



Behaviour Policy

STATUTORY POLICY

"The motto of 'ready, respectful and safe' is central to the school's approach to behaviour. Pupils understand the school's expectations and why these rules are important. They know that if there are any problems, such as bullying, staff will sort these out straightaway." Ofsted, June 2024

"The school manages behaviour very well." Ofsted, June 2024

Agreed by Governors: Summer 2026

To be reviewed: Summer 2027

Introduction

This policy sets out the principles, aims and strategies for managing behaviour at Dothill Primary School.

We believe that excellent behaviour is central to a successful learning environment. Our aim is to help children develop a strong sense of right and wrong, take responsibility for their actions, and show consideration for others. Our approach is based on clear expectations, mutual respect and strong partnerships across the school community.

Positive behaviour is supported through high-quality teaching, consistent routines and strong relationships. Staff act as role models, creating a calm, respectful environment where children feel safe, valued and ready to learn. By providing engaging learning experiences and clear guidance, we support pupils in developing self-discipline and confidence so that all can succeed.

Purpose and Aims of this Policy

This policy provides clear, practical guidance for staff, pupils and parents to support positive behaviour across the school. It aims to:

- Set **clear and consistent** expectations for behaviour
- Promote positive behaviour through **teaching and support**
- Maintain a **calm, consistent approach** used by all staff
- Ensure **all adults take responsibility** for behaviour and follow up incidents
- Use **consistent language** to reinforce expectations
- Treat all pupils **fairly and with respect**
- Use **restorative approaches** to resolve issues and repair relationships
- Support pupils in **taking responsibility** for their actions and choices
- Recognise and respond appropriately to **individual needs**
- Reflect and uphold the school's **values and vision**

Whole School Vision and Expectations

At Dothill Primary School, we value three main ideals which will help us **Be Our Best**:

Ready: to learn, to improve, to make progress, to be positive to play, to aspire to the future

Respectful: of each other, of ourselves, of our surroundings, of our differences, of each other's feelings, of everyone's rights

Safe: at school, in our learning, in the playground, in the classroom, online, in our play and at home.

Our School Vision

We strive to provide a welcoming, caring environment, in which each member of the school community feels nurtured, valued and secure. We ensure that our pupils are listened to by all stakeholders.

We are committed to delivering a fun, engaging curriculum, rich in experiences, that empowers children to become curious life-long learners with dreams and aspirations.

We hold high expectations for everyone, whatever their starting point, and seek to ensure each child can feel fulfilled and proud of themselves and their achievements.

We embrace diversity, celebrating our British Values, and regarding every child as an individual who harnesses their own strengths, ideas and interests and whose personal experiences contribute to and enhance our school.

We teach our children to be able to make choices which have a positive impact on their physical and mental health, and to be able to face challenges without fear of failure.

To facilitate all this, we aim to build trust and communication with our wider community, sharing in our goal to develop confident, kind, and happy children who love coming to school.

British Values

At Dothill Primary School, British Values are integral to our behaviour expectations and the way our school community functions. They underpin how pupils interact with one another, make choices, and contribute positively to school life. These values are taught through the curriculum and reinforced daily through our behaviour systems and relationships.

The five key British Values are:

- **Democracy**
Pupils are encouraged to express their views, listen to others and contribute to decision-making (e.g. through School Council). This supports respectful discussion and shared responsibility.
- **The Rule of Law**
Pupils understand the importance of rules in keeping everyone safe. Our expectations—*Ready, Respectful, Safe*—provide a clear framework which is applied consistently and fairly.
- **Individual Liberty**
Pupils are supported to make positive choices and take responsibility for their behaviour. They are encouraged to develop independence, confidence and self-regulation.
- **Mutual Respect**
Respect is central to all interactions. Pupils are always expected to treat others, staff and the environment with kindness and consideration.
- **Tolerance of Different Faiths and Beliefs**
Pupils learn to value diversity and show understanding towards others' backgrounds, beliefs and experiences. Discriminatory behaviour is not tolerated.

Through these values, pupils develop the attitudes and behaviours needed to become responsible, respectful and active members of society.

Expectations

At Dothill, we work as a united school community—staff, pupils, parents, carers and governors—to maintain a safe, calm and purposeful environment where all pupils can learn and succeed.

