



DINGLE COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

The school aims to promote equality in all aspects of school life and with regard to all matters embraced by this policy will comply with the provisions of the **Equality Act 2010** and the **Special Educational Needs and Disability Act 2014**.

Date adopted:	17 th September 2024
Date reviewed:	13 th May 2025
Next review due:	Autumn 2026
Reviewed by:	Resources & Safeguarding Committee
Signed:	 (Headteacher)
Signed:	 (Chair of Resources & Safeguarding Committee)
Date:	13.05.25

Statutory Guidance

This policy is based on legislation and advice from the Department for Education on:
Behaviour in schools: advice for head teachers and school staff 2024
The Equality Act 2010
Keeping Children Safe in Education 2023
Supporting pupils with medical conditions in schools
Special Educational Needs and Disability Code of Practice
Suspension and permanent exclusion from maintained schools 2023
Section 175 of Education Act 2002
Education and Inspections Act 2006
Education Regulations 2014

Introduction

As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security, and stability- whatever our role or context
(Louise Bomber,2021)

I strongly believe that deep down in every child, however invisible, hostile, or rejecting they may seem, is a deep longing to be seen, known, and truly understood.
(Louise Bomber,2007)

Dingle Community Primary believes that positive learning behaviours are a necessary condition for effective teaching and learning to take place. We seek to create an environment and ethos in the school which encourages high expectations for positive behaviour. We recognise that every pupil has the right to feel safe, valued, and respected and to be able to learn free from the disruption of others.
The behaviour Policy is implemented in conjunction with the school rules.

Be Ready
Be Respectful
Be Safe

Aims

To maintain a caring consistent community where there is mutual respect between all.
To help children develop a sense of worth, identity and achievement.
To create a positive learning ethos and environment.
To support pupils in understanding that actions have consequences.
To work in partnership with parents to promote positive behaviour.
To develop in all children the ability to listen to others, cooperate and to appreciate and be tolerant of the way others think.
To promote consistent standards of behaviour throughout the school
To ensure that the schools' expectations are widely known and understood.
To help children develop positive intrinsic motivation.
To support all children in accepting responsibility for their actions and to consider the impact of their behaviour upon others using restorative conversations.
To identify patterns or changes in behaviour that may indicate concerns around mental wellbeing, safeguarding and/ or an unmet SEN need.

School Ethos

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kin. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others" (Paul Dix, 2017)

At Dingle, we aim to create a positive school culture which is consistent, safe, and nurturing that fosters inclusion, connection, respect, and shared values for all members of the school community.

Strong relationships are promoted between staff pupils and their parents/ carers.

All pupils will be treated fairly, regardless of age, race, gender, ability, and disability.

Staff understand that behaviour is a form of communication of an emotional need (whether conscious or subconscious)

Relationships are key and we believe in connection before correction.

Staff model high expectations of behaviour at all times.

Positive learning behaviours are explicitly taught, revisited, and referred to regularly.

Show appreciation of the efforts and contribution of all, emphasising the importance of being valued as an individual within the group.

When behaviour is challenging, we need to treat it as vulnerable rather than troublesome adopting a non-judgemental and empathic attitude.

Staff have high expectations and always maintain these to ensure pupils needs for consistency, predictability and security are met.

Staff are aware of the links between risk and protective factors and behaviour.

The educational environment needs to be high in both nurture and structure with predictable routines, expectations, and responses to behaviour.

Staff adhere to non-negotiables for behaviour expectations during lessons.

Staff will support children in developing ways to self-regulate and in coregulation when required.

Use a calm, well-regulated tone, and respectful language during all interactions.

Staff demonstrate professional curiosity about behaviour.

Standards of Behaviour and Expectations

All staff model appropriate positive behaviour.

Positive learning behaviours are displayed in every classroom.

Positive learning behaviours, behaviours during transitions and behaviour expectations in different parts of the school, are taught explicitly and revisited and referred to regularly.

Positive behaviours are commented upon and highlighted.

Staff praise and reward children who are ready, respectful, and safe.

Positive reinforcement may come in the form of dojo points, stickers, postcards home, Star of the day, behaviour stamps, praise assembly star of the week, verbal praise, and a smile.

Good routines should be in place for

Start and end of day- Children will enter and exit school in a manner which is calm and considerate of others.

Transitions- Within the classrooms children will move from one lesson to another with minimal fuss in a calm and orderly manner.

Lining up/ going into assembly- Children will line up and enter and leave assembly in a quiet and calm manner.

Moving around school- Children will move around the school environment in a calm manner with consideration for others.

Break times and lunchtimes- Children will line up calmly and quietly at the end of unstructured time.

Dining room – Children will wait calmly to be served for hot dinners. Children will use indoor voices and remain in their seat whilst eating. Children in KS1 will line up and wait quietly for an adult to collect them once they have finished in the dining hall.

Expectations for behaviour during these times will be explicitly taught and shared with the children.

