



## Dishforth VC CE Primary School and Nursery Behaviour Policy

**Date:** May 2025

**Review date:** May 2026

***At Dishforth CE Primary School and Nursery we seek to enable all children and adults to be “rooted and grounded in love” (Ephesians 3:17) so that they might grow to the fullness of their potential having “The roots to grow and the wings to fly” and living lives of trust, compassion, respect and perseverance.***

### **Behaviour Policy Statement**

Dishforth CE Primary School and Nursery is committed to creating a calm, safe, respectful and supported environment where children can flourish in both their personal development and their learning. We recognise that exemplary behaviour from all is at the heart of productive learning and so it is expected that everyone in our school works to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Only through a consistent approach to supporting behaviour will we be able to achieve an environment in which children can learn and develop as caring, respectful and responsible members of society. This strongly echoes our core values of trust, compassion, respect and perseverance, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support both children and adults. All adults in our school understand that a fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

At Dishforth CE Primary School and nursery we believe that the reinforcing of good behaviour, through positive, targeted praise, can help every child to feel good about themselves and be successful. An effective reward system and celebrations of success will increase children's self-esteem, enabling them to achieve more.

We recognise that children need to be taught positive behaviours in order to meet the expectations that develop and increase as a child moves through school. We take time to support children in learning these behaviours.

Restorative practice is used to support our children to foster positive relationships, promote empathy, and teach conflict resolution skills, ultimately leading to a safer, more supportive, and productive learning environment for all.

This policy follows the DfE non-statutory Advice Document 'Behaviour in Schools' published February 2024.

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

## Aim of the policy

To create a culture of exceptionally good behaviour, where the agreed boundaries for acceptable behaviour are understood by all children, staff and parents.

To encourage a positive, calm and purposeful learning environment.

To ensure that all members of our school community are treated fairly and respectfully, through the use of a consistent and calm approach to managing behaviour.

To help children take control over their behaviour, through the teaching of good behaviour, and be responsible for the consequences their choices, using restorative approaches in place of punishments.

To build a community which displays and values kindness, care, good humour, good temper, respect (for people and property) and empathy for others.

To promote positive relationships between all members of our school community.

To reinforce our school values of trust, compassion, respect and perseverance, and the British Values, encouraging an understanding of diversity.

To refuse to give children attention and importance for poor behaviour choices.

## Our School Rules

At Dishforth CE Primary School and Nursery we have three rules for behaviour, that are consistently referred to in all classes and apply to all areas of school life. These are displayed in all classrooms and communal areas in school.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These rules are modelled by all adults. They are applicable to a wide variety of situations and are explicitly taught both in the classroom, collective worship times as well as in Before and After School clubs. Examples of how the rule may be expanded include:

**Being Ready:** I am ready for learning. I have the correct equipment and am ready to listen, follow instructions and complete my work in the time given.

**Being Respectful:** I am showing respect by listening to instructions and following those instructions. I talk politely to adults and children. I look after my own property and the property of others.

**Being Safe:** I am keeping safe by following instructions. I listen in lessons and understand how to keep myself safe, including when I am online.

# Implementation of our Behaviour Policy – Our Positive Approach

## ***“Praise the behaviours you want to see”***

Our positive approach to teaching good behaviour uses the three principles of:

- Visible adult consistencies
- Above and beyond recognition
- Relentless routines

### **Visible adult consistencies**

These are visible behaviours exhibited by staff and which are consistent, and can be expected by the children. Through these consistencies adults will build respectful relationships with children.

#### **All staff will:**

- Meet and greet at the door.
- Refer to ‘Ready, Respectful, Safe’
- Model positive behaviours and build relationships.
- Stay calm, respectful and fair. They will model self-control through a calm approach and will deal with individuals fairly.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Follow up poor behaviour choices every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past children who are behaving badly.

### **Above and beyond recognition**

We recognise and reward children who go ‘over and above’ in the behaviours they display. We understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

#### **All staff will:**

- Reward in public – using verbal and non-verbal praise to individuals, groups and classes.
- Use a recognition board highlighting children who are working to meet the agreed behaviours the whole class are working to improve.
- Use certificates, good news postcards and other positive messages.
- Help identify one child in each class who has demonstrated exemplary behaviours for learning that week to receive the class certificate in Celebration Assembly
- Support the awarding of the Values Award in Celebration Assembly. This is nominated by another child and reflects how a child has lived the school values that week.

