Behaviour Policy

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v2.3			
VERSION	v2.3	**AUTHOR**	**CHANGES**
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DRAFT v2	March 22	SH	SH update
DRAFT v2.1	May 22	SH	Re-formatted.
V2.1	July 22	SH	Approved by AGB.
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V2.3	Sept 26	LT	Inclusion focus, Reasonable force to restrictive intervention legislation, updates to terminology. Update to Appendix 3

Behaviour Policy

Contents

1. Introduction
2. Policy aims
3. Equal Opportunities
4. Inclusion
5. Roles and responsibilities
6. Values-based approach
7. Prohibited Items
8. Monitoring behaviour incidents
9. Monitoring & review

Appendices

Appendix 1 – Behaviour Ladder
Appendix 2 – Reflection Time explained
Appendix 3 – Sources of support and guidance

This policy has been devised using guidance from the Education Endowment Foundation (EEF 2019), the Improving Behaviour in Schools guidance report and the inclusion strategy guidelines.

1. Introduction:

At Dovedale Primary School we aim for all pupils to achieve their potential in a learning environment which supports all their needs, including academic, personal, social and emotional.

We believe that by offering our children an engaging curriculum, a nurturing environment and wider opportunities, our children will engage with our behaviour expectations as part of their journey through their school. We will cultivate their personal development as part of the school's wider aims and ethos through a behaviour system that makes respect non-negotiable.

We believe that the partnership between the children, parents, staff and wider professionals will ensure that the whole school behaviour policy will be effective in removing behaviours which may hinder learning or pose a risk to children and adults.

This policy provides a framework to establish a safe and happy learning environment where all individuals feel respected. It is written for all members of our community and is in line with our Equality and Diversity duties.
This policy forms part of our personal development and inclusion offer.

Dovedale Primary School recognises its legal duties to prevent and respond appropriately to bullying, harassment, discrimination and behaviour which may constitute a safeguarding or criminal matter. This policy has regard to relevant legislation and statutory and non-statutory guidance, including:

- Education and Inspections Act 2006
- Education Act 2011
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Children Act 1989
- Children Act 2004
- Equality Act 2010, including the Public Sector Equality Duty
- Protection from Harassment Act 1997
- Public Order Act 1986
- Malicious Communications Act 1988
- Communications Act 2003
- Computer Misuse Act 1990
- Online Safety Act 2023
- Keeping Children Safe in Education 2026
- Department for Education guidance, *Preventing and Tackling Bullying*
- Department for Education guidance relating to behaviour in schools and online safety.

Some forms of bullying may constitute a criminal offence, including violence or assault, theft, harassment or intimidation, malicious or threatening communications and hate crime. Where appropriate, the school will involve the police and/or other relevant agencies.

Bullying may also constitute a safeguarding concern. Where behaviour raises safeguarding concerns, including child-on-child abuse, sexual harassment, discriminatory abuse or harmful online behaviour, the school will respond in accordance with its safeguarding and child protection procedures and *Keeping Children Safe in Education*.

This policy takes account of advice from the Department for Education (DfE) on:

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also underpinned by the special educational needs and disability (SEND) code of practice.

In addition, this policy takes into account:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This behaviour policy links with several other school policies, practices and action plans including:

- Anti-Bullying Policy
- Cyberbullying Policy
- Child protection and safeguarding policies
- E-Safety Policy
- Exclusions Policy
- Positive Behaviour Support (incl. Physical Intervention) Policy
- SEND Policy
- Equality and Diversity Policy
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

2. Policy aims

At Dovedale we believe that all children have the right to learn, and have the right to feel heard, safe and respected. We believe that all adults in school have the right to carry out their duties in a safe, calm and respectful environment. It is the aim of this policy to support this.

The aim of this policy is to ouline the strategies that we will use to ensure that the learning environment is safe, respectful and fair. This is dependent on an ethos of mutual respect, self-regulation and trusting relationships applicable to all its stakeholders.

Through these values we will:

- Secure outstanding behaviour, supporting teaching and learning.
- Ensure a safe, respectful school environment, valuing each individual
- Promote and instil British values
- Promote citizenship
- Promote self-regulation
- Support mental health and well being
- Reward examples of behaviour that reflect our ethos
- Have a consistent approach to behaviour expectations and sanctions • Provide a system of justice and fairness

3. Equal Opportunities

Dovedale Primary school is committed to equality of opportunity, promotes respect for all, and acceptance for all.

