



# Behaviour Policy

Version	Date	Author(s)	Changes
3	February 24	S Corry	Reference to Exclusion Policy and bullying
4	January 2025	S Corry	Changes to rewards, sanctions and rules and some wording as agreed by staff
5	March 2026	S Corry	Addition of SLANT

## Policy information:

<b>Date of ratification:</b>	February 2026
<b>Ratified by:</b>	S Corry
<b>Review frequency:</b>	Annual
<b>Next review due:</b>	February 2027
<b>Source:</b>	DFE guidance and School
<b>Type of policy:</b>	statutory
<b>Target audience</b>	Parents Staff Governors Pupils

All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact with.

## Introduction

At the Dasset Church of England school we believe that all children have the right to an education, which offers them the best opportunities to work hard, be happy and make good progress. We know that good behaviour aids good learning. We recognise that distracting behaviour in class can affect everyone's learning.

### **Ofsted 2024**

High standards of behaviour are expected by the school. The majority of pupils meet these expectations in all that they do. Where behaviour is managed well, pupils show positive attitudes to their learning. Pupils move around school in a calm and considerate manner. Lunch in the dining hall is a highly social experience for pupils.

We are working hard to ensure that 'all staff share its (SLT's) high expectations, and apply these expectations consistently.'

We want to work together to make sure that pupils are not distracted in classes, that they 'focus on their work' and they do not 'disrupt the learning of others.' 2024

### **Our Values REACH VALUES**

<b>Respect</b>	Respect everyone, listen & be gentle.
<b>Equity</b>	Be fair. Ensure that everyone has fair access and treatment.
<b>Ambition</b>	Be determined. Do the best you can.
<b>Compassion</b>	Be kind. Care about others and how they feel.
<b>Honesty</b>	Tell the truth.

### **Our aims are:-**

- To encourage, enthuse and ensure the progress of all pupils so they meet our ambitious expectations.
- To maximise the potential of every child, socially, academically, creatively and culturally, within a friendly and nurturing environment.
- To encourage parents, carers and families, and members of the community to be active partners in children's learning.
- To ensure that everyone feels valued, respected and supported so that they understand their responsibilities for themselves and to others.
- To foster cultural and global awareness and understanding so that we grow to be caring and considerate members of a local, national and global community.

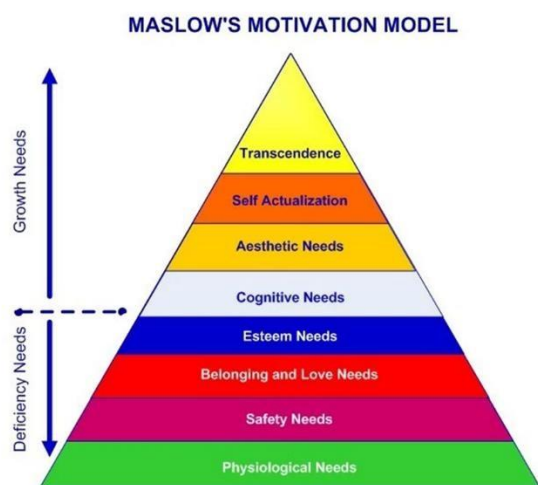
We do all of this within the arms of our Church, our Christian Distinctiveness and as part of the family of God.

## Policy Aims

### Our Intentions

At The Dasset C of E Primary, our behaviour management policy reflects a recovery and reconciliation approach that we have in school. We do not operate a 'zero tolerance' or 'one size fits all' approach to inappropriate-behaviour. Rather, we aim to know our pupils, their needs and possible reasons for their behaviour. We have high expectations of behaviour for all. However rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops positive mental health and good wellbeing, our policy aims to ensure that key relational needs in every child are met. These needs are outlined below in Maslow's Motivational Model:



### Maslow's Motivation Model

Whilst we understand that we are not a child's primary carer; while they are in school we will do everything necessary to ensure that their needs are met. If we feel that a child's basic needs are not being met outside of school, we refer to our safeguarding policy and procedures.

- We will do everything necessary to ensure that their needs are met.
- Safety Needs. We will safeguard these needs and communicate with others who can help to meet these needs – such as parents and other professional agencies. We aim to provide an orderly environment.
- Belonging. We help each other to understand that we all belong at The Dasset.
- Esteem Needs. We help children to know what they can do, how they can grow, when they should be proud and how to regulate their feelings and behaviour. We value each other.
- Cognitive needs. We aim to develop knowledge and understanding, curiosity, exploration and a need for meaning.
- Aesthetic needs. We aim to expose children to variety, music, art, science and nature.