Roles and Responsibilities

Class Teachers lead behaviour management in their classrooms by establishing clear routines, maintaining high expectations, and applying rewards and consequences consistently and fairly.

Phase Leaders provide guidance and support where behaviour concerns are emerging or recurring, ensuring consistency across classes.

Our Pastoral team delivers targeted support for pupils with ongoing behavioural or emotional needs, helping to remove barriers to learning.

Senior Leaders oversee behaviour across the school, monitor patterns, and support staff to maintain high standards and consistency.

Parents/Carers work in partnership with the school, reinforcing expectations at home and maintaining open, positive communication.

What Pupils Value

Pupils consistently tell us they want staff who:

- Show care and understanding,
- Keep them safe,
- Treat them fairly,
- Help them learn and feel confident,
- Offer a fresh start each day, and
- Build positive relationships, including a sense of humour.

Effective Behaviour Management and Professional Conduct

All staff play a key role in promoting a calm, respectful and inclusive environment. This is achieved through consistent, high-quality practice.

Staff will do the following:

- Consistently reinforce **“Be Ready, Respectful, Safe”**
- Build positive, respectful relationships with pupils
- Establish clear routines and expectations (including STAR)
- Use praise to recognise and reinforce positive behaviour
- Demonstrate fairness, consistency and high expectations
- Create an inclusive environment where all pupils feel valued

Staff will respond to behaviour calmly and professionally by doing the following:

- Avoiding shouting, overreacting or escalating situations
- Never using humiliation, sarcasm or unfair sanctions
- Avoiding blanket punishments or threats
- Not using learning as a consequence
- Applying responses that are **proportionate, consistent and respectful**

Leadership and Consistency

Senior leaders strengthen behaviour practice by doing the following:

- Maintaining a visible presence across the school
- Celebrating positive behaviour and staff practice
- Using behaviour data to inform support and interventions
- Providing training and guidance for staff
- Supporting pupils with more complex needs

Working in Partnership with Parents/Carers

Strong home-school relationships are essential. We do the following:

- Work collaboratively with parents/carers to support behaviour and attitudes to learning
- Share expectations through the Home–School Agreement (See Appendix 3)
- Expect parents/carers to reinforce school values and expectations at home

Promoting Positive Behaviour

At Dothill, positive behaviour is explicitly taught, consistently reinforced and modelled by all staff. We encourage pupils to take pride in their actions, with the understanding that making positive choices leads to both personal satisfaction and recognition.

We use descriptive praise and meaningful rewards to reinforce behaviour that goes beyond expectations, helping to establish a culture of high standards.

Our Behaviour Curriculum

Pupils are taught clear, consistent ways to demonstrate our values:

- **Silent Signals:** agreed, non-verbal methods used by staff to gain attention calmly and efficiently without raising voices.

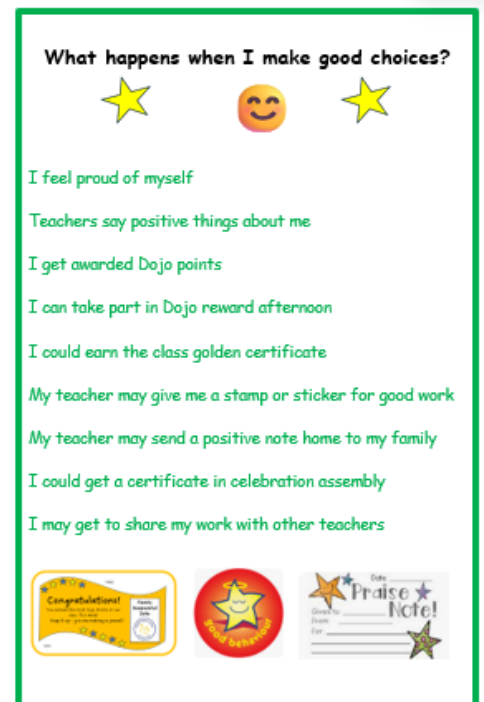
- **Gliding with Pride:** Pupils move safely and respectfully around the school, arriving ready to learn.
- **Fantastic Listening (STAR). We teach and reinforce:**
 - Sitting or standing up straight
 - Tracking the speaker
 - Attention at all times
 - Respect towards others

Recognition and Rewards

We actively recognise and celebrate positive behaviour through:

- Celebration assemblies and certificates
- Positive communication with home (notes, golden letters)
- Class Dojo points
- Stickers and class rewards
- Sharing work and achievements with staff and families
- Termly Dojo rewards for all pupils

Our focus is on recognising effort, improvement and behaviours that exceed expectations.