- We aim for our practice to be fair and consistent as detailed in the policy.
- We demonstrate high expectations for all of our children which are appropriate for each individual.
- We understand that the mental health and wellbeing of the child can also be a factor in the child's behaviour. Behaviour management techniques will be adapted to suit the needs of the individual.
- We understand that children with SEND may respond differently to our expectations and this can be a factor in how they manage their behaviours. We will therefore take into account these factors where appropriate.
- The school will consider whether a pupil's SEND or disability has contributed to the behaviour and whether reasonable adjustments to the behaviour policy, consequence or support provided are required.

4. Inclusion

Dovedale Primary School is committed to creating an inclusive environment where every child feels welcomed, valued and able to succeed. We recognise that behaviour can communicate an underlying need and that children may require different levels of support to meet behaviour expectations. Reasonable adjustments will be made where appropriate to ensure all pupils, including those with SEND, disabilities, mental health needs and other vulnerabilities, are able to access learning and participate fully in school life. SEND factors will be taken into account such as….

- reasonable adjustments
- individual support plans
- sensory needs
- communication differences
- neurodiversity

- Staff will seek to understand the underlying causes of behaviour, recognising that behaviour may communicate unmet emotional, developmental, sensory, communication or learning needs. Children with Autism, ADHD, Speech and Language Needs and Social, Emotional and Mental Health needs (SEMH) may need different approaches to regulation and communication.

We have a commitment to inclusion regardless of:

- race
- religion or belief
- disability
- sex
- sexual orientation
- gender reassignment

5. Roles and responsibilities

Mrs Houseman and Mrs Tomlinson are our school behaviour leads.

All members of our school community support the school aims by:

- Respecting the right to learn in a calm, safe and respectful environment
- Respecting the rights, values and beliefs of all individuals
- Promoting good relationships and fostering an ethos of mutual accountability
- Encouraging, praising, and rewarding behaviours which reflect our ethos
- Rejecting behaviours which are counterproductive to our ethos and actively stand up to bullying or discriminative behaviours.
- Developing strategies to support behaviour in the classroom and around the school. Apply these consistently
- Working as a whole school team

The Local Governing Body (LGB)

- The governing body will work with the behaviour leads to ensure that the quality of behaviour management is accounted for.
- The governing body will review this policy on an annual basis

The behaviour lead

The behaviour leads, will ensure that:

- The policy is disseminated and fully implemented to ensure consistent practice leading to sustained good behaviour across the school
- Staff understand and follow the policy through regular updates, training and briefings.
- The behaviour of all pupils is monitored half-termly to determine trends, triangulate information with the SENDCo and Pupil Premium Lead and determine the next steps for improvement including for individuals.

Staff

All staff will:

- Ensure that they have read and understand the policy
- Recognise their role in the management of behaviour and apply the system fairly and consistently.
- Be proactive in their approach to behaviour management across the whole school.

Children

Children will know our expectations, be taught the language of reflection and self-regulation and understand their role in ensuring that behaviour is excellent throughout the school day.

Parents

Parents will have access to our policy, understand our ethos of respect and support and adhere to our policy through the home school agreement.

Parents will work together with the school to ensure that all children know the expectations and sanctions and feel confident to discuss concerns or raise questions with the school.

6. Behaviour system

Our behaviour system is a values-based approach

At Dovedale Primary School we follow a set of 5 values that embody our core ethos:

R – Respect
E – Enjoyment
A – Achievement
C – Challenge
H – Health

These values are regularly referred to and underpin all our beliefs throughout the school. All children learn our school **REACH** promise which reinforces the expectations.

In Practice

Staff build positive relationships with children and families, ensuring clear communication between all adults who work with the child.

Staff will be mindful of negative influences that may be affecting the children through open communication between home and school.

Staff allow the child to be heard and understand that children may exhibit certain behaviours.

Staff will engage pupils in discussion to ensure that we know of any factors which may impact upon their behaviour.

Identified children will attend THRIVE for behaviour support.

Through structured, well-planned learning activities staff will support all children to achieve in the classroom environment, allowing children a sense of success and celebration. This will alleviate the potential for low-level disruption.

Staff will actively teach children through our daily routines and PSHE lessons how to manage their feelings and talk openly about their emotions.

