

Dove Bank Primary School

BEHAVIOUR POLICY



Signed: *Mrs. A. Melville* – Chair of Governors

Date of Next review: September 2026

Contents

1. Aims	2
2. Legislation and statutory requirements	2
3. Definitions	3
4. Bullying	3
5. Roles and responsibilities	5
6. Pupil code of conduct	5
7. Rewards and sanctions	6
8. Behaviour management	7
9. Pupil transition	8
10. Monitoring arrangements	8
Appendix 1: written statement of behaviour principles	10
Appendix 2: letters to parents about poor pupil behaviour	11
Appendix 3: log for pupil restraint	1

1. Aims

This policy aims to:

Provide a **consistent approach** to behaviour management

Define what we consider to be unacceptable behaviour, including bullying

Outline **how pupils are expected to behave**

Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In

addition, this policy is based on:

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

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

At Dove Bank Primary School we believe that all individuals within our school should feel valued and able to contribute towards the well-being of the school. Children have a right to a safe, sociable, orderly and non-threatening environment in which to work and play.

We believe that the use of a positive, supportive behaviour management system, which operates within a well-structured and consistent framework, contributes significantly to meeting the needs of all children.

Undesirable behaviour is described in the following ways

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Identifying bullying

Bullying can be identified at an early stage by allowing positive discussion in class.

Should any incident of bullying take place it will be reported to SLT (Senior Leadership Team). Any report will be listened to, taken seriously and appropriate enquiries made. Parents of both parties will be informed and the outcome of the enquiries will be made known to all those involved. All incidents are recorded and logged on CPOMS.

Control measures taken to help prevent bullying

Designated 'Time Out' area in the playground or on the field for pupils who break the rules.

Increased playground activities and active play involvement by Play Coaches, Midday Supervisors at lunchtime and sports coaches as well as a range of activities in our Lunchtime club.

Children are taught strategies to deal with incidents of bullying.

Regular discussion is created through PSHE, assemblies and other opportunities in order to talk through issues and problems together.

Issues relating to bullying form part of the framework for assembly themes.

Issues relating to bullying may be raised at meetings of the School Council.

All classrooms have a Worry box for pupils to record concerns about bullying.

Parents / carers are free to contact the school to raise any concerns about bullying.

See Anti-Bullying Policy for further information

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to work and play in a manner that is sensible, caring and thoughtful. To support this we have our Core Values which provide clear guidelines for children's behaviour and which ensure consistency across the school.

- 1) Determined
- 2) Optimistic
- 3) Value of learning
- 4) Engage actively
- 5) Brave
- 6) Accountable
- 7) Nobel
- 8) Kindness

In order to follow the rules, pupils are expected to:

Behave correctly in and out of school
Show respect to members of staff and each other

In class, make it possible for all pupils to learn
Move quietly around the school

Treat the school buildings and school property with respect

Wear the correct uniform at all times

Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Children behave appropriately when they feel good about themselves and others, when they have good models to follow, when they achieve success and when they are valued.

Rewards are therefore an important way in which the school focuses on desired behaviours. At Dove Bank Primary School, we praise and reward children for desirable behaviour in a variety of ways:

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Dojo points
- Dojo parents/carers messages home
- Praise
- Certificates, stickers and stamps
- 'Praise Postcard'
- Giving positive oral feedback to parents/carers
- Giving pupils additional responsibilities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Making the pupil aware of which Core Values they are breaking
- Some time being spent in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Short term loss of privileges, e.g. withdrawal from a visit or exclusion from a favoured activity / club
- Referring the pupil to SLT
- Letters or phone calls home to parents
- Agreeing an individual behaviour support plan
- In more extreme cases, pupils may be temporarily or permanently excluded

See appendix 2 for sample letters to parents about their child's behaviour.

We may use the 'Red Triangle' in response to serious or persistent breaches of this policy. Pupils may be sent to the headteacher (the headteacher may be sent for) during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

The school reserves the right to apply sanctions beyond the school gate. This includes conduct witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits). If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

7.3 Malicious allegations against staff

All malicious allegations will be taken extremely seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation.

The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (E.g. Police if the child is 10 years old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Consider a fixed exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the rules and pupil code of conduct, as well as any specific classroom rules
- Class Dojo to be displayed in the classroom (with no points showing) to encourage the children to earn Dojo points
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Pupils found fighting will be physically separated
- Leaving an area where allowing them to do so would risk their safety
- Damaging property Incidents

The use of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a Restraint Record Log)

Many staff in school are trained using Team Teach strategies.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Monitoring arrangements

The headteacher will monitor the effectiveness of this policy on a regular basis, reporting to the governing body. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. This behaviour policy will be reviewed by the headteacher and the governing board every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board every t

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions, de-escalation techniques and, as a last resort, reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

Appendix 2: letters to parents about pupil behaviour (discuss with the HT and then copy onto headed paper)

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Yours

sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 3: Pupil restraint report

All incidents where physical intervention and/or restraint has been necessary should be recorded and need to be reported to the headteacher. The written record will be required of any occasion when a physical intervention and/or restraint is used. This may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful if there is a complaint. The child's parent/carer must be informed immediately when physical intervention has been necessary.

Pupil's Name:	Class:	Date, time and place the physical intervention occurred:
What led up to the incident?		
The strategy used to defuse the situation:		
What exactly happened? (a brief factual account)		
Was the pupil warned before any physical intervention?		
Why was physical intervention necessary?		
How was physical intervention carried out?		
Who physically intervened?		
How long did the physical intervention last?		
Who was present during the period of physical intervention?		
Please note any marks or injuries noted on the child or member of staff as a result of the incident and how they occurred:		
Please note action taken such as treatment in relation to any marks or injuries occurring as a result of the incident to either of the child/ren or member/s of staff concerned. All injuries should be reported and recorded in accordance with school procedures.		
Please state the Child's response and the outcome of the incident.		
Please state the details of the debrief with the pupil and parent/carer.		
Please state the details of any damage to property and how it occurred.		
Name of member of Staff completing this form:	Date this form was completed:	
Signed:		

On completion please immediately hand this form to the headteacher. This must be completed before the end of the school day.