Dunnington C of E VA Primary School

Behaviour Policy

We Care, We Believe, We Succeed – Together

Our Christian Vision

'Encourage one another and build each other up' (1 Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

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Policy Approved by	Emma Daniell – Chair of Governors
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Signed By Chair of Governors (Emma Daniell)	
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1.Introductions, aims and objectives

"At Dunnington CE Primary School we develop children's character through our Behaviour Curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow from school ready children into adults who are polite, respectful, safe, and considerate of others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. In this way our school has a positive culture which enhances teaching, learning personal/social development and the opportunities we can offer our children. For this Behaviour Curriculum to be effective, it must be applied consistently by all member of staff in all school contexts. Everyone is responsible for modelling and managing behaviour throughout the school at all times." (Dunnington School's Behaviour Curriculum Sep 2025)

At Dunnington Primary School, we believe that behaviour is most effectively managed through positive strategies used consistently by all adults to reinforce appropriate behaviour and marginalise unacceptable behaviour choices. We understand that encouragement works better than chastisement; we use an emotion coaching (Appendix 1) and restorative approach (Appendix2) to behaviour management as a preventative or de-escalation strategy. We recognise that behaviour is communication and therefore try to understand what this communication might be saying.

This policy is for all staff, children, parents, carers, governors, volunteers, visitors, and partner agencies working within our school; it provides guidelines and procedures on how our school supports and responds to behaviour.

Aims

At Dunnington School we believe it is important that everyone feels valued and is treated fairly. As a caring and Christian community, our values are built on mutual trust and respect for all. The behaviour policy is therefore designed to establish the way in which all members of our school can live and work together in a supportive manner, with the common purpose of helping everyone to learn in an environment where everyone feels happy, safe, and secure.

Objectives

• to create a calm and consistent environment that encourages and reinforces positive behaviour

• to ensure all staff and children have high expectations for their own and others' behaviour
• to promote character strengths, and Christian values, which will foster and encourage positive behaviour choices
• to establish clear systems for rewarding positive behaviour to ensure that these are applied fairly and consistently
• to establish a clear system of sanctions to manage poor choices and inappropriate behaviour
• to encourage strong and successful partnerships between home and school to promote children's social, emotional and mental health and give the children consistent messages.

2. Roles and Responsibilities

Responding to the social, emotional, and mental health needs of others, and their resulting behaviour, is everyone's responsibility.

2.1 Governors

The governing board is responsible for:

- fulfilling the requirements of the law in relation to governors' responsibilities regarding behaviour management in the school
- supporting the school and all staff in applying this policy
- receiving any representations by parents regarding the fixed term suspension of their child
- ensuring a fair and consistent application of the policy regarding permanent exclusion.

2.2 The Headteacher

The Headteacher is responsible for:
• setting the standards for behaviour as outlined in the policy
• ensuring this policy is applied consistently throughout the school
• reporting to governors, when required, on the effectiveness of this policy
• providing support and guidance to staff on the implementation of this policy
• where all other alternatives have been exhausted, the Headteacher will impose a fixed term suspension, or possibly permanent exclusion/s, to any child who has repeatedly demonstrated very serious acts of misbehaviour in line with Local Authority guidelines. This action can only be taken following notification to the Governing Body.

2.4 Staff

• to be positive role models
• to set clear boundaries regarding behaviour expectations
• to recognise, encourage and promote good behaviour in lessons and around school
• to be consistent when applying this policy
• to involve children in agreeing expectations for behaviour through the shared writing of "Class Charters" at the beginning of each new academic year
• to use positive language when talking to children about their behaviour, redirecting unwanted behaviours into more positive choices, e.g. "Wonderful Walking in the hall, thank you" rather than, "Don't run/No running"
• keep clear records of all reported serious incidents of poor behaviour, including bullying
• to keep the Headteacher, DHT and SENCO informed of any serious behaviour incidents or any ongoing concerns around a child's behaviour or emotions.

2.6 Parents/Carers/Visitors Expectations

• to support the school's Behaviour Policy, discussing any behavioural concerns with the Class Teacher promptly
• to provide practical support: for example, ensuring correct uniform is worn, punctuality and attendance, homework undertaken in line with school policy
• to inform the school of any personal circumstances which may be relevant to the child's behaviour
• to work in partnership with the school, using home-based rewards or sanctions where appropriate

2.7 Pupils

• to be ready
• to be respectful

• to be safe - set an example to others through their own behaviour
• to understand that poor behaviour choices are unacceptable and that there are consequences for this
• to know and understand school expectations, and to take responsibility for their own behaviour and encourage positive behaviour in others.