Rewards

All of the children in school belong to a house team. **Dojos** will be awarded to individual pupils for demonstrating positive social and learning behaviours. These will contribute towards their house team totals at the end of each half term. The house with the most points will earn a reward day where they will be invited to come into school in their own clothes and they will receive an additional playtime. This enables individual children to be rewarded for exemplary behaviour.

Every year group will have the opportunity to earn **“Golden Time”** for their class each week. This will be awarded when *every member* of the class has displayed positive learning or social behaviour. This enables the children to work collectively towards a common goal. The class will receive extra minutes of playtime time that week.

A postcard home or telephone call to parents may be given to children who have been excellent role models or demonstrated fantastic learning behaviours that week.

In EYFS/ KS1 children will have the opportunity to become VIP for the day. They will get special privileges such as lining up first, responsibility for helping the teacher in the classroom and sitting in a special seat.

Stickers will be given to pupils throughout the week for positive work and excellent behaviour.

Equal Opportunities/ Inclusion

We recognise that being fair is not always about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support and intervention.

When incidents occur, we will consider them in relation to a pupil's additional needs although we recognise that not every incident of inappropriate behaviour will be connected to their SEND.

School will take reasonable steps to ensure any preventative measures are in place considering the specific circumstances and requirements of the pupil concerned. This will align with the Children and Families act 2014 where school will use best endeavours to meet the needs of all pupils with SEND. This may include planned movement breaks, sensory provision, availability of trusted adults, calm spaces outside of the classroom and training for staff in understanding needs.

Behaviour System

All children will begin the day on green on the behaviour board in the classroom. Positive learning behaviours will result in them moving up to silver and gold.

Verbal Reminder

When children are not making positive behaviour choices, a discrete verbal reminder of expectations will be given privately and calmly by the adult. The behaviour will be positively reframed, and the child reminded of times when they displayed this expected behaviour where possible.

Regulate and Reflect

The child will be given every opportunity to reframe the behaviour. There will be a calm space in every classroom where children are able to take time out to regulate their behaviour before returning to their learning if required. This may require time in with an adult to support coregulation. Positive behaviour expectations will be shared.

Warning

Should the behaviour continue, a possible consequence will be shared so that the child is aware of what will happen should the behaviour continue. This will be managed by class teacher. It must be made clear why the consequence may be given.

Logical Consequence

A logical consequence is given by the class teacher or member of support staff. The developmental age and specific needs of a child will be considered when deciding appropriate consequences. We recognise that a one size fits all is not always appropriate. The consequence relates directly to the behaviour. This will be shared with parents at the end of the day by class teacher.

For example, if a child has lost learning through distracting others this time would be paid back at break time or in lunchtime club.

If a child has defaced equipment, they will need to clean or repair the equipment.

They may need to replace something that has been broken.

They may be asked to tidy a classroom that has been disrupted.

If they have used unkind words, a restorative conversation will take place between class teacher and pupil during break time or at the start of lunchtime. This may result in them checking in and / or apologising to the child they have been unkind to. A restorative conversation must take place. It must be made clear to the pupil that they can meet the expectation.

Repair and Restore

After a pupil completes, payback time, reflection, or consequence, it is important to repair and restore the staff pupil relationship. Staff should praise expected behaviour at the earliest possible opportunity.

Escalation

Should behaviour continue, SLT may be called. All previous steps need to have been put in place.

Should behaviour persist, or is significant in nature, a period away from the classroom may be put in place by SLT. This enables the pupil to refocus and break the negative cycle. This will be shared with parents.

Some behaviours may necessitate the involvement of SLT immediately:

Fighting

Extensive damage to property

Racism

Homophobia

Misogyny

Inappropriate sexual behaviour

Threatened or actual violence against a pupil or member of staff

Parents will be informed of the incident by class teacher and SLT in the case of serious incidents.

If low level disruption become persistent or concerning, a behaviour tracker will be put into place and shared with parents. This will be reviewed after 2 weeks.

If it is decided in liaison with the SENCO that the behaviour is an indication of an unmet need, additional support may be put in place such as:

Meet and greet

Daily check ins

External agency interventions

SEMH interventions

For children who are experiencing significant difficulties because of SEMH needs, a Boxall profile assessment will be carried out and they may access the Shining Stars nurture provision in school. This provision focuses on developing high expectations for behaviour in a safe and calm environment with skilled nurture practitioners.

Fixed Term Suspensions

Serious incidents may result in a fixed term suspension. Parents will be informed of this immediately.

They may be but are not limited to persistent disruptive behaviour, damage, bullying, physical assault of peer or staff, racist abuse, sexual misconduct, theft, carrying an offensive weapon, threatening/ verbal aggression towards an adult or pupil.

RIPE (Reduction in Pupil Entitlement) may be used in extreme circumstances to ensure the safety of the individual pupil and the safety of others. This will be done in agreement with the parent/ carer and reviewed regularly in accordance with statutory guidelines.

