Think carefully about your next step"
-2 points	5 minutes off break
-3 points	Missing whole break
-4 points	Time in partner class dependent on the age and stage of the child & missing their break
-5 + points	Child to visit SLT

Whilst we are committed to operating a whole school policy which applies throughout the school, **staff will use their professional judgement based on the needs of individuals, including their age and stage, when implementing our systems.**

Dunkirk acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

### **2.3 SEVERE DISRUPTION**

For incidents such as fighting, swearing, open defiance or child on child abuse, the child will immediately be sent to a senior member of staff. This should be the Phase Leader in the first instance or the Assistant Head or Deputy Heads and subsequently the Head Teachers. On such occasions, the loss of all privileges will be considered as an appropriate sanction for a fixed period and parents/carers will be informed.

Suitable sanctions as set out below, will consider the emotional impact on the victim and the rest of the class:

#### **Severe disruption:**

- child will be sent to the Deputy Headteacher and they will decide on an appropriate course of action. This may be, but is not inclusive to:
  - work in partner class for a full session – teacher to inform parents at the end of the day
  - lunch time exclusion: child to be collected by their parents and returned at the end of lunch
  - internal exclusion: work away from class - phone call home from SLT
  - external exclusion: work away from school
  - permanent exclusion

Any isolation will be considered for its impact on the child's wellbeing and the staff workload or safety. The context is considered carefully when applying a sanction. All viewpoints are heard during an investigation so that all children are treated fairly.

When required, staff will record the events leading up to an incident and the actions taken following this through Arbor. These may be required should a parent challenge the actions taken by staff in school to ensure pupil and staff safety.



## **Individual Behaviour Plans**

Any child exhibiting severe behaviour on a regular basis will have an individual behaviour plan to remind them of their targets. This will be drawn up in partnership with the SENDCO team and shared with the child and parents.

### **2.4 LUNCHTIME Behaviour:**

All adults on duty at lunchtime follow the school behaviour policy with a focus on rewarding positive behaviour.

- Children making good behaviour choices will be given behaviour tokens for the class teacher to record on Arbor at the end of lunch time.
- Any child who ignores reasonable requests will be given a warning.
- On a second occasion the child will be given a 5 minute timeout to remedy their behaviour and the class teacher will be informed.
- Any serious rule breaking (violence, swearing, defiance) will result in the child being taken to SLT immediately.

### **2.6 BULLYING**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Zero tolerance is applied to all forms of bullying (including cyber bullying, prejudice based and discriminatory bullying). Bullying, discrimination, aggression, derogatory language (name-calling) are dealt with quickly and effectively. The Head Teacher and all staff have a statutory duty to prevent bullying and authority to discipline pupils for bullying behaviour which occurs in school and, in some circumstances, outside of school, online or in person. Poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school can result in sanctions being applied at school. These sanctions will be as outlined within the sanctions section 2.2 and 2.3

Further details about our approach are found within the Anti-Bullying Policy.

### **2.7 CHILD ON CHILD SEXUAL VIOLENCE & HARRASMENT**

Child on Child sexual violence & harassmt can happen between two or more children of any age or sex, both inside and outside of school. While it is rare, it is important that staff take an 'it could happen here' approach.

*"making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should **never** be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it"*

**Dunkirk Primary School takes a zero-tolerance approach to any form of sexual violence & harassment and the strictest sanctions will be applied.** When an incident of child on child sexual violence & harassment has occurred, an investigation led by the headteacher will take place to establish the severity and potential safeguarding concerns caused by this behaviour. If necessary, external agencies will need to be informed; police and/or Nottingham City Multi Agency Safeguarding Hub.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent – a child under the age of 13 can never consent to any sexual activity

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school or college. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexual names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes. Schools should consider when this crosses a line into sexual violence by considering the experience of the victim
- displaying pictures, photos or drawings of a sexual nature
- sexualised touching as defined as the non-consensual, purposeful of a private body part (denoted as an area covered by underwear) above or underneath clothes
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

When considering allegations of harmful sexual behaviour, school leaders will consider the Hackett Continuum which ranges from normal and developmental behaviour to

inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. The age and stages of development of the children involved will be critical factors to determining the severity of the behaviour.

At Dunkirk Primary School, all children take part in a thorough Relationships and Health Education programme to ensure that pupils are equipped with the knowledge and skills to navigate relationships, understand their health and make informed decisions about their well-being. As part of this curriculum, pupils receive the NSPCC 'Pants are private' lessons from reception up to Year 6 ensuring that children are clear of the boundaries around touching each other in private areas and the consequences of this type of behaviour.

## **2.8 SUSPENSIONS AND PERMANENT EXCLUSIONS**

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, in serious cases, for example, child on child sexual assault, or if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

*(Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement DfE September 2022)*

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

*(Behaviour in Schools DfE September 2022)*

The Head Teacher has the power to suspend or exclude a pupil from school, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents will be informed in writing.

The behaviour of pupils outside school can be considered as grounds for exclusion and is considered by the Head Teacher on a case-by-case basis.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension/exclusion. If they do not, the school or local authority may issue a fixed penalty notice or face prosecution. It is our commitment to take reasonable steps to set and mark work for pupils within the first five school days of a suspension/exclusion.

Where parents dispute the decision made by the Head Teacher to exclude a pupil, they may consider making a representation to the Governing Body, who have a legal duty to consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion. This duty applies if the pupil would be/has been excluded from

school for more than five school days, but not more than 15, in a single term. If the exclusion takes the pupil's total days of exclusion above 15 for the term, the Governing Body must convene a meeting to consider reinstatement within 15 days of receiving the notice of the exclusion.

When requested to do so by parents, the Governing Body must always consider the exclusion but does not have the power to overturn the Head Teachers decision.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. This panel can direct a Governing Body to reconsider its decision but cannot legally force them to do so.

Parents will be expected to attend a re-integration meeting following any suspension

## **2.8 Searching, Screening or Confiscation**

In accordance with [Searching, Screening and Confiscation](#) DfE July 22, Headteachers and staff they authorise 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 listed below

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, lighters/matches
- fireworks
- pornographic images
- vapes/e-cigarettes
- any mobile phone / smart technology that has not been authorised and handed to a member of staff at the start of the school day
- 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)

## **2.9 Reasonable Force:**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

A range of personnel are trained annually in de-escalation techniques and positive intervention. Pupils who are at risk of regularly requiring such interventions will have their own personal handling policy along with a risk assessment, written in collaboration with the teacher, TA and SENDCo.

## **MONITORING**

The Senior Leadership Team monitor the effectiveness of this policy on a regular basis and discuss the systems and procedures with staff each term. The effectiveness of the policy is shared with the Governors via the Headteacher's report, and if necessary, recommendations for further improvements are made. Governors in the School Improvement Committee also have opportunity to see the school during the school day to monitor the atmosphere and ethos.

All sanctions are recorded on Arbor. At the end of a term, the Headteacher and Deputy Heads analyse the data looking at trends and patterns; they also use this information as one of the indicators of the policy's effectiveness.

Staff will be challenged to be reflective of their own practice and by Senior Leaders to ensure the consistent approach is followed.

This policy will be reviewed in Summer 2026.

### **Also available:**

- Guide for Parents/carers
- Guide for Staff, MDSAs, Visitors/volunteers
- Posters for children
- PRIDE values posters
- Home/school partnership agreement

**Policy in Practice guide for Parents (A5 leaflet)**

**Policy at a glance – a guide for children**