



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:	20th January 2026
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Reviewed by:	Full Governing Board
Signed:	 (Headteacher)
Signed:	 (Chair of Governing Board)
Date:	20 th January 2026

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

Behaviour is everyone's responsibility.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. 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.^{OB}

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. They will hang their coat and book bag/ bag on their individual peg and take their lunchbox and water bottle into the classroom.

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

In Year 1,2 and 3 staff will use the 1,2,3 mantra:

1- stand up where you are

2-move to your seat

3- sit down in your seat

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. Year 6 pupils will be positioned in the corridor to promote appropriate and positive behaviours. Children should line up in register order or an alternative way which is deemed best by the class teacher.

Children who may find whole school assembly overwhelming should sit at the end of the row so they can be accessed easily with minimum disruption.

Any pupils requiring ear defenders and / or fidget toys should be discussed with NH(SENCo) or Inclusion Assistant (AM) and only used as part of a planned reasonable adjustment.

Children should be taught to leave sufficient room between themselves and the person sitting next to them.

Staff should have minimum verbal interaction once the class are in the hall to create a calm atmosphere for all.

Please avoid travelling through the hall where possible during assembly.

Break times and lunchtimes-

Children will stand still on the sound of the bell which signifies the end of break or lunchtime.

When their class number is shown or called, they will calmly walk to line up at their classroom door.

Year 6 will line up by the KS2 entrance. Class teachers will be at the classroom door promptly at the end of break/ lunchtime.

The children should be lined up quietly and calmly before entering the building.

Dining room – Children will wait calmly to be served for hot dinners. Children will use indoor voices and sit calmly 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. Staff will ensure that children are waiting quietly and calmly before leaving the 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. House Points 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. 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.

Each half term there will be a focus on one or two of the school values. At the end of each half term there will be a Values Award assembly where children who have demonstrated these values will be presented with a values award. Parents will be invited to this assembly.

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

High expectations for behaviour are shared regularly and taught explicitly.

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. This may require time in with an adult to support coregulation. Positive behaviour expectations will be shared.

Children may be encouraged to have a movement break or use the Calm Cove as a calming strategy. A Wellbeing Ambassador may be called to support emotional regulation and support re engagement in learning with minimum disruption to other learners.

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 specific needs of each 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 the classroom at the start of lunchtime with the class teacher.

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. This is a learning opportunity to reinforce behaviour expectations. 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

Serious threat of physical aggression against a pupil or member of staff

Some behaviours necessitate lunchtime staff following the behaviour policy and informing the class teacher at the end of break/ lunch time of an incident. Class teacher may need to apply a logical consequence to be carried out at the following breaktime or at the start of lunchtime under the supervision of the class teacher. These should be logged on Cpoms at the earliest opportunity.,

Racist language

Damage to property

Homophobia

Misogyny

Inappropriate sexual behaviour

Inappropriate behaviour that is of a racist, homophobic or sexual nature should be dealt with in the first instance by the class teacher and seen as a learning opportunity to educate the child as to why this language is unacceptable.

Subsequent incidents of a similar nature will be dealt with by a member of SLT in response to Cpoms analysis.

Timeout Room

Senior leaders may direct staff to send children to the Timeout Room as an action on Cpoms. Any incidents dealt with in the Timeout Room will be shared with parents by a member of SLT unless otherwise directed.

A child may also be directed to remain inside at lunchtime if there is a risk of further issues as the child remains dysregulated or due to persistent peer conflict.

If low level disruption becomes persistent or concerning, the class teacher will create a behaviour tracker with the pupil. This will be shared with parents and be in place for a period of two weeks. Should behaviour not improve a letter will be shared with parents and a follow up meeting arranged.

There may be instances where it is necessary for a child to work away from their usual classroom environment. This may be as an attempt to break the cycle of persistent disruptive behaviour or as a protective measure for the individual pupil or cohort based on full contextual knowledge. This decision will be made by the HT or DHT.

Persistent disruptive behaviour that is deemed unsafe may result in a child not taking part in an offsite visit. This decision would be taken by the HT and be based on a complete and comprehensive risk assessment.

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 including Nurture and ELSA

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.

For children who are experiencing significant difficulties because of Communication and Interaction needs they may access the Sensory Hub dependent on meeting entry criteria.

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, significant damage, bullying, physical assault of peer or staff, persistent racist abuse, sexual misconduct, theft, carrying an offensive weapon, significant 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.

Unstructured Break Times

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 member of lunchtime staff will deal with the matter in the first instance.

Should a child refuse to follow the behaviour policy steps, this will be logged on Cpoms and followed up the next day by SLT in Timeout Room.

Radio for SLT if the matter is of a serious nature:

Fighting

Serious threatening of 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.

The following should be shared with class teacher briefly and logged on Cpoms by the member of lunchtime staff.

Damage to property

Racism

Homophobia

Misogyny

Inappropriate sexual behaviour

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.

Incidents and patterns of behaviour will be monitored by SLT.

