

Behaviour and Attitudes

Behaviour Policy

Document title:	Behaviour Policy
Version number:	1.3
Policy Status	Approved
Date of Issue	January 2021
Date to be revised	September 2021

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
November 2019	1.3	Policy adapted to include: ClassDojo as positive reward system; SLANT; and the IB Learner Profile
May 2020	1.4	Behaviour Addendum for Return to School see appendix 4
August 2020	1.5	Clarification of escalation process for pupils with challenging behaviour.
August 2020	1.6	Traffic lights reviewed regarding rewards and consequences
January 2021	1.7	Online expectations during Blended learning see appendix 5

At Dartford Primary Academy we understand that good behaviour makes effective teaching and learning possible. We have a positive and inclusive approach to behaviour. Staff model positive behaviour; students are encouraged to make responsible choices, enabling them to be safe and happy while at school.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Our aim is for our children to develop awareness and respect of oneself as well as sensitivity to others; to acquire a set of moral values and to develop habits of self-discipline and acceptable behaviour so they can work and play together safely and happily.

The Inclusion Team

Dartford Primary Academy has a Behaviour Support Team which are directly responsible for behaviour, these are:

Charlotte Casey - SENCo
Sheila Mayes - Assistant SENCo
Anna Reid – FLO (Infant Site)
Audrey Rose – Pupil Support Mentor (Junior Site)
Marion Mealin – FLO (Junior Site)

Aims

The staff at Dartford Primary Academy are committed to creating a safe, happy, and secure learning environment for all pupils. Our aims are:

- To provide a stimulating and safe environment where the achievements of children are recognised and praised.
- To define clear, acceptable standards of behaviour and be consistent in our approach.
- To foster mutual respect between adults and adults, adults and children and children and children.

Specifically, we want to ensure that:

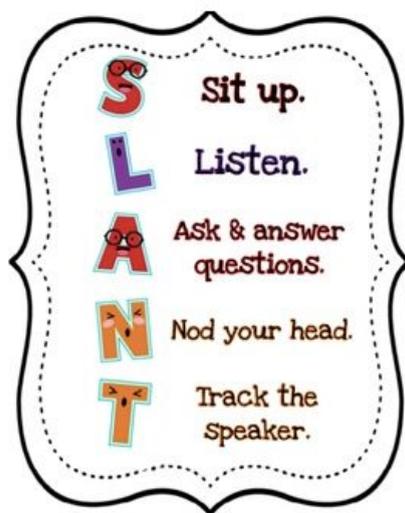
- Staff are confident in managing difficult issues both in the class and at play time.
- Staff understand the use of rewards and sanctions and that they are used consistently throughout the school.
- Pupils know the school rules and the reasons for them, and can make the right choices.
- Pupils understand how to behave through example and challenge.
- Pupils experience school life full of positive relationships and free from bullying.

Traffic Light System

We use 'Green to Go' as a basis for simple everyday rules and routines. Every child at Dartford Primary Academy has the right to high quality learning in a safe and supportive environment. Where the actions of a child prevents other children from these opportunities, firm and proportionate measures will be put in place (see Traffic Lights - Appendix 1). We recognise the close relationship between high expectations and behaviour.

SLANT

In class, pupils are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In order to ensure active listening and participation, we utilise the SLANT process to emphasise behaviours that pupils should be performing as they are learning. Each classroom displays the following acronym as a clear expectation of behaviour and expectations of appropriate behaviour that can be readily adhered to.



Positive Reward System

At all times at Dartford Primary Academy we promote positive, collaborative behaviours through the use of praise and reward systems. These systems are based on celebrating examples of when the pupils demonstrate elements of the IB Learner Profile – identified by both staff and pupils.

These include:

- being effective communicators so that they can express themselves confidently and creatively;
- demonstrating critical thinking skills which enable them to make reasoned, ethical decisions about situations;
- being curious and inquiring in order to gain new knowledge;
- acting with integrity and honesty in all situations;
- being open-minded and appreciating their own cultures and histories as well as their peers’;
- showing empathy, compassion and respect;
- taking risks in their learning by positively approaching uncertainty with forethought and determination;
- caring for themselves, promoting their own well-being and that of others;
- reflect on their own ideas and experiences at all times.

ClassDojo

Staff and children use ClassDojo to award points for positive behaviours. Class Dojo is a digital classroom management tool designed to help our teachers improve pupil behaviour and communicate more effectively with parents. It connects teachers with our pupils and parents to build amazing classroom communities.