- Actualisation. We support pupils to have their own goals and to reach their potential.
- Transcendence. We aim to encourage pupils to find their place in the world and to appreciate the world around them. We develop their spirituality.

### Roles and Responsibilities

Pupils should:

- Know what the school rules are.
- Follow the school rules.
- Understand the consequences of not following the school rules.

Parents and Carers should:

- Support school in maintaining high expectations of behaviour.
- Inform school about any changes or issues that may affect a child's behaviour in school.
- Keep in touch with the child's teacher and share knowledge and concerns.
- Respect and cooperate with staff, respecting staff professional knowledge and evidence informed opinions.
- Promote positive attitudes towards school and learning.
- Set a good example for children to follow.

Staff should:

- Teach pupils the rules, routines and sanctions.
- Offer rewards for good behaviour.
- Treat pupils fairly.
- Provide carefully planned activities that ensure the best levels of engagement for all pupils.
- Record incidents of negative behaviour involving SLT on CPOMS.

### Staff Aims

**We will:**

- Create a positive climate with realistic, if challenging, expectations.
- Have strategies to ensure a calm working environment e.g. bring a class of pupils to attention using various strategies.
- Emphasise the importance of being valued as an individual within our group.
- Promote respect, equality, awareness, care and honesty.
- Provide a caring and effective learning environment with learning that engages children and provides support when necessary.
- Encourage relationships based on kindness, respect, and an understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability.

- Show appreciation of the efforts and contributions of all.

### **How do we support each other to thrive and be happy?**

#### **We listen**

We all communicate clearly and we aim to understand a child's experiences/each other's experiences.

#### **We empathise**

Adults validate how children are feeling and how they are experiencing a particular event. We try to help each other make sense of our feelings.

#### **We contain**

We do all we can to de-escalate difficult events. We do this by soothing, distraction and containment. This means ensuring consistency, so that children are clear of the boundaries, which are applied in a supportive, matter of fact and non-punitive way. We teach children how to recognise their feelings and to regulate them.

Language is used in a positive way, with a firm but caring tone.

### **Rules**

At The Dasset Primary School, we follow simple, clear and coherent rules to ensure consistency. These rules are relentlessly reinforced, pursued positively by all adults, referred to in every conversation about behaviour and emphasised in every part of school life. They are:

1. We act calmly, sensibly and safely.
2. We care for ourselves, each other and our school.
3. We do our best and help others to do the same.
4. We listen so that we can learn.
5. We follow instructions.

### **Rewards**

**Pupils can receive** smiles, stickers, privileges, headteacher's awards, worker of the week certificates and team points; when we do well. At The Dasset we share this good news.

### **Remind, remove, repair and restore**

#### **Sometimes we need**

- A discussion about school rules.
- Time away from the environment that we are in when we become distressed.
- To share how we feel with another adult who will help us to regulate our behaviour.
- To involve our parents in getting us back on track.

## **How to speak about behaviour to ensure change**

### **1. Remind**

A simple reminder. I notice you chose to ..... this is a reminder that we need to (move calmly/sensibly/act safely/do our best/listen etc.) You can now make a better choice.

#### Caution and Consequence

A clear verbal caution, delivered privately when necessary, making the student aware of the impact of their behaviour and clearly outlining the consequences if they continue. Remind the child of previous examples of good behaviour.

' I see you chose to ..... this is the second time I have spoken to you today. If you choose to --again, you will need to go to the Thinking Room/catch up your work at playtime.

Remember yesterday when you..... that is what I need to see now.

### **2. Remove**

Calm time is a short time in a different area of the room, or possibly outside the room if another adult is available (usually a member of SLT).

### **3. Repair and Restore**

This is a meeting at break time or lunch time.

1. What happened? (neutral, dispassionate language)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected? How?
6. What can you do to put things right?
7. How can we do things differently in the future?

### **The Thinking Room**

There may be occasions where a child is asked to stay inside at break or lunch time, in order to ensure the safety of themselves and of others. This will be at staff discretion and will be supervised by the staff. Otherwise, at lunchtime, pupils may be sent to or ask to go to the Thinking Room to have a break from the environment that is causing them distress. Here, pupils will have the opportunity to talk about what has happened, their feelings and to think about what they can do to reregulate their behaviour in the future. The repair and restore discussion may happen here.

## **Parents**

We are aware that children in school are asked to follow rules and to concentrate for extended periods. Most lapses in excellent behaviour would be minor. However, when this is not the case, we believe parents should be made aware of any serious concerns regarding behaviour. We will contact parents when we feel that interventions from school alone are not sufficient. We will not contact parents whenever negative behaviour has had to be dealt with in school. Teacher discretion is used as they know the child and parents best.

