



# **Behaviour Management Policy**

## **Dolphin School**

### **A2**

**Dolphin School Trust**  
**inc. Noah's Ark Nurseries**

Reviewed by:	Lucy Price (Headteacher)
Last reviewed:	March 2025
Next review:	January 2027

## **1. The Value of Training**

School is a training ground, and training begins with character. Until a child understands who he/she is (and aspires to be), and how his/her behaviour affects others, he/she is unable to progress fully. We willingly spend time getting to know a child's character and learning style, his/her strengths and weaknesses, struggles and triumphs, hopes and fears, gifts, talents and interests. We aim to help each child find ease within his/her own skin and respect for others, leading to a sense of peace within the community. This will provide the perfect context for all children to maximise their learning.

## **2. The Aims of Training**

- 2.1** It is a primary aim of our school that every member of the school community is treated as a unique individual made in the image of God. The school's Behaviour Policy is designed to create a community where we seek first to love and respect the other, thus building an environment where everyone feels valued and secure.
- 2.2** Our Christian ethos encourages all pupils to respect God and those in authority and to put other people first.
- 2.3** The Dolphin staff are committed to applying this Behaviour Policy in a thoughtful and consistent way.
- 2.4** This policy aims to help children become considerate, responsible and self-disciplined members of the school community.
- 2.5** Children have a right to an education (Article 28 UNCRC); a right to be the best they can be (Article 29 UNCRC) and a right to be kept safe (Article 19 UNCRC).

## **3. Expectations regarding behaviour**

### **We value relationships.**

- We will listen to others and accept that other people's views might be different from our own.
- We will speak politely to others, using encouraging and respectful words.
- We will be kind to others and make all children feel that they are valued and belong.
- We will always greet teachers, visitors and each other politely.
- We will display good sportsmanship towards others.
- We will look after school property and the property of others.

### **We value safety.**

- We will move silently and sensibly around the school.
- We will walk silently and sensibly, in the line, when going to and from the Common.
- We will not touch others' property (such as the walls or plants on the journey) to and from the Common.

- We will stay within the boundaries (marked by teachers) on the Common.
- We will only leave the classroom with an adult or with permission from our teacher.
- We will wear our uniform correctly and take pride in our appearance.

#### **We value learning.**

- We will always look at the teacher when he or she is talking and listen carefully.
- We put our hands up when we want to answer a question or contribute.
- We will follow instructions immediately.
- We will respect other's desire to learn and settle quickly to the task at hand.
- We will always give of our best to every task given to us.
- We will develop perseverance and creativity in ourselves and others.

### **4. Rewards**

- 4.1** The experience of life at Dolphin School is intended to be a journey of seven steps from Reception to Year 6. The class teacher is the guide, and he/she is always there to help, support and encourage. The staff strive to catch pupils red-handed doing good and seek to commend them regularly. The atmosphere is one of warmth and appreciation where talents, effort and kindness are valued, praised and rewarded.
- 4.2** Every day teachers give plenty of verbal encouragement both orally and in writing, and congratulate and commend children wherever they can.
- 4.3** Teachers give 'smiley faces' (Lower School) and 'stars' (Upper School) to recognise pupils' conduct, attitude and achievements. These would include things such as kindness, helpfulness, volunteering, tidiness, showing a good attitude, completing homework, persevering, and high achievement (which can be judged in a variety of ways – sometimes using an objective criterion for all and at other times differentiating the criterion).
- 4.4** Certificates of special achievement (Something Brilliant Certificates) for the week are awarded in assembly to recognise effort and achievement.
- 4.6** Children are also rewarded by being chosen to take responsibility.
- 4.7** **House Points** – 'Smiley faces' (Lower School) and 'stars' (Upper School) are added up at the end of every week. All the smiley faces/stars are converted into House points. The House with the most points gets a cup at the end of a term at Assembly.

On Sports Day, House Music, House Writing, House lunches and occasionally DT Day each House team earns House points which are added up. The team with the most points wins – the totals are read out in Assembly.