3. Positive Character Strengths, Christian Values and Behaviour

High standards of behaviour provide a positive environment in which teachers can teach and children can learn. The school focuses on our agreed values of caring, believing and succeeding together by employing positive character strengths to support the teaching and recognition of good behaviours. These character strengths are:

• Respect
• Resilience
• Honesty
• Reflection
• Community awareness
• Curiosity

Positive behaviour means that everyone in the school demonstrates these strengths through:

• showing courtesy, consideration, and respect for others
• being honest and truthful
• avoiding prejudice of any kind
• trying to be positive at all times
• working and playing together co-operatively, considering others' ideas
• moving about the school in a quiet, orderly manner
• respect for school property and the property of others'
• listening to everyone's views

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with STAR.

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

If there is a lack of response to STAR, and a situation is beginning to escalate, an alternative staff member may be called upon to support the pupil. The Headteacher will become involved only all other options have been exhausted

4. Rewards

All school staff can acknowledge and reward positive behaviour through an atmosphere of mutual respect and by praise. Children can visit the Headteacher to present pieces of work and receive a Headteacher sticker. All staff reward expected behaviour in several ways:

• praising children when they demonstrate any of the 6 Character strengths
• praising positive behaviour choices and setting examples by explaining and modelling the behaviour we wish to encourage
• always acknowledging an act of positive behaviour by praising the child, in private or in front of others, depending on the child's sensitivities
• issuing House Points and/or Values Points, to recognise positive behaviour where appropriate
• awarding certificates of merit in the weekly celebration assembly to celebrate excellent learning behaviours (Appendix 3)
• having individually classroom management systems which are agreed, consistent, progressive, and positively tailored to suit specific needs and age ranges**.**

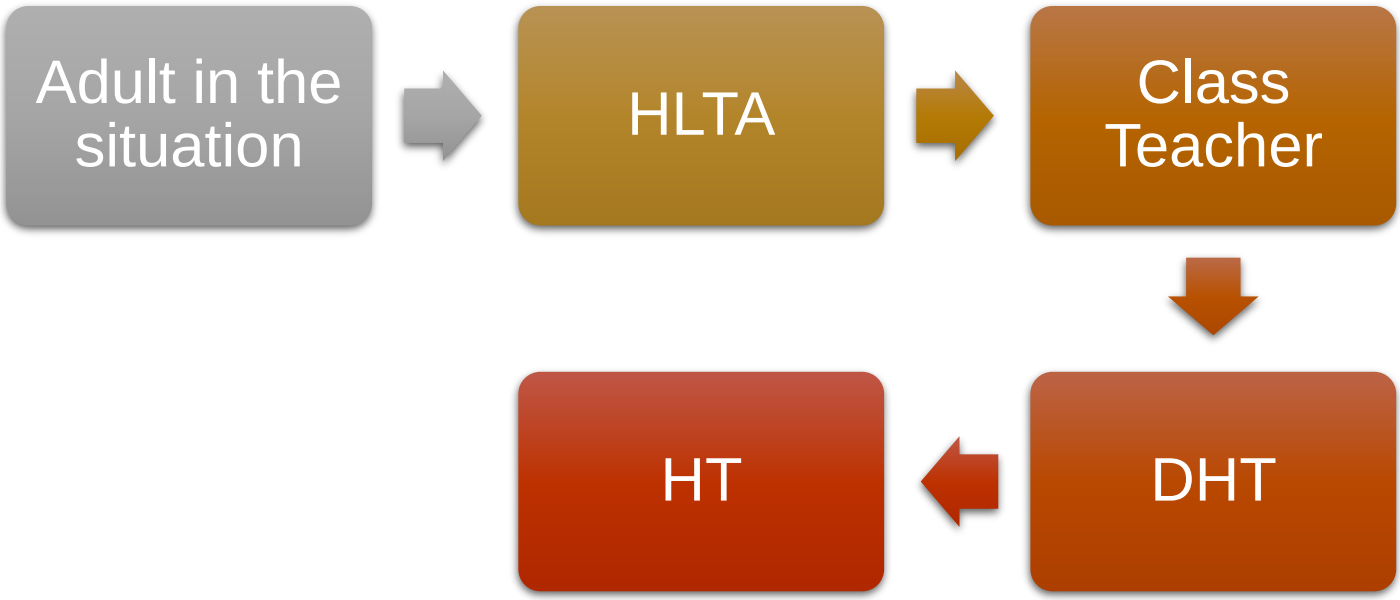
**Children's achievements outside of school are celebrated within the Dunnington community in weekly newsletters*.

