

2024 - 2025

Our Community Multi Academy Trust
CEO – David Whitehead



Behaviour Policy

Dymchurch Primary School

Committee	
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Author	
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Signature	
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This Policy is to be considered alongside the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- SEND
- Equality / Diversity
- Exclusion and Suspension

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1. Rationale

We all have a right to a safe, orderly, positive environment for all pupils in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us, this means that pupils are always respectful, responsible and ready to learn.

This policy aims to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

2. Aims

- encourage responsible behaviour and raise children's self-esteem.
- provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return.
- encourage the children to have a sense of pride and ownership in their school.
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship.
- prevent bullying, racism and anti-social behaviour.
- Follow the 'Good to be Green' behaviour plan.

3. Guidelines

1. Our Behaviour Policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as maths and English are. At Dymchurch, positive behaviour is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at Dymchurch Primary School.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome, and regular training on this will be provided. (see Appendix 1 – safe handling).
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. [DfE Reasonable Force Guidance](#)
8. An electronic register (MyConcern) will be used to record and monitor behaviour incidents.
9. Staff will work closely with the SLT (Senior Leadership Team) to ensure that pupils at risk (e.g. exclusion) receive specialist support when necessary.
10. We value the input and feedback from our whole school community, including pupil feedback through our school pupil parliament.

4. Roles and responsibilities

The Local Monitoring Council

- The LMC is responsible for monitoring this behaviour policy's effectiveness and holding the Executive headteacher and Head of School to account for its implementation, through the reporting of behaviour concerns as part of the Head's report to the LMC.

The Executive Headteacher and Head of School.

The above are responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Parents and Carers

- The school will endeavour to build positive relationships by keeping the parents and carers informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Parents and carers, where possible, should:

- Get to know the school's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's Behaviour Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly and constructively.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

5. Expectations

Three Pockets of Principles

At Dymchurch Primary School we have three simple principles that underpin our Behaviour Policy. These are:

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles and positive body language
- with words and positive affirmations
- with stickers and stamps
- with awards in assembly and class
- with recognition for achievement and effort

The staff at Dymchurch Primary School make the following commitments to their pupils:

- We will aim to give more positive comments than negative ones.
- We will adopt a warm and consistent approach to behaviour management, modelling the expected behaviours.
- We will try to catch children doing the right thing and show our approval promptly.
- We know that different children prefer to receive praise in different ways and adapt how we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)

6. Class Dojo

- All children will receive Class dojo points on an ad-hoc basis to celebrate and reinforce positive behaviour throughout the school day. These will be linked to the Pocket Principles.
- An additional Dojo point will be given to each child at the end of the school day that has managed to stay on 'Good to be Green' all day.

7. Zones of Regulation

- At Dymchurch Primary we support and encourage positive behaviour and aim to empower pupils with strategies to support their emotional well-being during their primary school years and beyond.
- We have implemented Zones of Regulation across the school, which is used as a tool to support pupils with their self-regulation skills. This is supported and replicated by staff within the school, to strengthen understanding.
- Zones of regulation uses four colours to help children self-identify how they feel and to categorise this feeling into a colour zone. By using the strategies established by both staff and pupils, pupils are then able to support their own emotional regulation, supporting their ability to learn.

8. Good to be Green

Dymchurch Primary uses the 'Good to be Green' behaviour strategy.

This plan links to which behaviour is recorded and how, and the tiered approach used across the school (please see Appendix 1).

9. Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

10. Off-Site Incidents

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

11. Challenging Behaviour

Occasionally children may show more challenging behaviour which falls below the Dymchurch Primary expectations. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should follow the 'Good to be green' plan.

Consequences could be:

- Loss of break time and lunchtime
- Removal from class for a short period of time
- A phone call home and / or parent meeting.
- Reminder of expectations by both the class teacher and a member of SLT
- Internal or fixed-term exclusions following the guidance.