Pupil Roles and Responsibilities

Pupils are given opportunities to model positive behaviour and contribute to school life, including:

- School Parliament
- Playground leaders
- Classroom roles and monitors
- Peer listeners
- Early Years buddies
- Safeguarding Squad

These roles promote responsibility, leadership and a sense of belonging.

Zones of Regulation

We use the Zones of Regulation to support pupils in understanding and managing their emotions. Pupils learn that:

- All feelings are valid
- Behaviour choices can be regulated
- Strategies can help them return to a state ready for learning

This shared approach is embedded across the school through teaching, routines and consistent language.

Further detail is provided in Appendix 2.

SEND (Special Educational Needs and Disabilities)

We recognise that some pupils may require **additional support to meet behaviour expectations** due to their individual needs.

Our approach is inclusive, fair and rooted in understanding. We recognise that behaviour can be a form of communication, particularly for pupils with SEND.

We ensure the following:

- Behaviour expectations remain high for all pupils, with **appropriate support** in place
- Staff understand individual needs through **SEND profiles, support plans and professional advice**
- **Reasonable adjustments** are made where required to help pupils succeed
- Strategies are consistent, clear, and adapted to support emotional regulation

Examples of reasonable adjustments may include the following:

- Use of **visual timetables or now/next prompts**
- Additional processing time for instructions
- Structured routines and predictable environments
- Access to **regulated spaces or sensory breaks**
- Adult support to scaffold behaviour expectations

Where needed:

- The SENDCo works alongside staff to provide guidance and strategies
- Behaviour Support Plans may incorporate SEND needs
- External professionals may be involved to ensure appropriate provision

Our aim is to ensure that all pupils feel safe, understood and supported, and are given every opportunity to succeed both socially and academically.

Managing Behaviour

Unacceptable Behaviour

The following behaviours do not meet school expectations and will be addressed:

- Persistent disruption to learning or refusal to follow instructions
- Bullying or discriminatory behaviour (see Anti-Bullying Policy)
- Verbal or physical aggression
- Inappropriate or abusive language
- Dishonesty, including theft
- Damage to property
- Bringing prohibited or illegal items into school

Leaving the Classroom or Site

If a pupil leaves:

- Staff will monitor safely and encourage return
- Support will be requested where needed
- If a pupil leaves the premises, parents and, if necessary, the police will be informed

Our Approach

We use a consistent and restorative approach to behaviour.
This means:

- Teaching pupils to understand the impact of their actions
- Supporting them to take responsibility
- Enabling them to repair relationships and move forward positively

Stepped Response to Behaviour

A clear, consistent stepped approach is used by all staff to prevent escalation.

1. Redirect

- Calm reminder and redirection
- Reinforce positive behaviour

2. Reminder

- Clear expectation linked to “Ready, Respectful, Safe”

3. Warning

- Final verbal warning
- Explain consequences and provide choice

4. Consequence (See Natural Consequences below)

- Loss of privilege or time out

What happens when I make bad choices?



Stepped Response:

1. Redirection and positive reinforcement
2. Clear Reminder
3. Warning
4. Consequence
5. Conversation



My consequence could be:

Missing part of my breaktime

Tidying up the mess I have made

Completing my work at home

We have Six Amber Behaviours in school

Swearing

Discrimination

Disrupting Learning



Violence

Damage to property

Repeated Low Level

- Work completed in another classroom if needed
- Incident recorded

5. Restore

- Brief reflection on behaviour
- Identify better choices for next time

Natural Consequences

At Dothill, we use **natural and logical consequences** to support pupils in understanding the impact of their behaviour. Consequences are **proportionate, respectful and linked directly to the behaviour.**

This approach helps pupils make connections between their actions and outcomes, supporting responsibility and reflection.

