



# Behaviour Policy

At Dulwich Wood we believe that all behaviour is communication. We therefore use 'The Zones of Regulation' to support pupils to understand, manage and validate their feelings. This approach enables pupils to take responsibility for their actions and consequently reflect on how they can handle situations differently and have a better understanding for the next time they arise. (See 'The Zones of Regulation' appendix).

## Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning.

We expect all pupils to use the tools in their Dulwich Wood Learning Tool Kit to help them develop into well rounded life long learners. (See [learning-toolkit](#) for more information).

## Rights

You have the right to:

- feel safe in school, emotionally and physically
- be treated with respect
- be treated fairly
- have your opinion heard
- learn without interference from others
- expect an apology when you are treated unfairly

## Responsibilities

With rights come responsibilities. You have a responsibility to:

- make others feel safe in school, emotionally and physically
- treat other people and the environment with respect
- be fair in how you do things
- listen to others when they express their opinion and consider their point of view
- express your opinion calmly and politely
- abide by the decisions made by adults in charge
- let everyone else learn without interference from you
- understand and accept that all people make mistakes

- apologise when you treat others unfairly
- give your best effort and be ready to learn at all times

## School rules

The school rules are there as a framework for the Rights and Responsibilities

The 5 rules are:

1. Be respectful
2. Be hard working
3. Be fair
4. Be caring
5. Be safe

## Recognition of Positive Behaviour

### Houses/House points

The pupils are members of Houses named after birds:

1. Falcons
2. Eagles
3. Hawks

House points are given when pupils use the 'Tool kit'

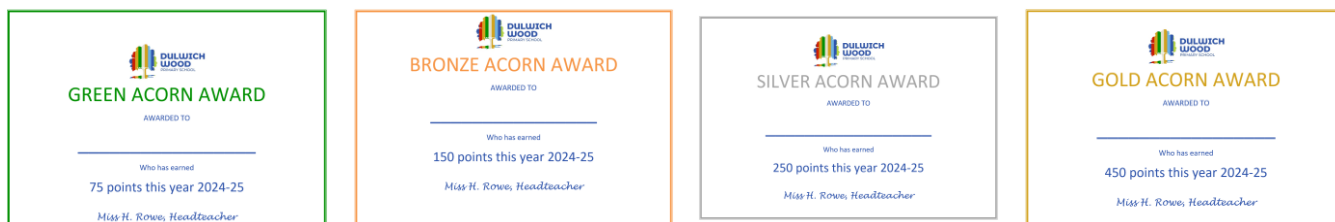
House Points allow a pupil to move up the Colour Chart in their classroom



We recognise and celebrate positive behaviour by:


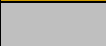


- Verbal praise which is specifically linked to what has been done well
- Earn points for making good behaviour choices using their learning tools to help them e.g empathy, managing distractions, collaborating
- Certificates are awarded
- Stickers
- Phone calls home
- Informal chats with parents at school gates or in the playground
- Sending to a senior member of staff for commendation

## Acorn Points



## Getting Acorn Points

A child's finishing position at the end of the day on the Colour Chart is worth a set number of Acorn Points as shown in this table:

COLOUR		END OF DAY CONVERSION INTO ACORN POINTS
	GOLD	4 points
	SILVER	3 points
	BRONZE	2 points
	GREEN	1 point

- This number is recorded for each pupil each day as they work towards receiving a Green, Bronze, Silver and Gold 'Acorn Certificate' during the course of the year.
- Anyone who makes it to 'Gold' on their class chart (which should be a rare and auspicious event!) gets their name entered in the 'Golden Book' kept by the Headteacher. They are called out for a round of applause in celebration assembly and either the 'Bravo – Bravissimo' song or the 'Made it to Gold' rap. For this to mean something it has to be a hard to obtain accolade so if you have more than 5 children a week in the Golden Book you are being too generous with your House Points!

## The individual's contribution to the success of their House

- At the end of every Thursday, the total number of 'Acorn Points' gained by each House in a class is totalled
- These are combined across the School to give House Totals for the week
- The winning House receives 3 points, the second house 2 points and the third 1 point to their collective House Total which are announced in assembly and displayed outside the HT Office and on the weekly newsletter.

## Incident Logs

All behaviour incidences are to be recorded on [CPOMS](#). A member of SLT will then be alerted to the incident.

2 entries on [CPOMS](#) within a week require a meeting between the Class Teacher and the child's Parents. This can be quite informal and carried out at the end of the day at the gate or on the playground.

On a third occasion a child is entered on [CPOMS](#) their Parents will be required to come to meet the teacher with a senior leader to discuss the situation.

A record of the meeting must be added to [CPOMS](#).

### [Sending a child to the SLT](#)

- Sending a child to SLT should be used as a last resort and only when the behaviour is serious enough to warrant it. If this is the case the member of SLT will discuss with the pupils using the zones of regulation as a scaffold for their discussion.
- However, in all cases when there is a Health and Safety issue the child should be sent to a senior member of staff who are all in contact with each other across the site by radio.
- All SLT are available during break times to deal with any playground incidents.

### [Behaviour charts](#)

- For a number of children, individual behaviour charts with sanctions and rewards agreed with parents can be highly effective. These are put in place by the Class Teachers following consultation with SENDco/KS Leader.

### [Set Restraint of pupils](#)

- If a child behaves in such a way as to endanger the safety of themselves or others, Teachers will follow the procedures set out in the Positive Handling Policy.
- We accept that in the course of positive handling, injuries to adults and children can occur. There is no presumption that in the case of injury or complaint against adults of physical injury that suspension from duty will occur automatically. Each case will be carefully considered by the School Leadership.

### [Exclusion](#)

- Internal / External Exclusion is used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy.