For children with additional needs or for pupils with specific SEND, an individualised behaviour plan will be discussed and expectations will be clarified, including support from parents or carers of the child.

Actions implemented at this stage may be:

- Behaviour contract
- Team around the child meeting including SENCo and a member of SLT
- Referral to external support
- Structured timetable for Lunchtimes and Break times
- Rag-rated hierarchy of behaviour shared with all staff to ensure consistent behaviour management
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

12. Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

SLT and school staff can search a pupil for any item if the pupil agrees, but this will not be done without supervision.

The Executive Headteacher and authorised staff (SLT) have the statutory power to search pupils and their possessions and can search a pupil at Dymchurch without consent (but with the consent of the parent/carer) where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in years 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our school office for safekeeping during the school day and collect it at 3.10 pm.

13. Pupil Support

Following a consequence, the school will consider strategies to help pupils to understand how to self-regulate their behaviour and meet the expectations of the school.

This could include measures like:

- Re-integration meetings
- Personalised plans
- Report card with behaviour goals
- Daily parent contact book
- Daily contact with a specified member of staff
- Pastoral Care
- SEND Screening

14. Suspension / Exclusion

Suspension and/or exclusion is a last resort at Dymchurch Primary. The decision to suspend or exclude a child from the School can only be made by the Executive Headteacher or Head of School and will usually be in consultation with the Trust lead for safeguarding. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Executive Headteacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities', it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches, of the school's behaviour policy; or
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Appendix 1: Reward Systems and consequences Appendix 1 – Reward Systems and Consequences

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour.

5 step approach to behaviour

(Behavioral incidents will also be recorded on My Concern.)

Green Card (1)	A pupil is following the school's Behaviour Policy and behaving in an appropriate way. Pupils are ready to learn and respectful to themselves, others and their environment. 1 Verbal warning can be given to enable the child to think about their actions and have the opportunity to self-reflect and improve their actions. Pupils that remain on Green all day without their card being changed, will receive a Class Dojo point at the end of each school day.
Green card (2 – card turned on side)	If the behaviour continues. The card is changed and the child is spoken to for a 2nd time.
Amber (1)	Child is spoken to for a 3rd time about their behaviour. Child loses 5 minutes of their next break or lunchtime.
Amber (2 – card turned onto its side)	Child loses 10 minutes of their next play /lunchtime. Parents are informed of behavioural incident and a parent meeting (in person or by phone) is arranged.
Red	Removal from Class and taken to a member of SLT. Parents called to attend a meeting in school. Risk of fixed term exclusion is explained.

Internal Exclusion	After Red Stage. If red behaviour is repeated within the next 5 school days, a 1 day internal exclusion will be conducted.
External Exclusion	After an internal exclusion takes place and red behaviour continues again within the next 5 school days, a fixed-term exclusion will be arranged.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come into school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom could make the choice to tidy up in their own time.
- A child who has wasted learning time in class could make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil could make the choice to apologise and make amends.
- A child who has been disruptive at playtime could make the choice to miss their next playtime.

Recording serious incidents

Serious incidents are to be recorded on MyConcern. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on MyConcern (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name-calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time. This will be looked at on a case-by-case basis, taking the child's level of need in to consideration
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations, there is no requirement to log incidents. e.g. a child flicks a rubber across the classroom and apologises.

Safe Handling

Team Teach is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

Any use of safe handling will be recorded on MyConcern.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical

outbursts.

Restrictive Intervention

In addition to this Behaviour Policy, the school has a separate Restrictive Intervention Policy which sets out the procedures for the safe and proportionate use of restrictive interventions, including physical restraint or seclusion, in line with the updated Department for Education guidance effective from 1 April 2026. This policy outlines when restrictive intervention may be used, the requirement to attempt de-escalation strategies first, the process for recording and reporting any incidents, and the duty to notify parents or carers. Staff, pupils, and parents can access this policy, which sits alongside the Behaviour Policy, to ensure everyone understands the measures in place to keep all members of the school community safe.