We encourage parents to come to us if behaviour at home is an issue at any time. Should parents be experiencing problems with their child's behaviour at home, they will be advised to come in and talk to the class teacher. We will support parents where we can.

## **Acceptable Use of Physical Intervention (Reasonable Force)**

It is the aim of The Dasset C of E Primary School to create a safe and secure environment where all children are enabled to achieve their full potential and to be educated with respect and dignity. Physical Intervention with a child is always a last resort and de-escalation strategies will always be the first course of action. Staff should be skilled in defusing conflict using non-physical, calming methods. All staff in a school can use physical intervention if deemed absolutely necessary. All staff who may deal with poor behaviour in this way have had the relevant training. It must be

- Reasonable
- Proportionate
- In the child's interest

And should only be used if the child is

- Hurting themselves
- Hurting others (pupils or staff)
- Damaging property
- Committing an offence
- Prejudicial to good order

Most staff at this school are 'TEAM Teach' trained and this will be updated and reviewed as required.

It is recognised that no matter how skilfully and sensitively pupils are managed, a small minority will occasionally engage in aggressive behaviour, which threatens the safety of other pupils and staff. The school has a pastoral responsibility towards the pupils in their charge and should therefore take all reasonable steps to ensure that the welfare of pupils is safeguarded and that their safety is preserved. The use of physical intervention and restraint in any setting must comply within the law and government guidance.

## **Risk Assessments**

It is important to remember that the behaviour of the vast majority of pupils in school will never require any form of physical intervention. However, a small number of pupils may exhibit behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school will carry out a risk assessment under two headings: Assessment of risk posed by the environment; and Assessment of risk posed by an individual child.

It is important to note that circumstances change and a child's typical behaviour may also change. Behaviour which is new or causing raised concerns should always be discussed with the headteacher and a risk assessment or updated risk assessment may be made.

Risk assessments or individual behaviour plans may be put in place when a risk of challenging behaviour, violence or aggression has been identified.

Such risk assessments are completed by class teachers with the support of the Headteacher, SENDCo and outside agencies involved with the child.

## **Recording of Incidents**

Negative behaviour when an SLT member has been involved will be recorded on CPOMS. Any incidents where Physical Intervention has been required will be recorded on CPOMS and the safeguarding leads will be involved. They or a member of SLT may then contact parents if deemed necessary. Governors should be kept informed when physical restraint is used, usually via the Headteacher's Report, and given the opportunity to discuss the incident.

## **Bullying**

Our behaviour policy works on restoring and maintaining good relationships – we care for ourselves, each other and our school. As such, bullying is not tolerated and will be dealt with through our policy and procedures. We encourage children to share their experiences as soon as possible so that we can deal with incidents in a timely way.

### **Incidents of bullying will be recorded.**

Pupils are referred to our policy and they may be removed from an environment or other pupils. Parents will be informed. Repeated infringements may lead to suspension or exclusion from school.

**Bullying** is defined as the repetitive, intentional harming of 1 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.
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

Through our JIGSAW PSHE scheme, our protective behaviours scheme and our school ethos, we regularly revisit themes of bullying, including racism, sexism intolerance, cyber bullying. We learn about relationships and how to have good, caring friendships.

## Exclusion from School

On rare occasions, in line with DfE procedures, if a child persistently behaves in a way that is a danger to the welfare or education of other children, staff or him/herself or seriously or persistently breaches the school's Behaviour Policy, the child will be given a fixed term or permanent exclusion. The school will not allow a class to be disrupted because of the behaviour of any individual. See Exclusion Policy.

### At The Dasset we abide by these rules:

1. We act calmly, sensibly and safely.
2. We care for ourselves, each other, our school and our world.
3. We do our best and help others to do the same.
4. We listen so that we can learn.
5. We follow instructions.

### At The Dasset we have these rewards:



1. Stickers, smiley faces, stamps and notes.
2. House points for you and your team.
3. Extra privileges as negotiated with the teacher (e.g. playtime, class job, sit with a friend, game time)
4. Possibility of worker of the week leaf award.
5. Note home to parents.
6. Classroom rewards determined by teacher.

## **To help you follow the school rules**



### **we may:**

- 1. Give you reminders of the school rules**
- 2. Give you time away from class/ playground/other pupils, usually to Mr Hackett or Miss Corry**
- 3. Give you thinking time (at play-times—thinking room)**
- 4. Meet your parents to help you restore good behaviour**
- 5. Introduce a behaviour plan for you**

**Negative behaviours will be recorded and your parents may be informed.**

## **SLANT**

At The Dasset we use this approach to focus children's attention. Reasonable adjustments are made for those children that need them.