Support staff will record lunchtime incidents where they have been involved.

SLT will monitor the number and frequency of recorded incidents.

SLT will monitor the frequency with which reflection in the Timeout room is required.

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.

Support school in the decisions made and consequences implemented in line with the Behaviour Policy.

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.

Please refer to Appendix 1.

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

Physical Intervention and the Use of Reasonable Force

Purpose

This appendix sets out the school's approach to the use of physical intervention. It should be read alongside the Behaviour Policy, Safeguarding Policy, and SEND Policy. The purpose of this appendix is to ensure that any use of physical intervention is lawful, proportionate, recorded, and aligned with the school's values.

School Ethos

Our school is committed to providing a safe, inclusive, and respectful environment where children are supported to develop positive behaviour through strong relationships, restorative practice and emotional regulation. We hold high expectations of behaviour, underpinned by understanding, care and consistency.

Physical intervention is not a behaviour management strategy and is used only as a last resort to maintain safety.

Definition of Physical Intervention

Physical intervention refers to any physical contact by staff to manage a child's behaviour in order to:

- Prevent injury to the child or others
- Prevent serious damage to property
- Reduce an immediate risk to safety

Physical intervention is never used as punishment or to secure compliance.

Principles Guiding Physical Intervention

Any use of physical intervention will:

- Be reasonable, proportionate and necessary
- Use the minimum force required
- Be applied for the shortest possible time
- Aim to reduce risk and restore safety
- Respect the dignity, rights and wellbeing of the child

Preventative and De-escalation Approaches

In line with the Behaviour Policy, staff are expected to use:

- Clear expectations and consistent routines
- De-escalation strategies and calm communication
- Regulation support and time/space to calm
- Trauma-informed and inclusive approaches
- Restorative conversations once the child is regulated

Physical intervention is considered only when these approaches are unsuccessful or inappropriate due to immediate risk.

Who May Use Physical Intervention

Physical intervention should be undertaken by trained staff wherever possible. In emergency situations, any member of staff may act to prevent harm using reasonable force.

Prohibited Use

Physical intervention will never be used:

- As a punishment or consequence
- To enforce compliance or routines
- In a way that causes pain, humiliation or distress

Post-Incident Procedures

Following any incident involving physical intervention:

- The child will be supported to regulate, reflect and feel safe
- Staff involved will be supported and offered a debrief
- Parents/carers will be informed as appropriate
- The incident will be recorded promptly and accurately
- Behaviour support plans or risk assessments will be reviewed and updated where necessary

Recording and Monitoring

All incidents involving physical intervention are recorded in line with school procedures. Senior leaders monitor incidents to ensure consistency, proportionality and safeguarding oversight. Patterns or repeated incidents are reviewed to inform additional support or intervention.

Training and Review

Staff receive regular training in behaviour support, de-escalation and physical intervention where appropriate. This appendix is reviewed regularly to ensure compliance with current legislation, statutory guidance and the school's values.

Appendix 2

Behaviour Crib Sheet

Our Behaviour Steps

We all make mistakes — what matters is how we put things right and learn!

Reminder

An adult will give you a quiet reminder to help you get back on track.

Time to Regulate

You might need a short break, a walk, or a calm space to help you feel better. You can only leave the classroom if the teacher knows where you are going. The teacher may call for a Wellbeing Ambassador to support you.

Warning

If the behaviour continues, the adult will explain what might happen next.

Consequence

A consequence will be put in place

You may need to put something right.

This could mean:

- Catching up on missed learning
- Fixing or tidying something
- Apologising and checking in with someone and making things right
- Spending time inside during break and lunchtime with your class teacher

Reflection Time

You'll be given time to reflect with an adult, think about your actions and take responsibility for them.

Timeout Room

If something serious has happened, you may be directed to the Timeout Room at lunchtime. This will be with Ms Heather or Mrs Richardson at lunchtime. If I do not follow the behaviour steps at break and lunch times, I may be directed to the Timeout Room the following day.

You may be asked to work outside of the classroom and away from the rest of the class for part or all of the day. This will be decided by Ms Heather or Mrs Richardson.

Repair and Restore

We'll always start fresh. You'll be praised when you show the right choices again. Everyone deserves a second chance.

Persistent Behaviour That Affects Others

If my behaviour stops other children from learning or feeling safe and respected on a regular basis, my teacher will place me on a behaviour tracker. This will be shared with my grown-ups. If my behaviour

does not improve my grown-ups will be asked into school to meet with the class teacher. If my behaviour still does not improve my grown-ups will be asked into school for a meeting with Ms Heather or Mrs Richardson.

I may not be able to take part in after school clubs or school visits if I am not being respectful and safe in school.

My teacher will decide if I have earnt the right to take part in Golden Time with the rest of my class. If I have not, I will be directed to spend time with a member of SLT during Golden Time.

Appendix 3

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 4

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 5

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 6

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



Child



Family



School



Community

- ✓ 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