In addition to these, as and when necessary, personalised reward systems, based on individual needs, and using children's interests as incentives, are effectively used.

### **Relentless routines**

These are routines that are consistently seen and heard around the school, which ensure that children are clear about the behaviour expectations.

<b>Ready</b>
We are still, quiet and listening when an adult is speaking to us
<b>Respectful</b>
We say please and thank you and use kind words towards each other We follow instructions from an adult straight away
<b>Safe</b>
We move calmly and quietly around the school site during lesson time

### **Teaching of behavioural expectations**

In order to develop excellent behaviour, all adults will apply the following principles when identifying and teaching behaviours:

- **IDENTIFY** the behaviours we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

### **Our approach to consequences**

***“Praise in public, reprimand in private”***

When dealing with poor behaviour choices adults should always use a measured, gentle approach.

- Referring to the child by name
- Lowering themselves to the child's physical level
- Making eye contact
- Delivering the required message
- Finally, leaving the conversation to allow the child to “take up time”
- Adults should not be drawn into/respond to secondary behaviour (e.g. arguing/negotiating) which children sometimes use as a distraction from the initial behaviour, or to escalate further.

### **Use of language around behaviour**

Common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain calm and

consistent at all times. Conversations about poor behaviour choices should follow the script below and should be discussed as the behaviours they are, and not be personal to the child.

### Use of the stepped approach

We use a consistent stepped approach for dealing with poor behaviour choices in lessons and at playtime and lunch times.

<b>Step 1 Reminder</b>	<p>Reinforce the 3 rules, privately if possible.</p> <p><i>I notice you chose to..... (state behaviour)</i>  <i>This is a reminder that we need to Be (Ready, Respectful, Safe). You now have a chance to make a better choice.</i>  <i>I know you can do this. Thank you for listening</i></p>
<b>Step 2 Warning</b>	<p><i>This is the second time I have had to speak to you</i>  <i>You are not being ready/respectful/safe because....</i>  <i>If you choose to carry on you will need to go and continue your work in another classroom and I will need to speak to you about this in your own time.</i>  <i>You showed me you could do this yesterday</i>  <i>Please think carefully about what to do next. I know you can make good choices.</i>  <i>Thank you for listening.</i></p>
<p><b>Step 3 Leave the classroom</b></p> <p><b>*DO NOT describe the child's behaviour to another adult in front of the child*</b></p>	<p><i>I've noticed you chose to continue to not follow our school rule of .....</i>  <i>You have now chosen to go and continue your work in Mrs Chaplin's classroom for 10 minutes. I will speak to you in your own time about this.</i></p> <p>Ensure that the child has suitable work to take with them and explain what you expect the child to complete in the classroom they have been taken to.  On return to the classroom the adult who has experienced the poor behaviour must deal with the issue with the child using a restorative conversation.  Class teacher/TA dealing with issue to log incident in CPOMS</p>
<b>Step 4 If you continue your behaviour</b>	<p><i>You will be sent to the Headteacher and there will be a meeting with your parents.</i></p> <p>A meeting will take place with parents/guardians to investigate possible causes/alternative strategies.  Restorative conversation takes place with class teacher/TA  Log on CPOMS</p>

## Specific Playground Sanctions

Adults must follow step 1 and 2 as above.

**Adaption of step 3** **Removal from the play situation** *you need to come and stand with a member of staff for 10 minutes*

**Adaption of step 4: If you continue to make the wrong behaviour choices** *you will be sent to the Headteacher/Senior Teacher for a discussion about your behaviour*

## Restorative Conversations

Restorative practice focuses on repairing harm and restoring relationships rather than solely punishing actions, thus fostering a supportive and inclusive environment where children can take responsibility for their behaviour and learn from their mistakes.

### Follow Up, Repair and Restore (After Step 3 and 4)

This will take place in the child's own time – playtime or lunchtime.

Use of Restorative Questions

- ***What happened?***
- ***How were you feeling at the time?***
- ***How do think other people felt?***
- ***How do you feel now?***
- ***How can we fix/repair this?***
- ***What can you do differently?***

The choice of questions used and the number of questions asked will be based on the age and stage of the child.

### Expectations of work to be completed

If work set has not been completed due to behaviour, then this will be completed at playtime, lunch time or sent home. If it is sent home, parents/carers will be informed.