Staff will actively engage with anti-bullying and anti-discrimination strategies to ensure that these types of behaviours are not accepted within our school community.

Staff will respond consistently to behaviour as per this policy ensuring all children and adults feel fairly treated, understand consequences and can reflect on their own role in behaviour management.

Positive reinforcement and support

Positive behaviours are regularly and fairly rewarded through the Class Dojo system.

Systematic use of the school's behaviour ladder in class to remind children of how they are doing against the school's behaviour expectations within the classroom.

Staff use verbal praise and stickers and positive reinforcement for such positive behaviours as attendance.

We reward work ethic and resilience with celebration events after celebration (assessment) weeks.

We have a bronze, silver, and gold merit award system, rewarding children on the spot for appropriate behaviours.

House points are given around school for exhibiting REACH values. These are counted up each week with a half-term extra play for the winning team.

Individual behaviour plans may be needed to support staff with how best to deal with a child's behaviour if they have difficulty with self-regulation. This is seen as a positive intervention.

External agencies will be contacted for support for individuals whose behaviour is an ongoing concern either due to SEND or external factors.

Families may be invited to attend family THRIVE to offer support for a child's behaviour at home and in school to ensure a consistent approach between home and school.

The family liaison officer (FLO) will work directly with some families to support behaviours at home and identify any early help cases.

Classroom management systems

We ensure that our learning environments are carefully considered to allow children to work calmly with enough space and correct equipment available.

Teachers ensure routines are well established and movement between sessions support attitudes toward learning with minimal disruption.

Communicate with children when there is any change to usual routines to ensure children do not become anxious about unexpected changes wherever possible.

Communicate with parents before assessments or changes to routine to help them prepare their children.

Teachers use our school systems systematically and fairly.

We adopt a trauma-informed approach, using regulation, de-escalation and an understanding of individual need alongside clear and consistent expectations and proportionate consequences.

Managing negative behaviour

At Dovedale, we understand that sometimes children can make the wrong choices. If this does happen, the behaviour will be managed and dealt with accordingly. Where behaviour concerns arise, pupils will be given opportunities to share their views and contribute to support plans wherever appropriate. Consequences will take account of a pupil's age, stage of development, SEND, disability, trauma experiences and individual circumstances. There are varying degrees of negative behaviour and they will be dealt with using appropriate sanctions.

- Low-level disruption in class will be dealt with using the behaviour ladder by the class teacher.
- Persistent disruptive behaviour may result in time with the partner teacher or missed time at play for restoration purposes. If this continues Reflection time may be necessary or the child will be on Report. This means that the child will have a home school book which monitors their behaviours for each school session. Positive sessions result in more time allowed on the playground with their peers.
- All incidences of bullying behaviour, however motivated, will be recorded on the school system and Reflection time will be undertaken. This involves the parents being informed and the children

attending a lunchtime session with a member of the Senior Leadership Team (SLT) to discuss their behaviour choices and determine future steps. Persistent or serious incidents of bullying may result in suspension where this is considered lawful, reasonable and proportionate and in accordance with current statutory guidance, while appropriate plans are put in place to secure the safety and wellbeing of those affected.

- Children who are persistent attendees at Reflection Time will have their time in Reflection extended to a week with the time reduced daily as their behaviour improves over the week. This allows for self-regulation as the child sees how their positive choices positively impact on their time out of Reflection.
- All behaviour which requires Reflection Time is logged on the school system.
- When a pupil's negative behaviour is reoccurring and deemed to be easily corrected by the pupil they will be placed on 'School Report' for a minimum of two weeks. Parents/carers will be informed of this and invited into the school to discuss the process. Pupils will be expected to maintain positive behaviour throughout this period and to have their report signed by a Senior Leader at lunchtime every day. The report will then be taken home for parents to see the records from the day. Parents/carers are asked to attend a weekly meeting (at the end of each week) to discuss the week and actions going forward. It is at the discretion of the Senior Leader how long the report will be maintained, given the actions of the pupil.
- If a child exhibits behaviour that is deemed to be a safety risk to themselves or others they will be removed from the classroom/playground for a fixed period until we can determine the circumstances and put a risk assessment in place. This may include an internal or external exclusion. This will be dealt with by the Headteacher or a member of the Senior Leadership Team in her absence.
- Deliberately causing serious physical injury to another pupil or adult is regarded as a serious breach of the behaviour policy and may result in suspension or permanent exclusion. Decisions will be made by the Headteacher on the individual circumstances of the incident and in accordance with current statutory guidance.
- All staff will act immediately and record all issues regarding Racism, child-on-child abuse, Homophobia, Biphobia, Transphobia, Terrorism, Extremism and Bullying, recording on the school system and bringing to the attention of the Headteacher in person (see relevant policies).
- Children who find extended periods of unregulated time difficult will be directed to the 'By Invitation Only' (BIO) Lunchtime club. This club supports children to play cooperatively and enables a calm transition to afternoon sessions.
- It may be necessary for individual children to have a risk assessment and an individual behaviour plan