Playtimes

Verbal warning making it clear a rule has been broken. Share the expectation.

Timeout in specified area if needed (green bench) - 5 mins.

Shadow member of staff if needed - 5 mins.

The teaching assistant will deal with the matter in the first instance.

Radio for SLT if the child is refusing to follow instructions or the matter is of a serious nature:

Fighting

Extensive damage to property

Racism

Homophobia

Misogyny

Inappropriate sexual behaviour

Threatened or actual violence against a pupil or member of staff

Should they be unavailable, middle leaders will respond.

Should middle leaders be unavailable, class teacher will respond.

Recording Incidents

If a logical consequence has been put in place the class teacher will record this on cpoms and share with parents at the end of the day.

Where SLT intervene and deal with a situation they will record the incident on cpoms.

Incident and patterns of behaviour will be monitored by SLT.

Support staff will record lunchtime incidents where SLT has not been involved.

We ask that staff do not involve themselves in incidents that are already being dealt with as this can cause additional confusion and emotional trauma. If a member of staff requires assistance, they will request it.

Educational visits

Behavioural expectations remain the same when children are off site.

Should a child run away from the school group, school staff will not leave or follow the child due to safeguarding requirements of the other children. Police and pupils' parents will be contacted immediately.

Parents and Carers

Parents should get to know the school's behaviour policy.

Support their child in valuing and following the school's behaviour policy.

Inform the school of any changes that may affect their child's behaviour.

Discuss any behavioural concerns with the class teacher in the first instance.

Take part in reviews and pastoral discussions.

Support school in upholding high expectations of behaviour.

Physical Intervention

Although every opportunity will be taken to deescalate a situation and support pupils to regulate, there may be times when a physical intervention may be necessary to keep themselves and others safe. This will always be a last resort.

Identified staff are trained in de-escalation and safe physical restraint interventions. They attend annual training.

Parents will be informed if their child is involved in a significant incident.

Safeguarding

Dingle Community Primary fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection, and support. All staff are responsible for being curious about behaviour. If a member of staff believes that any behaviour gives them reason to suspect a child may be at risk of harm, they must follow the school safeguarding procedures.

School will not normalise abusive language or behaviour treating it as banter, an inevitable fact of life or an expected part of growing up. School will advocate for high standards of conduct between pupil and staff and peers. They should model and demonstrate manners, courtesy and dignified respectful relationships. This includes inappropriate online behaviour.

We are also committed to actively promoting the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Safeguarding Lead who has local contacts for PREVENT and Channel referrals.

Appendix 1

Questions to support restorative conversations.

Can you tell me:

What happened?

What were you thinking/ feeling at the time?

Who has been affected by this?

In what way?

What can be done to make things right?

Appendix 2

Dan Hughes- Pace Approach

PACE refers to playfulness, Acceptance, Curiosity and Empathy.

Playfulness

Defuse tense situations and manage minor behaviours. Pupil is less likely to respond with anger or defensiveness.

Acceptance

Acceptance does not mean accepting negative behaviours. It means address the behaviour, not the pupil. Try to make sense of why the pupil is behaving in a particular way without judgement.

Curiosity

Wondering rather than being angry. I wonder if you are feeling like this because..... It opens up discussions with the pupil.

Empathy

Show that you understand how difficult they are finding things. Reassure them that you want to help. Validate with phrases like "I know how difficult that must have been for you"

Appendix 3

Teachers Standards

Manage behaviour effectively to ensure a good and safe learning environment.

Have clear rules and routines for behaviours in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy.

Have high expectations of behaviour, with a range of strategies, using praise, consequences, and rewards consistently and fairly.

Manage classes effectively, using approaches which are appropriate to the pupils needs to involve and motivate them.

Maintain good relationships with pupils, exercise, and act decisively when necessary.

Appendix 4

RISK FACTORS

- ✗ Genetic influences
- ✗ Low IQ and learning disabilities
- ✗ Specific development delay
- ✗ Communication difficulties
- ✗ Difficult temperament
- ✗ Physical illness
- ✗ Academic failure
- ✗ Low self-esteem

- ✗ Family disharmony, or break up
- ✗ Inconsistent discipline style
- ✗ Parent/s with mental illness or substance abuse
- ✗ Physical, sexual, neglect or emotional abuse
- ✗ Parental criminality or alcoholism
- ✗ Death and loss

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Disaster, accidents, war or other overwhelming events
- ✗ Discrimination
- ✗ Other significant life events
- ✗ Lack of access to support services



- ✓ Secure attachment experience
- ✓ Good communication skills
- ✓ Having a belief in control
- ✓ A positive attitude
- ✓ Experiences of success and achievement
- ✓ Capacity to reflect

- ✓ Family harmony and stability
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

- ✓ Wider supportive network
- ✓ Good housing
- ✓ High standard of living
- ✓ Opportunities for valued social roles
- ✓ Range of sport/leisure activities

PROTECTIVE FACTORS