### Unacceptable behaviours

Occasionally, some children may behave in an extreme way, which is out of character for them. Unacceptable behaviours may need to be expedited through our stepped sanctions system and dealt with more quickly by the class teacher or *the Headteacher/Senior Teacher*

Unacceptable behaviours may include

- Physical violence (i.e physical contact made with the intention to harm)
- Defiance/rudeness towards any adult
- Persistent taunting, teasing or bullying behaviours (See Anti-Bullying Policy)
- Stealing
- Spitting
- Swearing
- Sexual harassment or child- on -child abuse (see KCSIE and Safeguarding Policy)

- Harmful Sexual Behaviour (see KCSIE and Safeguarding Policy)
- Discriminatory Behaviour

### **Exclusion Policy**

Unacceptable behaviour that escalates beyond the 4 Step process described above may result in

- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Long Fixed Term Exclusion (3-5 days)
- Permanent Exclusion

In the rare event of the Headteacher having to exclude a child for unacceptable behaviour the DfE Guidelines on 'Suspension and permanent exclusion August 2024' will be followed in full.

[Suspension and permanent exclusion guidance](#)

### **Extreme behaviours**

Some children exhibit particular behaviours based on early life experiences and family circumstances. We recognise that this is a way of communicating their emotions. Where possible we use our most skilful staff to build relationships with individual children.

### **Physical Restraint**

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will be used as a last resort and by a trained, experienced teacher.

Trained staff may use reasonable force to restrain a child to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;

Incidents of physical restraint must:

- Always be used as a last resort;
- Will only be used when necessary and proportionate;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Only be carried out by staff who have been trained;
- Be recorded and reported to parents and carers.

Please see the school's Safe Touch Policy for more information

## **Behaviour and SEND**

### **Responding to behaviour from children with SEND**

At Dishforth CE Primary School and Nursery we recognise that children's behaviour may be impacted by special educational need or disability (SEND).

When incidents of poor behaviour arise, the school will consider them in relation to the child's SEND, although the school recognises that not every incident of poor

behaviour is connected to SEND. Decisions on whether a child's SEND has had an impact on an incident of poor behaviour will be made on a case- by -case basis. When dealing with poor behavioural choices from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. These legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using their best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the child concerned.

At Dishforth CE Primary School and Nursery, all SEND children have a Support Plan which clearly outlines strategies to be used in support of individual children. This might include:

- Short planned movement breaks for children who may find it difficult to sit still for extended periods of time;
- Adjusting seating positions to improve sight line / hearing line;
- Training for staff in understanding specific conditions such as Autism, PDA;
- Use of separation spaces or safe spaces where children can regulate their emotions
- during times of dysregulation.

### **Adapting sanctions/consequences for children with SEND**

When considering a behavioural consequence for child with SEND, the school will take into account:

- Whether the child was able to understand the rule or instruction
- Whether the child was unable to act differently at the time as a result of their SEND
- Whether the child was likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for their behaviour.

The school will then assess if it is appropriate to use the sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school SENCo may evaluate a child who exhibits challenging behaviour to determine whether they have an underlying need that is currently not being met.



Where necessary, support and advice will be sort from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Where acute needs are identified, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

### **Children with an Education, Health and Care Plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Safeguarding**

Dishforth CE Primary School and Nursery recognises that changes in behaviour may be an indicator that a child is in need of help or protection. The school will consider whether a child's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school's Safeguarding Policy will be followed.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school. The Headteacher supports the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Governing board of the school and the Local Authority will be informed in the event of either of these actions.

### **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents can make a formal complaint using the schools Complaints Policy.

### **The role of Governors**

The governing body has the responsibility of setting down these general guidelines

on standards of discipline and behaviour, and of reviewing their effectiveness. Governors will adhere to the guidelines set out in the DfE Guidance document, [Behaviour and discipline in schools guidance for governing bodies.pdf](#)

### **Staff induction, development and support**

All new members of staff will be provided with a copy of the Behaviour policy and read it as part of their induction procedure. Staff may receive training to support their development in areas such as

- Autism
- Mental Health
- Online bullying
- Attachment
- Restraint training

### **Monitoring and evaluation**

The Headteacher will monitor the effectiveness of the policy annually and report back to the Governing Body. The Headteacher Report to Governors will include behaviour data and details about the monitoring of that data, including any changes that have been made as a result of effective monitoring.