Each pupil gets an avatar, and teachers award dojo points when children demonstrate Learner Profile Attributes (see Appendix II, ClassDojo reward points) . Teachers can use a school tablet or computer to give

points throughout the school day. Each pupil's points can be displayed via a smart board, and parents, via their app, can see these. ClassDojo reward points then equate to weekly and termly rewards for children who demonstrate positive behaviour for learning. While DoJo does have a messaging feature, the Academy will not use this to communicate with parents. Academy staff and parents are able to communicate before and after school in the playground; via the children's Reading Diaries; and via the Academy Offices on our Infant and Junior sites.

Pupils with Challenging Behaviour

At Dartford Primary Academy we recognise that some pupils may need additional support to manage their behaviour effectively. We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For some pupils a good balance between praise and discipline is necessary. If a child displays an orange or red behaviour a STAR chart will be completed by the member of staff who dealt with the incident. Where a pupil is moved to red on 'Green to Go' they will be tracked by the Inclusion Team. Three incidents of red behavior will result in a formal meeting with the parents.

Challenging behaviour is tackled through a stepped/graduated approach.

- Time out – Pupils timed out to a partner class, with work to complete.
- Playtime exclusion with their class teacher
- Playtime exclusion with the year leader.
- Playtime exclusion with the vice principal.
- All playtime exclusions are logged on a Google sheet for tracking purposes.
- Working outside of the classroom for half day – internal exclusion; with the work that peers are completing in class.
- Working outside of the classroom for a full day – internal exclusion; with the work that peers are completing in class.
- External exclusions – with work sent home so as to not be detrimental to attainment.
- Managed moves - A managed move is a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. Managed moves are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.
- Permanent Exclusion - in extreme cases the Principal may consider a permanent exclusion from the Academy. This will be agreed by the appropriate members of the Trust Executive Team.

A serious breach of the expected behaviour, where another pupil's or adult's safety is endangered, will result in the immediate application of the stronger measures which is likely to result in a permanent exclusion.

Whenever possible, we strive to avoid the use of exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively in advance of the fixed term exclusion stage. The Academy involves parents as partners in finding ways of helping their child to be a full and useful member of the 'community'. Knowing that our academy and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour.

Positive Handling

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student. The Academy uses the definition of reasonable force as being '*no more than is necessary in the circumstances*'. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student. All members of staff at the Academy have the power to use reasonable force. This includes those who the Principal has put in temporary charge of students; including unpaid volunteers or parents.

The Academy may use reasonable force to:

- Prevent pupils committing an offence;
- Injuring themselves or others;
- Damaging property.

Anti-Bullying (See also Anti-Bullying Policy)

Bullying is: '*Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.*' (DfE 'Preventing and Tackling Bullying' November 2014)

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion.

Pupils are encouraged through a range of systems to talk about bullying:

- ❖ Circle time.
- ❖ Reporting bullying to staff, including when witnessing bullying.
- ❖ "Worry Box" or other individual class systems to pass messages.

The Inclusion and Senior Leadership Teams will act to ensure that:

- ❖ Bullying is an open and high profile subject throughout the school;
- ❖ Staff are well trained and feel confident in their roles when responding to bullying;
- ❖ Staff have a say in how bullying and anti-social behaviour is addressed;
- ❖ There is support where an incident needs to be investigated further and meetings with parents held;
- ❖ All interested parties have access to our Behaviour Policy and Anti Bullying Policy.

Wellbeing

At Dartford Primary Academy it is recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their wellbeing in adulthood. The Department for Education recognises that, in order to help pupils succeed: Schools have a role to play in supporting them to be resilient and mentally healthy.

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organisation, 2014)

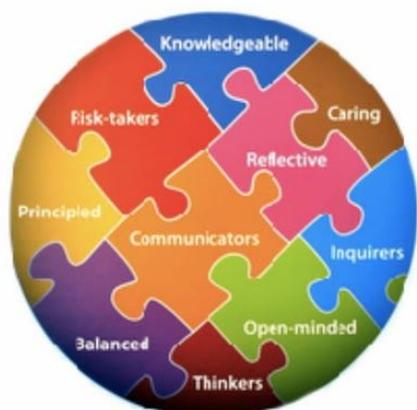
As a school we aim to promote positive mental health for every child, parent/carer and staff member. We pursue this aim using whole school approaches as well as specialised, targeted approaches, positive rewards and motivation. These include a positive point based system, tracked via Class Dojo, where children are praised and rewarded on a regular basis.

Academy Council

This Behaviour Policy has been presented to and ratified by our Academy Council. They have provided suggestions to our rewards and sanctions and will be consulted prior to any amendments.

[Appendix I - Green to Go traffic light system \(Please Click\)](#)

[Appendix II - ClassDojo reward points](#)



ClassDojo Points and Rewards

We can earn Dojo Points and rewards for the following positive behaviours.

Learner Profile Attributes

Points will be award for displaying the IB attributes. Here are some examples of how we can show them:

Thinker - solve problems, think carefully before acting, make good choices.

Knowledgeable - show that we have learnt something new, use background knowledge across subjects, achieve good outcomes in weekly tests.

Communicator - share ideas, answer questions, feedback group work.

Risk-taker - challenge ourselves, try new things.

Principled - being respectful to others, displaying good morals and British Values.

Open-minded - listen to others, respect different ideas.

Inquirer - asking and solving questions.

Caring - looking after a friend, holding a door open, sharing.

Reflective - responding to feedback, correcting mistakes.

Balanced - engage in a range of subjects and activities.

Additional Points

SLANT: For showing SLANT during lessons.

Accelerated Reader: For reading and completing AR quizzes across the week.

Busters' Book Club: For reading on a Wednesday night for Busters'.

Gold Star: For reaching the Gold Star on our traffic lights.

'Changing the World': For taking action outside of the classroom. This is worth additional points.

Weekly Rewards

Each week the following rewards are available:

Take A Selfie - Children can take a selfie with their work using a class device for their ClassDojo portfolio.

Dojo Champion - The child with the most points at the end of the week receives a certificate.

Prize Bucket - The Dojo Champion from each class may select a small prize.

Termly Raffle

Each week one child's name from each class will entered into a Key Stage raffle.

Children will be chosen based on a different Learner Profile each week.

At the end of the term the children have a chance to win a larger prize from the raffle.



When children do experience periods of poor behaviour the following scale should be followed for support to change that behaviour. At each stage it should be clear to the child that the colleagues becoming involved reflect the seriousness of the behaviour shown.

In the first instance the pupil will be spoken to by the **class teacher**.

IF the behaviour does not improve, then:

The support of the **Inclusion Team** will be sought.

IF the behaviour does not improve, then:

The support of the **Assistant Principal** at either the Infant Site or Junior Site will be sought.

IF the behaviour does not improve, then:

The support of the **Vice Principal** will be sought.

IF the behaviour does not improve, then:

As a final resort, the support of the **Principal** will be sought.

Members of staff should follow the above course of action in the first instance. There will, however, be occasions where the support of senior colleagues is required earlier due to the nature of the behaviour exhibited.

Behaviour Addendum - Return to School

When more pupils return to Dartford Primary Academy our children will need to behave differently and follow new systems we put in place.

Aims

1. Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic.
2. We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe.
3. We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly.

Our children will be split into class and year group 'bubbles' and will be working together to keep each other safe. They will continue to earn Dojo points in line with the guidance in the main body of this policy (see appendix 2). We will be working on boosting pupils' wellbeing as they get to know the new routines and expectations and we will reward them for sticking with this, through Dojo points. Parents will continue to be able to see the Dojo points their child is earning by logging onto their accounts.

As well as the 'Bubbles', other measures will also be in place and enforced to minimise risk. Children must adhere to these measures otherwise they will be unable to attend safely.

- Regular handwashing and hand sanitising throughout the day, in line with Government advice.
- Following instructions as to how to move safely around the school if necessary.
- Remaining with their class or year group bubble at all times whether that be in their classroom/ learning zone or in their allocated play space.
- Playing only with their peers in their allocated bubble.
- Not trying to hug peers or adults.
- Only making use of their allocated toilets and doing so appropriately.
- Looking after and making use of their allocated work pack - keeping their resources on their desk and using only their own.
- Remaining in their seats/ learning spaces at all times unless instructed otherwise.
- Following 'catch it, bin it, kill it' when sneezing or coughing and disposing of tissues in a bin. Cleaning their hands after this.
- Any child who deliberately coughs or sneezes towards any other person will be moved to 'red' and parents contacted.
- Children will be reminded regularly to tell an adult if they are experiencing symptoms of coronavirus and this will be acted upon immediately in line with Government advice.
- Following rules about sharing any equipment.
- Only eating and drinking their own lunches and from their own drinking bottles.

For children:

At Dartford Primary Academy...

In class	Theme	Around the school
<ul style="list-style-type: none"> ● We follow adult direction ● We take off face masks before we enter school ● We wash our hands on entering school, after playtime, before eating and before we go home ● We use hand sanitiser in the classroom whenever the adult asks ● We keep our hands away from our mouth ● We use a tissue or an elbow to cover our mouths when we cough or sneeze ● Tissues go in the bin (catch it, bin it, kill it) 	Be Safe	<ul style="list-style-type: none"> ● We follow adult direction ● We keep our hands and feet to ourselves ● We line up keeping 2 metres from our classmates ● We only use the equipment that has been provided outside the classroom ● We use equipment safely ● We move calmly around the school with an adult
<ul style="list-style-type: none"> ● We speak kindly and respectfully to each other ● We listen to the teacher and follow instructions ● We use good manners ● We are honest 	Be Kind	<ul style="list-style-type: none"> ● We do not push or pull ● We are kind in the playground ● We talk to each other and try to work problems out
<ul style="list-style-type: none"> ● We do not move around the classroom without permission from the adult ● We keep a distance from others when we line up in the classroom ● We sit at our own desks ● We never leave the classroom without permission 	Be a Bubble	<ul style="list-style-type: none"> ● We are not allowed to move around the school without an adult ● We remain in our chosen playground (we cannot move between playgrounds) ● We play non-contact games within our bubble

To help the children acclimatise to this there will be an induction time for all children on the first few days of their return so they are clear about the new systems and routines. Staff will be explicit about what good behaviour looks like through teaching new routines for:

- Lining up
- Travelling through school
- Taking the register
- Working in class
- Asking to speak
- Going to the loo
- Illness
- Starting the lesson
- Carpet time
- Lunch
- Entering the classroom
- Exiting the classroom
- Leaving school
- Waiting for parent collection

If any pupil is not complying with the new expectations within school (intentionally rather than unintentionally), parents/ carers will be immediately informed and discussions regarding sanctions and strategies to implement will take place. This is to safeguard all concerned.

If a child does not comply with staff requests and the situation could potentially lead to a physical intervention, we will contact parents and all contacts we have available to take them home on health and safety grounds. At this time, we cannot allow pupils to put themselves and staff at risk through behaviour that results in staff having to break social distancing rules. This response to inappropriate behaviour will remain until government guidelines withdraw the social distancing regulations.

Appendix V. Expectations of behaviour during periods of remote learning.

Online safety

It is likely that children will be using the Internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support children.

The academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Our staff will follow the process for online safety set out in our Safeguarding and Child Protection Policy and 'Guidance for using video in teaching at the Leigh Academies Trust'.

Teachers may live stream or provide pre-recorded videos. This approach will be used if it best suits the needs of their children and staff.

Live or recorded teaching sessions may be undertaken from a teacher's home setting. The tool that should be used for any video conferencing with students is Google Meet. Students should not initiate Meet calls themselves.

In addition to the above the following must be met before proceeding:

- No 1:1 lessons or tuition, groups only.
- Two adults on every Google Meet
- Where it is necessary to engage individual pupils, for pastoral reasons to check on safety and welfare, this can be done live but at least two members of staff must be on the same call.
- Staff and children must wear suitable clothing as they would for a working day in school;
- Any computers used should be in appropriate environment, with a wall, white board or similar being presented as a background;
- 'Live' classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
- Language must be professional and appropriate, including that of any family members in the background;
- Staff must only use devices and platforms (i.e. Google Meet) provided by Leigh Academies Trust to communicate with pupils;
- When outside the regular academy day, joining the lesson should be optional. The lesson should also allow the child to opt out of being on video but to join the session via audio only;
- Staff should record the length, time, date and **attendance** of any sessions held.
- Staff who interact with children online will continue to look out for signs a child may be at risk.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a Deputy DSL.

Guidance for parents, carers and children:

Children are expected to use our Google Meet etiquettes to ensure that the live interactions are high quality for all.

- An adult must be present in the house during the video call and must confirm their presence at the beginning of the video call before leaving their child to engage in the video meet.
- These video meets have been designed to provide your child with the opportunity to interact with their peers and teacher in a virtual live environment. Adults are reminded, it is not an opportunity for you to engage on the video call and speak with your child's teacher. As is the protocol, all questions for your child's teacher must be submitted either through the Google Classroom or by contacting the School Office.
- Join the Google Meet at the allocated time only
- The meets are optional, allowing the children to opt out if they would prefer not to take part. You will be provided with a sign up sheet through your child's Google Classroom to sign up to one weekly slot that is suitable for you and your child.

- Your child will also have the option to attend via audio only should they not wish to have their camera on.
- The door to the room where your child is carrying out the video call must be left open for the duration of the meet.
- The video call must take place in an appropriate environment which safeguards the child's privacy, for example; kitchen/ lounge/ dining room with a wall or similar area presented as a background.
- Your child should be appropriately dressed for the video call as should anyone else in the household
- Language must be professional and appropriate, including any family members in the background.
- Once the video call has finished, you must ensure that the camera has been disconnected and covered.
- During the video call your child may only use the platform that the school provides (Google Meet).
- It is not permitted to make any recordings or take photos during these video calls. This is the responsibility of both parents/ carers and children. However, the video call will be recorded by the teacher in line with our safeguarding policy. Recordings will be retained for 30 days.

Pupils who are being asked to work online have very clear reporting routes to the academy in place so they can raise any concerns whilst online. As well as reporting to the academy they will be aware of practical, external support from the likes of:

- Child Line – for support
- UK Safer Internet Centre – to report and remove harmful online content