### Monitoring of behaviour trends

Behaviour concerns are logged on [CPOMS](#). SLT meet weekly to discuss individual children whose behaviour has been raised as a concern. This information is used to adjust school practice and / or to plan external support.

## Dealing with Inappropriate Behaviour/Sanctions

Ensure that parents / carers / Key Stage leaders/Inclusion Lead are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs.

The following is a suggested hierarchy of responses to inappropriate behaviour:

### 1. Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

### 2. Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Facial expressions, frowns etc.

### 3. Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.
- Referring back to Class charter or School Rules.

### 4. Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the *inappropriate behaviour* that is not acceptable not *the child*.
- Explain clearly to the child what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as "silly", "thoughtless", "not you again."
- NEVER give blanket whole class reprimands.
- Give the pupil an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.

- Give pupil the option of taking time out by suggesting they move to the designated area within the classroom e.g book corner, chill out zone, zen den.
- Support the child to recognise what zone they are in and give them time to figure out why this might be. Ask the child how could they help themselves. What could they do to move back to the 'green' zone.
- Consider giving them a small job to do, a distraction, maybe take a note to another staff member or collect something from another classroom (teachers can bubble colleagues in advance!)

## 5. First Warning

- State what the child is doing e.g. "Lee, you're talking".
- Remind the child of the School's rule in question "We have a rule about working hard. I'd like you to keep it. Thank you."
- Emphasise that the child needs to make the right 'choice'.
- Redirect the child to their learning.

## 6. Second Warning

- Tell the child they have had first warning and now this is their second.
- State clearly what you expect the child to be doing and offer support to get started if appropriate.

## 7. Involve SLT

If the child is not co-operating call a member of SLT via the radio or send another child to get additional adult support.

SLT can then take the child from the classroom and give them the opportunity to reflect on their behaviour and turn the situation around.

Always call for SLT assistance if:

- The pupil is aggressive, violent and is endangering self or others.
- The pupil leaves the classroom without permission and the TA dealing with this needs help in returning the child to class.
- To call for assistance, use your class radios or send a sensible pair of children to the School Office to ensure a member of the SLT attends your classroom promptly.

## 8. Outside Agencies

If, at any time, the Headteacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the The Family Early Help Service.

## Acute/Persistent Inappropriate Behaviour

These behaviours may include:

- Physical assault on another child or member of staff
- Constant disruption to the education of other children
- Regular breaches of the school's Behaviour Policy resulting in teachers being distracted from teaching because of disruptive behaviour of an child
- Deliberate and wilful damage to school property

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such a case a 'Behaviour Contract' may be tried. The Behaviour Contract can only be put in place by members of SLT

## Anti bullying statement

### Introduction

We have a responsibility to provide a secure environment, so that all children feel happy, confident and safe whilst at school. All bullying is unacceptable and will be taken seriously.

### What is bullying?

- Hurting people's feelings constantly
- Constantly making people feel uncomfortable
- Name calling over and over again
- Being mean to somebody every day
- Picking on someone for being different
- One person or group persistently hurting another person
- Hurting someone mentally, emotionally or physically every day
- Texting mean messages to people
- Excluding people from friendship groups and games

### How can we best prevent bullying?

#### Through education

At Dulwich Wood Primary School, through our ongoing PSHE curriculum and through assemblies, children are encouraged to learn to deal with bullying and negative peer pressure, gaining confidence and developing appropriate strategies. In particular, appropriate, immediate reporting to an adult is strongly encouraged. We highlight issues around bullying as part of the annual National Anti-Bullying Week.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### Through a culture of reporting bullying

- Pupils keep an eye on each other and report suspected bullying through anonymous 'worry monsters'
- We display prominent posters with a 'We say no to bullying' message around the school
- We teach pupils to say "Stop, I don't like what you're doing"
- We encourage children to always tell an adult or a friend
- We teach the children the importance of telling an adult through the "Remember to tell" song

### What do we do if bullying is reported?

- Teachers record all behavioural incidents on [CPOMS](#) -all bullying incidents are therefore automatically reported to the Senior leaders
- Senior Leaders always interview all parties and take action as appropriate.

### Appropriate action

Where a pupil has been found to be bullying, their Parents are informed and a range of sanctions and support will be put into place.

All school staff who work with that pupil will be informed and they will be closely monitored.

A period of time spent off the playground.

Opportunity to reflect with a Senior School Leader about why they behaved in such a way.

Social skills/Friendship group sessions to explicitly learn how to be a friend.

Further incidents of bullying will lead to internal and then external exclusion. This may then lead to a sharing of information/referrals to outside agencies e.g. Pupil Referral Unit or Social Care ( if there is already involvement). All referrals will be made in consultation with Parents

### Supporting the victims

Our inclusion/SENCO team work with victims of bullying to support them. In extreme cases this team will call on the support and guidance of outside agencies like CAHMS and Social Workers.

Adopted by Dulwich Wood Federation Governors: November 2021

Reviewed and updated September 2024

# The ZONES of Regulation

What Zone are YOU in?



## Blue Zone

Sad  
Bored  
Tired  
Sick

For the Blue Zone –  
awakening:



## Green Zone

Happy  
Focused  
Calm  
Proud

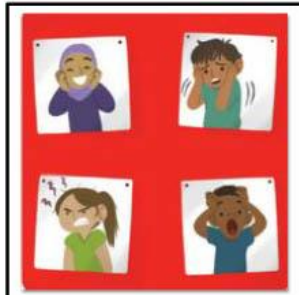
For the Green Zone  
– maintaining:



## Yellow Zone

Worried  
Frustrated  
Silly  
Excited

For the Yellow –  
decrease emotions:



## Red Zone

Overjoyed/Elated  
Panicked  
Angry  
Terrified

For the Red Zones –  
decrease emotions:

Tools for Regulation