



# **Dunchurch Boughton Church of England Junior Academy**

## **Behaviour Policy**

Date created: September 2026

Review date: September 2027

(Approved by AGC: 6.7.26)

## OUR SCHOOL RULES

At Dunchurch Church of England Junior Academy, our school rules are:

- We are **ready** for every part of the school day
- We treat everyone with **respect** (including ourselves)
- We are always **safe** (with our words, choices and actions)

Our school rules are based on our Christian vision 'Encourage one another and build one another up' as well as our Christian values of peace, forgiveness, honesty, kindness, patience, generosity and thankfulness.

## HOW WE PROMOTE POSITIVE BEHAVIOUR

We encourage our pupils to develop our core values, follow the school rules and succeed in school by:

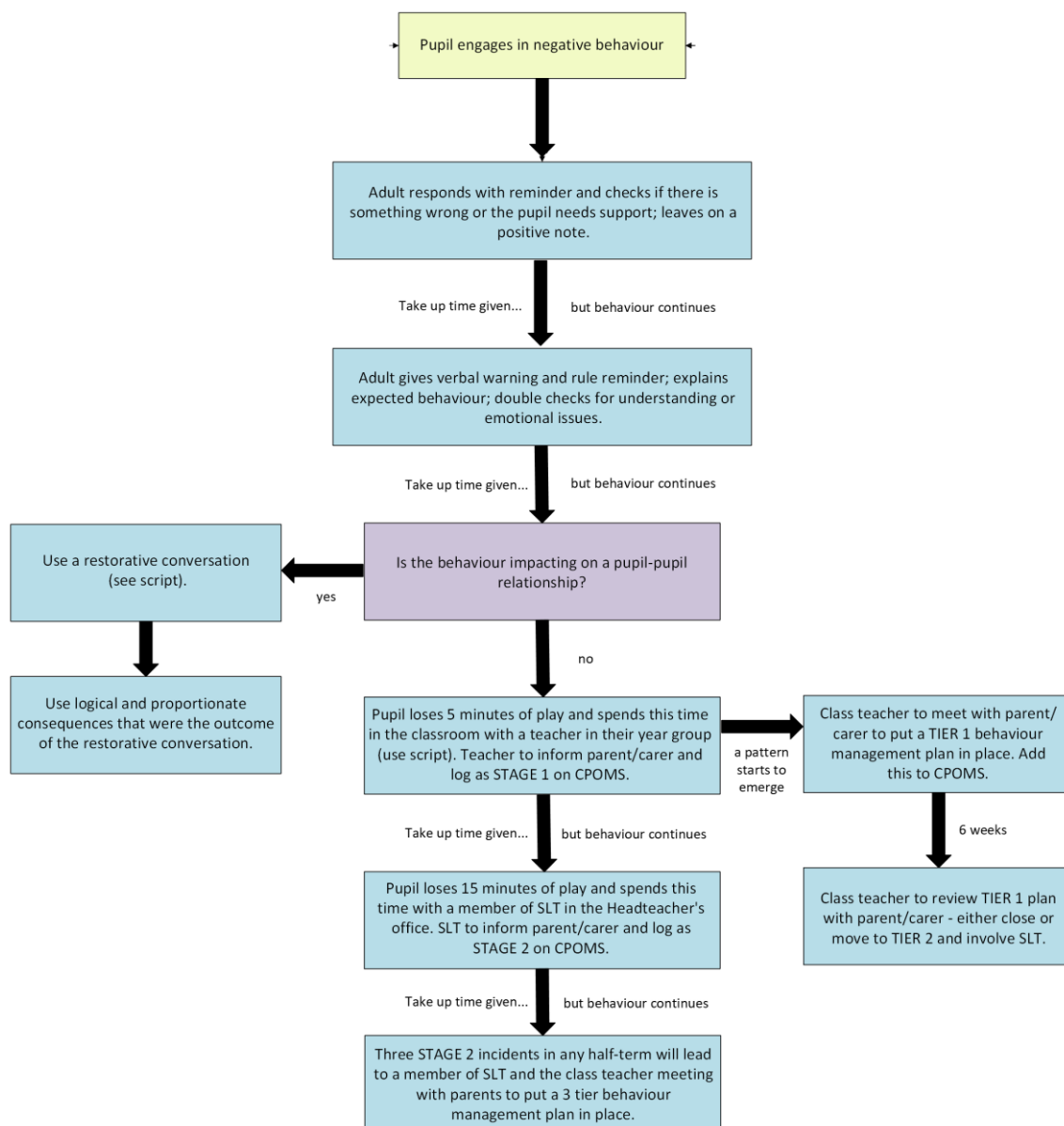
|                                        |                                                                                                                                                                                          |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Verbal recognition and praise          | Issued for on-task behaviour and general good behaviour. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour 5 times more than negative behaviour. |
| Together We are Stronger (TWAS) awards | We issue TWAS awards to pupils who follow the school rules and values.                                                                                                                   |
| House points                           | We issue house points for positive learning behaviours and other behaviours linked to our school values. Each half-term, the house with the highest number of points will have a reward. |
| Postcards                              | We issue postcards to individual pupils for high standards of effort and achievement.                                                                                                    |
| Class Jar                              | We issue pebbles/stars to whole classes for working together to follow the rules and routines. Once an agreed number are collected in the class jar, there will be a whole class reward. |
| Stamps and stickers                    | Issued in books for good work and effort.                                                                                                                                                |

## HOW WE REDUCE NEGATIVE BEHAVIOUR

When a pupil engages in a behaviour that is not in line with our school values, we will respond in one of two ways.

If the behaviour has damaged a relationship between two pupils, we will manage the behaviour through a restorative conversation. This should result in a logical and proportionate consequence to discourage the behaviour in the future and help the pupil(s) to understand the impact of their actions on the people around them.

Otherwise, we will respond using a consistent system of consequences. Between each consequence, the pupil will be given 'take-up time' to think about their actions and improve their behaviour.



**IMPORTANT:** Where the pupil's behaviour relates to an underlying SEND need, we will follow the strategies outlined on their IEP. For unsafe behaviour, earlier steps in the process may be skipped, depending on the adult's professional judgement.

In the event of very serious incidents, the headteacher reserves the right to use fixed-term exclusions (internal and at home) and permanent exclusion as a consequence. When this happens, we will follow the guidance set out by the government, local authority and the Academy Trust.

## **SUPPORTING PUPILS WITH ADDITIONAL NEEDS**

We recognise that some pupils will require additional support with their emotions and behaviour to succeed in school.

We identify those children through teacher referral, parent/carer referral (parents/carers can refer by emailing [pastoralduj@dunchurch.covmat.org](mailto:pastoralduj@dunchurch.covmat.org)) and child self-referral (pupils can post a note into one of the 'talk boxes' located around the school – these are checked regularly by the pastoral lead) – and through weekly reviews of behaviour data collected on CPOMS.

We support those pupils through assessments, IEPs, written behaviour management plans and specific programmes of support based on their individual needs. These may be contributed to by parents/carers and external professionals. Where pupils have high levels of sustained need, this process may result in the application for an EHCP, that provides for the child's needs on a long-term basis.

To ensure equality of opportunity, we will make reasonable adjustments where appropriate, and the strategies in a pupil's behaviour management plan or IEP will take priority over the rewards and sanction described earlier in the policy.

## **RELATED POLICIES**

This behaviour policy should be read alongside our:

- Safeguarding and child protection policy
- Anti-bullying policy
- Special Needs policy
- Mental Health policy