### **5. Sanctions**

- 5.1** School is a training ground, and we expect to train. Training includes sanctions, which are designed to refine behaviour. Refined behaviour leads to growth of character, which gives the conditions for maximum progress.

- 5.2** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and productive learning environment.
- 5.3** The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session until the class teacher feels that the child is able to re-join.
- 5.4** If a child displays low level behaviour in class (e.g. calling out, talking, swinging on chair, not following instructions straight away), the teacher reprimands him or her. He/she will be given at least two warnings. If he/she fails to heed that warning, he/she is given a 'sad face' (KS1) or mark (KS2) Similarly at break time, or on the return journey from break time, if a child fails to observe school rules, a mark is noted on the break time clipboard.
- 5.5** If a child in the Upper School (KS2) receives 3 marks within one school week, a 'Reset & Reflect Time' will be given. Reset & Reflect Times take place once a week, and children have an opportunity to reflect upon their behaviour and plan necessary changes to their conduct going forward, including any steps of action that need to be taken to resolve a problem. This may be discussed with the Senior Deputy Head first and then recorded by the child. Parents will be informed.
- 5.6** A Year 6 pupil who receives a 'Reset & Reflect Time' risks losing his/her position of responsibility for a set period or permanently.
- 5.7** If a child in the Lower School (KS1) receives 3 sad faces, the teacher will arrange for the child to be removed from play at break time on that day when they will stand out beside an adult in silence. If the child misses three play sessions within a week, they will be referred to the Deputy Head responsible for Lower School.
- 5.8** Children are required (out of respect for the neighbours and for their own safety) to walk to and from the common in silence and to refrain from touching the walls. If they break this rule once, he/she will miss 5 minutes of their play and stand by the staff member in charge.
- 5.9** A member of staff on duty will pass on the information to the class teacher of the child.
- 5.10** If a class teacher deems that a child's behaviour in the classroom or at the common merits a more serious sanction immediately, (physical violence, verbal abuse of any kind,) rather than going through the process of sad faces/marks, he/she should refer the matter to one of the Senior Team, who will, in discussion with the class teacher, respond appropriately. Parents will be informed.
- 5.11** Where appropriate, and particularly where an incident relates to unsporting behaviour in matches or PE lessons, a child may miss either a PE lesson or a match. Any such behaviour should be referred by the PE Department to one of the Senior Team, who will communicate with the class teacher.
- 5.12** If a child receives any of the sanctions above, the teacher is encouraged to consider whether he/she is not eligible for a special achievement certificate that week. It may be that the child who was to receive a certificate has another chance in the following week to redeem him/herself. It will be at the teacher's discretion.
- 5.13** If a child repeatedly receives sanctions, he/she will be seen by a member of the Senior Team and the child's parents will be called to a meeting. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's

parents to arrange an appointment in order to discuss the situation, with a view to implementing appropriate sanctions and strategies to improve behaviour. It may also be necessary to involve other parties such as an Educational Psychologist in order to help the child and his/her parents.

- 5.14** If the sanctions above, reinforced by a meeting with the Headteacher and communication with the parents, fail to cause a significant improvement in behaviour, the pupil risks being suspended.
- 5.15** Under the Equality Act 2010, reasonable adjustments will be made for pupils with special educational needs/disabilities.

**6. Bullying (see Anti-Bullying Policy for further details)**

- 6.1** Bullying is defined as behaviour (and especially a sustained pattern of behaviour) which is intended to threaten, frighten or cause pain to someone, causing him/her anxiety and distress.
- 6.2** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the class teacher informs the Senior Team, who will act immediately to stop any further occurrences of such behaviour by seeing the child/children individually and employing the appropriate strategies and sanctions. Parents will also be contacted.
- 6.3** We do everything in our power to ensure that all children attend school free from fear, and the size of the school means that we are able to supervise children closely.