put in place to support their behaviour and determine staff responses to the individual's needs. This personalised support will be overseen by the SENDCo and shared with all relevant staff and parents.

- Restrictive interventions, including reasonable force, will only be used where necessary, reasonable and proportionate, in accordance with current DfE guidance and the school's Positive Behaviour Support (including Physical Intervention) Policy. The school will seek to prevent and de-escalate situations wherever possible. Significant incidents of the use of force and incidents of seclusion will be recorded and reported to parents in accordance with statutory requirements.

7. Prohibited Items

Items found during a search will be confiscated and dealt with in accordance with statutory guidance. The school will consider any appropriate behaviour, safeguarding or police response arising from the circumstances.

• knives and weapons • alcohol • illegal drugs • stolen items • tobacco products, cigarette papers and smoking-related items • fireworks • pornographic images • any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property • any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Prohibited items include:

Parents/carers will be informed of any search for a prohibited item and the outcome, including any resulting sanction, in accordance with current guidance.

Searches will normally be carried out by an authorised member of staff of the same sex as the pupil, with a witness present, subject to the exceptions permitted in current guidance where there is a risk of serious harm if a search is not carried out urgently. Pupils will not be required to remove clothing other than outer clothing.

Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, the Headteacher or an authorised member of staff may search the pupil or their possessions in accordance with current Department for Education guidance. Staff should seek the pupil's cooperation before a search wherever practicable. Searches will be conducted with due regard to the pupil's dignity, safeguarding needs, SEND and any other relevant vulnerabilities.

8. Monitoring behaviour incidents

The behaviour lead will monitor all behaviour incidents recorded each half term and discuss them with the Headteacher. A report will be written to highlight any areas of concern and any 'pinch points' for behaviour e.g. lunchtimes. This will then be discussed at the SLT meeting and actions implemented where appropriate e.g. through assemblies or equipment or staffing.

