

Old Dalby Church of England Primary School



BEHAVIOUR POLICY

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

Formulated	Headteacher R Browne SENDCo J Scott
Approved by	School Curriculum Committee
To be Reviewed	Spring Term 2026

**Kind hearts. Open Minds. Courageous Spirits
Together, we will explore life in all its fullness.**

INTRODUCTION

Old Dalby CE Primary School is committed to creating a safe, calm, and nurturing environment where all children can learn and thrive. Our behaviour policy supports our Christian ethos and values, ensuring that every child feels valued, respected, and able to achieve their full potential.

This policy aligns with the SEND policy and statutory guidance including the Equality Act 2010, Children and Families Act 2014, and the DfE Behaviour in Schools guidance (2022). It incorporates restorative practice and emotion coaching approaches to support positive behaviour and emotional wellbeing.

AIMS

- Promote systematic and consistent management of behaviour throughout the school.
- Develop a climate for learning that is stimulating, challenging, and supportive.
- Support children to develop self-regulation and make positive behaviour choices.
- Ensure high expectations of behaviour for all children, including those with SEND, with personalised support where needed.
- Foster positive relationships based on dignity, kindness, and respect.
- Provide clear, fair, and predictable behaviour expectations and consequences.
- Support children's social, emotional, and mental health through restorative and emotion coaching approaches.
- Engage parents and carers as partners in promoting positive behaviour.

ROLES AND RESPONSIBILITIES

All members of the school community share responsibility for promoting positive behaviour in line with the school's Christian values and vision.

Pupils will:

- Demonstrate positive, independent behaviours and take responsibility for their learning.
- Show respect and kindness to others, following school rules and values.
- Feel safe and supported in reporting bullying or unfair treatment.

Parents and carers will:

- Support the school's behaviour expectations and work in partnership with staff.
- Model respectful behaviour and support their child's positive attitudes to school life.
- Engage in regular communication with the school about behaviour and wellbeing.

Staff will:

- Model and promote the school's Christian values and high expectations.
- Establish positive relationships with pupils and parents.
- Use restorative conversations and emotion coaching to support children's social and emotional development.
- Follow personalised behaviour support plans for children with SEND or additional needs.

- Participate in ongoing training related to SEND, restorative practice, and behaviour management.

Senior Leaders and SENDCo will:

- Ensure consistent implementation of this policy across the school.
- Support staff with training and resources to meet the needs of all pupils.
- Oversee personalised behaviour support for pupils with SEND.
- Monitor behaviour data and coordinate interventions and reviews.

BEHAVIOUR EXPECTATIONS

School Culture and Values

- We expect all members of the school community to treat each other with dignity, kindness, and respect.
- Positive behaviour reflects our Christian values and readiness to learn.
- Clear, simple behaviour rules are co-created with pupils and displayed around school, regularly reviewed to reflect our values.

Behaviour Curriculum

- Behaviour is explicitly taught and modelled through the curriculum, assemblies, and daily interactions.
- Pupils learn what behaviours are expected, encouraged, and prohibited.
- Positive behaviour is reinforced through praise, rewards, and privileges.

SUPPORTING CHILDREN WITH SEND AND ADDITIONAL NEEDS

- Behaviour is considered in the context of each child's individual needs and circumstances.
- The graduated approach (Assess, Plan, Do, Review) is used to personalise behaviour support for pupils with SEND.
- Reasonable adjustments and preventative measures are implemented, such as sensory breaks, adapted seating, or modified uniform.
- Staff receive training to understand specific needs, including autism and communication difficulties.
- Behaviour support plans are developed collaboratively with parents, pupils, and external agencies as needed.
- Sanctions are applied fairly and proportionately, considering the child's SEND and circumstances.

RESTORATIVE PRACTISE AND EMOTION COACHING

- Restorative conversations are used to repair harm, rebuild relationships, and encourage reflection and accountability.
- Emotion coaching helps pupils recognise, understand, and manage their feelings, promoting self-regulation and resilience.
- Staff respond empathetically to behaviour, aiming to understand underlying causes and support positive change.
- Pupils are supported to develop social and emotional skills through targeted interventions and whole-school activities.

REWARDS AND POSITIVE REINFORCEMENT

- A range of rewards is used to recognise positive behaviour, effort, and achievement, including:
 - Stickers, merits, and house points.
 - Headteacher awards for exceptional behaviour or work.
 - Verbal praise and celebration assemblies.
- Rewards are linked to the school's Christian values and encourage intrinsic motivation.

SANCTIONS AND BEHAVIOUR MANAGEMENT

Classroom Sanctions

- Stage 1: Verbal warnings (up to 3), reminding pupils of expected behaviour and Christian values.
- Stage 2: Movement within class or missing part of break time.
- Stage 3: Temporary removal to another classroom.
- Stage 4: Informal discussions with parents.
- Stage 5: Formal involvement of Headteacher and parents (red slip system).

Lunchtime/Breaktime Sanctions

- Similar staged approach with warnings followed by time out and potential Headteacher involvement.
- Serious incidents (violence, hate speech) are immediately referred to the Headteacher.

Professional Judgement

- Staff use discretion in applying sanctions, considering severity and individual circumstances.

- Sharing information among staff is vital to understand behaviour patterns and provide consistent support.

RECORDING AND MONITORING BEHAVIOUR

- All incidents, including bullying, discrimination, and violence, are recorded and monitored by the Headteacher.
- Behaviour data is reviewed regularly to identify patterns and inform interventions.
- Key adults are identified to support both victims and perpetrators of negative behaviour.
- Parents are informed promptly about serious incidents and sanctions.

PHYSICAL INTERVENTION AND RESTRAINT

- Physical restraint is used only as a last resort to ensure safety, following Local Authority TeamTeach procedures.
- All staff receive regular TeamTeach training.
- Incidents involving restraint are recorded in dedicated logs and reviewed.

PUPIL SUPPORT AND PASTORAL CARE

- The school recognises that negative behaviour may signal underlying anxiety, trauma, or emotional needs.
- A range of pastoral support is available, including play therapy, drawing and talking, ELSA, and Lego therapy.
- Pupils have regular check-ins with trusted adults and access informal support sessions.
- Anti-bullying initiatives and awareness activities are embedded throughout the school.

COMMUNICATION AND POLICY REVIEW

- The behaviour policy is published on the school website and communicated annually to parents, staff, and pupils.
- The policy is reviewed every two years or sooner if required, in consultation with the school community.
- The Headteacher is responsible for policy implementation and ensuring staff are trained and supported.

APPENDIX: SCHOOL RULES (REFLECTING CHRISTIAN VALUES)

- Be kind and respectful to everyone.
- Listen and follow instructions carefully.
- Take care of our school and each other.
- Speak up if something is unfair or wrong.
- Show courage by trying your best and standing up for others.

Sources:

- Old Dalby CE Primary School SEND Policy (2025)
- Old Dalby CE Primary School Behaviour Policy (2024)
- DfE Behaviour in Schools Guidance, 2022
- EEF Improving Social and Emotional Learning in Primary Schools
- DfE Initial Teacher Training and Early Career Framework, 2024