5. Pastoral Support and Intervention

At Dunnington Primary School, acts of unkindness, disrespect towards others, vandalism, dishonesty or bullying of any kind will not be tolerated. Occasionally, we accept that children may forget our aims for positive behaviour. We use "Zones of Regulation" to support the children in developing strategies to identify feelings and seek the appropriate support for self-regulation. In the same way as positive behaviour is acknowledged, staff should discourage unacceptable behaviour. Staff do this in several ways by a tiered approach:

Tiered Consequence	**Explanation and Feedback**
Least invasive intervention	Silent non-verbal hand signal, eye contact, facial expressions.
Reminder	A verbal reminder of school/classroom rules.
Warning	Explain they have already been reminded about making the right choice, and that this in now a warning to change their behaviour or accept there will be a consequence if the behaviour does not change.
Amber Consequence	Explain that they have still chosen not made the right choice, and as a result received an amber consequence. This means time off their break/lunch time to talk to the teacher.
Red Consequence	Explain that they have continued to make poor choices, despite support not to do so and, as a result this will be escalated in accordance with the flow chart, in order to refocus their behaviour.(This may be within the classroom or removal to another space). Pupils will be returned to the lesson following a successful refocus conversation and time in a quiet area. The teacher should call the parents/carers of the pupil by the end of the day to discuss the incident. The pupil will need to spend their full breaktime or lunchtime reflecting on their choices outside the Headteacher's office.

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IF A HIGH-LEVEL INCIDENT OCCURS WHICH PLACES ANY CHILD OR STAFF MEMBER IN DANGER, SLT SHOULD BE CALLED IMMEDIATELY AND THE CHILD REMOVED. (Appendix 4.)

In the case of poor behaviour choices at breaktime or lunchtime, staff on duty will manage any situation in the first instance. Staff will investigate, listen, and talk to everyone involved. When incidents arise, we use a restorative approach to support children in taking responsibility for their behaviours.

6. Serious Behaviour Incidents

If a pattern of poor behaviour emerges or there are more serious concerns over a child's ability to regulate their own behaviour, or children who demonstrate extremely challenging behaviours, then this may be discussed with the SENDCo and may involve parents in the writing of a Personalised Behaviour Plan (PBP). This is generally supported by external support agencies, such as the Early Support Team, Integrated Disability Service (IDS) or SEND SupportED, and co-ordinated by the Special Educational Needs Co-ordinator (SENDCo). Regular meetings will be held with all those involved, particularly parents and children.

Serious behaviour incidents will likely require immediate action and high-level responses: such as deliberate verbal, mental or physical harm to others on school property, or those which seriously disrupt the education of other children. Parents of children involved will be informed of serious incidents by a member of staff. The form of initial contact will be based on our professional judgement in response to the situation. This communication will indicate the level of their child's involvement in the incident e.g. verbal participant, physical action or considered as an instigator of the incident. A Personalised Behaviour Plan (PBP) may be written.

The school follows the Department for Education guidelines and Warwickshire Safeguarding for the use of physical restraint. Physical restraint will only ever be used as a last resort and then only if the probability of harm to others, self-harm or damage to property is very high and **all** other de-escalation procedures have been unsuccessful. TEAM TEACH is the accredited method supported by the school and will be used where staff have been trained in this approach. Staff will be required to write a report after any incident and parents will be notified.

If such circumstances become more frequent, a risk assessment will need to be devised.

7. Suspension and Exclusion

The school seeks to promote inclusion with the use of reward systems and behaviour support programmes. However, when exclusion is felt to be necessary, as a last resort, the Headteacher has the right to enforce this. Procedures for exclusion are laid down in the handbook "School Governors – a Guide to the Law". The Governing Body will be kept informed at each stage.

8. Children with Special Educational or Additional Needs and Disabilities

The school recognises its duties under the Equality Act 2010 and in terms of safeguarding and supporting pupils with SEND. Some pupils with recognised behaviour difficulties or diagnoses will have personalised behaviour plans (PBP) programmes which are regularly reviewed. In these cases, the school works closely with parents and support agencies to help pupils manage their behaviour positively.

9. CPOMS

In order for children to learn about the school's behaviour expectations it is essential that all staff model appropriate behaviour at all times. Consistency in the application of this policy is ESSENTIAL. The use of a Behaviour Log (recorded in CPOMS) is helpful in identifying patterns of behaviour and incident hotspots.
All staff are expected to record behaviour incidents on CPOMS. This should be completed as soon as possible after an incident. What should be recorded?

- incidents that required "time out" either from class or break or lunchtime
- all incidents of violence or fighting
- any incident where a child deliberately hurts another child
- any deliberate damage to school or other people's property
- incidents of self-harm
- swearing/inappropriate language
- answering back/disrespect/ignoring a direct request from an adult
- repeated low-level poor behaviour
- leaving a room without permission

Please note that this is not an exhaustive list.

10. Malicious Allegations against staff members

Sometimes pupils make false allegations against a member of staff or other children. This is a serious matter. Senior staff will investigate all allegations within the framework of the Staff Discipline Policy and will act according to the findings and in line with the policy.
Staff are encouraged to report all allegations as soon as possible to a senior member of staff.