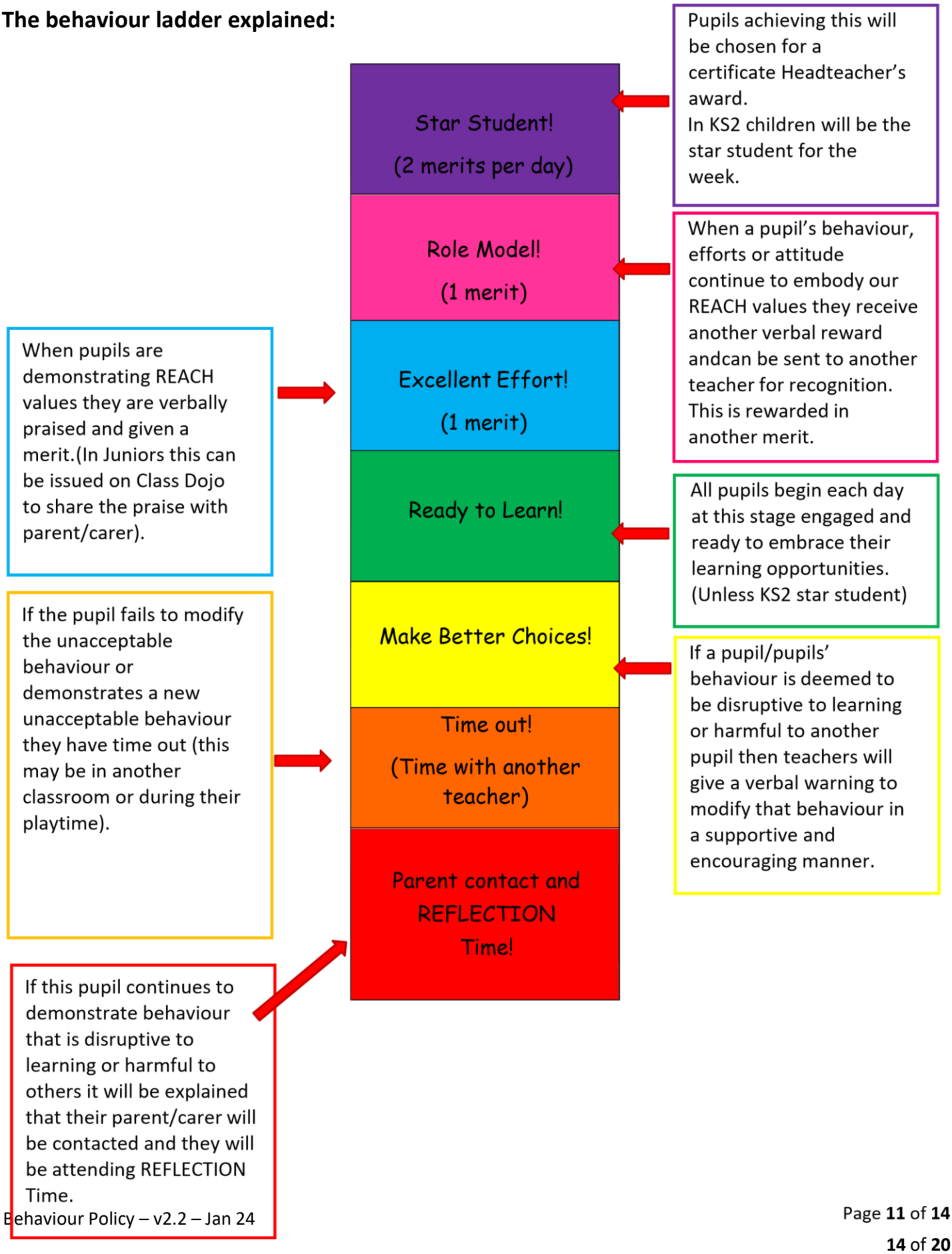
The report will also be shared with the governing body termly and discussed at governance meetings including year group statistics, any trends, impact and key actions.

9. Monitoring & review

This behaviour policy will be reviewed annually by the headteacher and governing body. At each review, the policy will be approved by the governing body.

Appendix 1

The behaviour ladder explained:



Appendix 2

Reflection Time

An example of reflection time for a persistent offender:

- Child A appears in Reflection Time for the third time in a term. They have one hour in Reflection Time.
- Child A can self-regulate their behaviour and has a fantastic afternoon and the following morning, Child A attends Reflection Time for a reduced period of 30 mins this lunchtime. Encouragement and praise are given.
- On the third day the sequence of good behaviour continues, and Child A now has 15 mins in Reflection Time during the lunchbreak.
- On the fourth day, with continued good behaviour, Child A will not have to attend Reflection Time. • If at any point the child continues with negative behaviour, their time will go back to the beginning.

Child A hasn't been in reflection time before.

Child A has continuously made poor choices/ been lowered on the behaviour ladder.

Reflection Time
1 hour-
Parents informed

After child has discussion with SLT.
No need to attend again

Child B has been in reflection
For the second time this half term.

Child B has continuously made poor choices/ been lowered on the behaviour ladder.

Reflection Time
1 hour-
(Parents informed for the first day)

Good behaviour that afternoon and following morning

Reflection Time
Reduced to
30mins/15mins/0mins

Continual poor choices made in classroom and on playground

Reflection Time
will remain at one hour, or previous time it was, if reduced.
E.g. 30 mins to one hour.
15 mins to 30 mins.

7 Days

If no change in behaviour for 7 days, discussion between SLT and Headteacher will take place to discuss how to support the child.

Appendix 3

Supporting Organisations and Guidance

- • DfE: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)

  https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- DfE Searching, screening and confiscation at school advice: https://www.gov.uk/government/publications/searching-screening-and-confiscation
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- NSPCC: www.nspcc.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- • DfE: Preventing bullying – current guidance for schools on preventing and responding to bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/nohealthwithout-mental-health-a-crossgovernment-outcomes-strategy
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

Appendix 3

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send- codeof-practice0to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org