## **7. Malicious accusations against staff**

- 7.1** In the same way that Dolphin School is committed to the wellbeing of the pupils, the school is also committed to the wellbeing of the staff. If accusations are made against staff by a pupil, the school will investigate the situation according to the Safeguarding procedures as shown in the school's Safeguarding and Child Protection policy.
- 7.2** If the accusation is found to be malicious, disciplinary action will be taken against the pupil or pupils who have been found to be malicious. The extent of the action will depend on the particular situation. Parents are likely to be involved due to the possible severity of the situation.

## **8. The Use of Force**

- 8.1** All members of staff are aware of the [DfE non-statutory guidance](#) regarding the use of force to control or restrain pupils. Teachers in our school do not hit or slap children or threaten to do so. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- 8.2** Parents must be informed by a member of the Senior Team on the same day of the use of force or as soon as is reasonably practicable.
- 8.3** A record is kept of the sanctions imposed upon pupils for serious misbehaviour and of any physical intervention required.

## **9. The role of the class teacher**

- 9.1** It is the responsibility of class teachers to ensure that the school rules are displayed, explained, discussed and enforced in their own class, and that their classes behave in a responsible manner when under their supervision. If there are incidents of anti-social behaviour or flouting of the school's Behaviour Policy, the individuals concerned are seen by the class teacher, and the Senior Team if necessary and the incidents may also be discussed in class.
- 9.2** The class teachers in our school have high expectations of the children, and they strive to ensure that all children work and behave to the best of their ability.
- 9.3** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 9.4** The class teacher reports formally to parents about the behaviour of each child at the bi-annual Parent-Teacher Interviews, and in the child's annual school report. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **10. The role of the Headteacher**

- 10.1** It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of

the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- 10.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 10.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 10.4** The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or extremely serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

## **11. The role of parents**

- 11.1** The school aims to collaborate actively with parents, so that children have the opportunity to receive consistent messages at home and at school about how to behave.
- 11.2** We explain the school rules to parents through this policy and at events such as the Curriculum (Launch) Evening, and it is our expectation that parents will read the rules and support them.
- 11.3** Building a mutually supportive partnership between home and school is a key priority, and we inform parents if we have concerns about their child's welfare or behaviour.
- 11.4** If the school has to use reasonable sanctions to punish a child, we would expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should contact the Senior Team. If these discussions cannot resolve the problem, or if the complaint concerns the Headteacher, they should contact the Chair of Governors in line with our Complaints Policy, before a formal grievance or appeal process can be implemented.

## **12. The role of Governors**

- 12.1** The Governors support the Headteacher in her implementation of the school's Behaviour Policy.
- 12.2** The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but disciplinary issues may be discussed with the Governors, and the Headteacher must take their views into account when making decisions about very serious matters of behaviour.

## **13. Fixed-term and permanent exclusions**

- 13.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and heeds the guidance, [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE August 2024). We refer to this guidance in any decision to exclude a child from school.

- 13.2** Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 13.3** If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes the Governing Body aware of any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term, making it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- 13.4** The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 14. Drug- and alcohol-related incidents**
- 14.1** If a child will need medication during the school day, the parent or guardian should notify the school and take the medication to the School First-Aider in the office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a School First-Aider (or, in his/her absence, the class teacher).
- 14.2** The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be at risk of a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and Social Services will be informed.
- 14.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 14.4** It is forbidden for any child to bring onto the school premises alcohol or illegal drugs. Any child who is found to have brought to school any type of alcohol or illegal substance will be at risk of a temporary exclusion. The child will



not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

**14.5** If the offence is repeated, the child will be permanently excluded.

**14.6** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will likely be permanently excluded from the school. The police and Social Services will also be informed.

## **15. Transition**

**15.1** In the event of a child being removed from the school, Dolphin School would be committed to supporting the child and his/her family in order to ensure a smooth transition to another school.

## **16. Monitoring and review**

**16.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**16.2** The Headteacher and Deputy Headteachers record those occasions when a child is sent to them on account of bad behaviour.

**16.3** The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

**16.4** It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it seeks to ensure that the school heeds the guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.