11. Links with other policies

This policy links to our Behaviour Curriculum and to the following policies:

- Child Protection and Safeguarding Policy
- SEND
- PSHE
- SRE
- Anti-Bullying Policy

12. Monitoring and Evaluating the Success of the Positive Behaviour Policy

In evaluating the success of the policy, the views of parents, children, teachers, and external agencies will be considered. The policy will be reviewed annually by the Head teacher, DHT, SENDCo, school staff and Governors.

Appendix 1:

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. It offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident when managing behaviour when they have an increased knowledge of the link between behaviour and emotion. E.g.

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
Step 3: (if needed): Setting limits on behaviour ('We can't always get we want')
Step 4: Problem-solving with the child/young person ('We can sort this out')

Appendix 2

Restorative Approach

Our behaviour policy is primarily a tool to promote good relationships so that people can work together with the aim of helping everyone learn. When incidents arise, we use a restorative approach to support children in taking responsibility for their behaviours. Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY – taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education. We use restorative approaches to encourage everyone to take responsibility for their behaviours.

This approach starts with a restorative enquiry which is used whenever conflict arises over low level issues e.g. friendships, disputes over games, not responding to adult requests. When using restorative questioning the

following questions will always be asked in a quiet an appropriate area of the school. Questions will first be asked to the person who has been harmed and then to the person accused of being the harmer.

- Tell me what happened
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need/ need to do to fix this/ move on

Children understand that in these discussions:

- Only one person talks at a time
- There is no interrupting
- We are respectful towards each other
- We listen carefully to each other
- The conversation remains between the people involved (plus parents if required)

The conversation will stop if children cannot calm down enough to have the conversation. Consequences will be appropriate and agreed, and it is important that consequences are never associated with a curriculum area. Feedback to parents will be given when a child has been harmed. A senior member of staff will use their professional judgement as to whether the parent of the harmer is informed of the incident. It should always be made clear to parents that the situation was dealt with in a restorative manner and that it is now resolved.

PSHE

The school follows a whole school plan for PSHE which is delivered through weekly PSHE lessons, and on an ad-hoc basis as necessary if issues arise. These cover aspects of emotional literacy through our school PSHE long term plan and the CORAM Life Education – SCARF programme. The headteacher and class teachers work flexibly with the PSHE programme to ensure that matters arising from the school day can be addressed swiftly through Collective Worship, Circle Time, and class discussion.

S R E

Reference to the values that underpin our community are referred back to frequently during religious education lessons. Our RE curriculum develops these ideas, demonstrating how they fit within the teachings of the main world religions.

Appendix 3:

Excellent Learning Behaviours

A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018). When we look around our classrooms, we expect to see these behaviours in action.

Emotional:

- Names emotions and expresses them with increasingly accurate vocabulary
- Manages impulses of personal behaviour
- Shows pride in successes

Social:

- Focuses on learning in class and can articulate this
- Attentive to directions, listening to the teacher
- Shows empathy and appreciates diversity

Cognitive:

- Organises time and space for own learning
- Sets goals and monitors own progress
- Talks purposefully with peers, valuing other opinions

Appendix 4:

Extreme Circumstances:

BEHAVIOUR GUIDANCE **FROM SEPTEMBER 2025**

Examples of behaviour	Tiered Consequence
Talking at inappropriate times/ lack of respect for person speaking Interrupting/Questioning	SERIOUS – Current Adult to manage Level 1
Shouting out/ Answering back Bad manners/ refusing to comply with requests Inappropriate gestures and language	SERIOUS – Current adult to manage, escalate to HLTA if continues Level 2
Swearing/muttering under breath Teasing/ winding up others/temper outbursts Name calling/derogatory comments Pushing in line/running in school Refusing to complete learning tasks	SERIOUS – HLTA to manage, inform Class Teacher Level 3
Hitting/fighting between children including retaliation Open defiance/Blatant rudeness to an adult 1st Incident of bullying Swearing directed at a child Deliberate damage to property Stealing	VERY SERIOUS – Class Teacher to manage, escalate to DHT if no other adult available to assist OR if behaviour persists Level 4
Deliberate aggression/intimidation Physical abuse towards adults Repeated bullying Swearing at an adult Racial name calling Homophobic name calling Repeated damage to property Repeated stealing	THE MOST SERIOUS – DHT/HT to manage Level 5

Tiered Consequence	Explanation and Feedback
1.Least invasive intervention	Silent non-verbal hand signal, eye contact, facial expressions.
2.Reminder	A verbal reminder of school/classroom rules.
3.Warning	Explain they have already been reminded about making the right choice, and that this in now a warning to change their behaviour or accept there will be a consequence if the behaviour does not change.
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Appendix 5:

Link to Dunnington School's Behaviour Curriculum 2025 – 2026

https://www.dunnington-school.co.uk/curriculum/

Appendix 6:

Zones of regulation:

