



## Whole School Behaviour Policy

At Dolphin School, the happiness of the individual child is central to the school's ethos. This policy should be seen as an important practical and relevant document in the daily life of the school. It should, therefore, be read in conjunction with our Anti-Bullying Policy and our Safeguarding Policy.

This policy is applicable to all members of the Dolphin community, including those in the EYFS.

Children at Dolphin are encouraged to develop self-discipline and to take responsibility for their own actions. Each child contributes to our form and school codes of behaviour. Discipline measures should always be clear and, as far as possible, immediate. Children need to understand what they have done wrong and how they can make amends.

### Our Aims:

- To create a safe, well-ordered environment where all may flourish.
- To encourage in the individual child a desire for self-discipline and a sense of responsibility.
- To enable the child to see the advantages and benefits of a well-ordered community where work may be carried out, and where each child learns tolerance and respect for others.
- To help the child understand that discipline is for all and not for the benefit of the individual.

### Dolphin pupils will be encouraged to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring appropriate equipment to lessons
- follow instructions given by their teachers
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- put a reasonable amount of effort into their homework and hand it in on time

### Dolphin staff encourage good behaviour in the following ways:

- by acting as good role models
- by being responsible and self-disciplined, courteous and caring to each other and to the children
- by building a good working relationship with each other, the parents and the children, and creating a safe, well ordered and happy environment where all may flourish
- by recognising that the process towards self-discipline is a gradual process that has to be taught and reinforced in a non-threatening way
- by ensuring that children understand what we expect from them in our environment and what they may expect of us
- by insisting on courtesy and good manners and endeavouring to be fair and consistent
- by praising good behaviour

### Our Positive Rewards

It is important that good behaviour is rewarded at Dolphin. Tangible rewards for good behaviour vary according to age and the nature of the behaviour. There is a member of staff nominated to be responsible for behaviour management in the Early Years, and overall responsibility for discipline and behaviour management lies with the Head.

As well as positive, verbal comments, younger children receive stickers, stamps and smiley faces, as well as 'Golden Leaves' for the 'Golden Trees' in Nursery and Reception. Particularly good behaviour may result in a visit to the Head, and a mention and a special sticker in Middle and Lower School assemblies.

**Older children** from Year Three upwards also receive stickers known as 'strides' which go towards a grand total for the House Cup. These 'strides' have a picture of a footprint to reinforce the idea that we are all making strides together to reach our goal, and link with our unique walking trip programme. They are given as a reward for good behaviour, good work, effort or any other praiseworthy activity. Particularly good behaviour, work or success are celebrated in school assemblies and may also result in a visit to the Head for a Head's award. On gaining a specific number of strides children receive a 'Strides Card' in either an assembly or form time to celebrate that child's achievement.

The children in Years Seven and Eight receive a book token as a reward for a specific number of strides. All children are given targets towards which they can aspire to gain recognition and reward. Targets and praise for their achievement are also part of the Mentoring system, which begins in Year Five.

Staff will make reasonable adjustments for pupils receiving Learning Support when rewarding positive behaviour or work, or sanctioning poor behaviour or work. Support and encouragement for pupils to behave well and set a good example are provided through a variety of means, such as during PSHE lessons, with sticker charts in the Lower School, Strides in the Middle and Upper Schools, assemblies and positions of responsibility. The school also seeks advice when necessary from external agencies, as and when required, to promote good behaviour at school.

#### **Discipline: Sanctions employed at Dolphin and their use**

We aim to cultivate a safe environment where all can flourish. Sanctions are a tool to help achieve this. They are intended to be seen more as helpful corrective measures than punishments. Codes of behaviour on trips, visits and at matches and competitions are the same as for the classroom, the playground and other areas within school.

Discipline measures carried out by staff should always be clear and, as far as possible, immediate - the child needs to understand what they have done wrong and how they can make amends.

#### **Unacceptable behaviour**

Staff consider the following behaviour to be unacceptable and appropriate sanctions will be used:

- threatening behaviour; the physical intention to hurt others, including pushing and shoving
- name calling, taking advantage of another child's misfortune, excluding others
- trying to get others into trouble; inciting bad behaviour in others
- stealing, hiding or defacing property.
- using bad language
- lying or not owning up
- calling out, not listening to class instructions, monopolising
- answering back
- misuse of the internet, school computers or devices misused outside school that adversely affects a member of this school (see Anti Bullying, Safeguarding and E-Safety policy)
- any action that might bring the school into disrepute, particularly on visits or in a match situation
- consistent lack of effort in lessons or failure to complete set tasks in a reasonable amount of time either at home or at school
- distracting others in lessons so that they are unable to complete their work
- deliberately disobeying instruction
- rudeness to staff, each other and visitors

- belittling others, mocking them relentlessly, picking on one child or group of children habitually, labelling in any negative way including sex, race, religion or disability, any form of bullying (see Anti Bullying policy and Safeguarding policy)

Under section 93 of the Education and Inspections Act of 2006 teachers may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The school records any occasion where physical intervention is used and parents must be informed as soon as practically possible.

### **Lower Level Sanctions**

Teaching staff and care staff may use these sanctions. These may or may not be recorded, depending on severity. Staff should inform the Form Teacher(s) of any removal and may also feed back to the wider body in briefings to help monitor going forward.

- staff disapproval expressed or temporary confiscation of property. (Child reminded of expected good behaviour and school rules)
- repositioning in the classroom
- removal from classroom/playground (for a short period of time)
- removal from an area, tell form teacher/mentor/wider staff when appropriate

### **Medium Level Sanctions**

Details of any child put into detention are passed to the Deputy Head, who keeps a list of such children and identifies patterns for further follow-up in conjunction with Heads of Section. These sanctions are recorded. Playground Incidents and records of poor behaviour are monitored by the Heads of Section, Deputy Head, and SLT as appropriate.

- detention given (see below for details); child's name raised in Staff Meeting for persistent poor behaviour
- child sent to Head of Section (Upper/Middle/Lower) to discuss their recent behaviour
- child 'on report'\* after consultation with Form Teacher(s), Head of Section, Deputy Head and parents
- child sent to Deputy Head; parent written/spoken to officially

### **Higher Level Sanctions**

*(Deputy Head / Headteacher)*

- Child excluded from social interaction with peers outside of the classroom for a period of time exceeding one break; Parents called in immediately
- Child excluded from lessons and social interactions

*(Headteacher only)*

- child suspended
- child expelled (see Exclusion Policy)

All serious disciplinary offences are recorded. Corporal punishment is not permitted or threatened either at Dolphin School or in any school-related activity outside the school. This prohibition applies to all members of staff including unpaid volunteers.

\* "On report" is meant to correct poor behaviour or work and to encourage the child towards a better performance. Parents should be included in the process and encourage to support this action. The child is required to have each designated section of the day signed off by the appropriate member of staff, either

*digitally or on paper. Parents to sign and return. Initially “on report” means one week, when it will be reviewed by the Head of Section.*

### **Detention**

The detention system operates for pupils in Years 4-8 to allow minor misdemeanours to be picked up and addressed in a timely manner. These could include (but are not limited to) the following, and are not just related to academic lessons, but also to games sessions, activities, trips and general conduct:

- persistent lateness or not bringing the correct equipment
- poor quality of work or homework
- poor behaviour during a school activity
- rudeness or unpleasant behaviour towards a pupil or member of staff
- lack of effort

It is up to the member of staff in question to decide whether they would like the pupil in question to spend some time in detention. A pupil may be required to fill out a ‘behaviour reflection’ sheet during detention, or perhaps write a letter of apology, as appropriate. They can also be asked to complete/ re-do any relevant work or homework with some additional adult support.

### **Process**

1. Staff member tells the pupil that they have decided to put them in detention and why.
2. Staff member fills out a detention slip; form teachers are informed.
3. Head of Section or teacher supervises detention in a classroom at breaktime.
4. Detentions usually last between 10-25 minutes.
5. There is a log kept on the shared drive which the Deputy Head and Head of Sections monitor for patterns of behaviour.

### **SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN**

A support network, including Form Teachers, Mentors and SMT is in place to help ensure that any Medium or High-Level Sanction imposed results in a positive impact on future behaviour. Full consideration will be given to the age and nature of the child (e.g. individual educational needs/disabilities) when determining the sanction imposed. The following structures exist within the school to support pupils whose behaviour is causing concern:

#### **Mentoring Scheme**

A mentoring scheme is in place for all pupils from Y5 – Y8. This is a perfect opportunity to support and encourage pupils who are not achieving their full potential. Children are able to develop a positive relationship with an adult in the school who is not necessarily one of their regular teachers.

#### **Placement on the SEN Register**

Pupils who are struggling to regulate their own behaviour are placed on the SEND register. They are monitored by the SENCO and appropriate interventions are put in place where necessary.

**Written by:** Deputy Head (Academic)

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