Examples include:

- If learning time is lost → **time is given to complete the work**
- If the classroom is disrupted → **the pupil works in a quieter space to refocus**
- If equipment is misused → **access is temporarily withdrawn**
- If a mess is made → **the pupil is supported to tidy and restore the space**
- If property is damaged → **repairing, replacing, or contributing to fixing the damage**
- If unkind words are used → **a restorative conversation and apology are expected**

Key principles:

- Consequences are **immediate where possible**
- They are **explained clearly** so pupils understand the link
- They are delivered **calmly and without emotion**
- They focus on **learning, not punishment**
- **Continued learning in a buddy class**
- **Planned reintegration**

This approach supports pupils in developing **accountability, resilience and better decision-making.**

Follow-Up and Monitoring

After incidents:

- Pupils reflect and are supported to improve
- Missed learning is addressed
- Adjustments (e.g. seating/support) are considered

Recording and Communication

- Incidents logged on CPOMS
- Parents informed the same day where appropriate

Ongoing Behaviour Concerns

- Patterns are reviewed
- Targeted support is put in place
- External support may be accessed if required

Responding to Persistent and Serious Behaviour

When Initial Strategies Are Not Successful

Most behaviour is managed effectively through classroom strategies and the school's stepped response. Where behaviour is **persistent, escalating or causing concern**, a more targeted approach is implemented.

At this stage:

- Parents/carers are engaged as key partners
- Staff work together to ensure a consistent approach
- The focus remains on supporting the pupil to improve behaviour and access learning

Individual Behaviour Support

A **Behaviour Support Plan** will be put in place where needed. This may include:

- A meeting involving the **class teacher, phase leader and parents/carers** (and SENDCo where appropriate)
- Clear, achievable behaviour targets
- Agreed strategies and support provision
- A planned review date to monitor progress

The phase leader will oversee the implementation and monitoring of the plan to ensure consistency and impact.

Additional Support and Intervention

Where behaviour continues to be a concern, further support may be sought. This may include:

- Targeted in-school interventions (e.g. mentoring, small group support)
- Input from external professionals
- Completion of an **Early Help Assessment (EHA)**
- A **risk assessment**, where necessary, to ensure the safety of all pupils and staff

The school may also seek support from the Local Authority, including:

- **Pre-Exclusion support services**

- Advice from the **Fair Access Panel (FAP)**

Governors are informed of significant or ongoing concerns where appropriate.

Exclusion (Last Resort)

Exclusion is used **only as a last resort** and in line with DfE and Local Authority guidance.

- Only the **Headteacher or Deputy Headteacher** may issue an exclusion
- All exclusions are carried out in line with **DfE and Local Authority guidance**
- Parents/carers are informed immediately
- Work is provided from day one of a short-term exclusion
- From **Day 6**, alternative provision is arranged

Following any exclusion:

- A **reintegration meeting** is held
- A clear plan is established to support a successful return
- Support is reviewed and strengthened to prevent recurrence

Governors are notified of exclusions and receive regular updates on behaviour trends.

We are committed to:

- Working in partnership with families
- Seeking external advice where appropriate (e.g. Local Authority, Fair Access Panel)
- Preventing exclusion wherever possible through early support and intervention

Statutory Powers and Rights of School Staff

At Dothill Primary School, we are committed to meeting the social, emotional and wellbeing needs of all pupils through the inclusive and relational approaches outlined in this policy. However, it is important to be clear about the **statutory powers and rights of school staff**, which may be used where necessary to maintain safety, order and discipline.

Teachers' Powers to Discipline

Teachers and authorised school staff have a **statutory authority to discipline pupils** whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Education and Inspections Act 2006).

This applies:

- At any time when a pupil is **in school or under the care of staff**, including on educational visits
- To all paid staff with responsibility for pupils, including teaching assistants

Teachers may:

- Apply **sanctions and consequences in line with this policy**
- **Confiscate items** where appropriate

- Respond to behaviour both **in and, in certain circumstances, beyond the school day**

All actions taken will be **reasonable, proportionate and consistent** with this policy.

The Power to Discipline Beyond the School Gate

The school may respond to behaviour that takes place **outside of school** where it has an impact on pupils, staff or the wider school community.

This includes behaviour:

- During **school-organised activities or visits**
- While **travelling to or from school**
- When a pupil is **wearing school uniform** or is otherwise identifiable as a member of the school

Staff may also respond to behaviour at any time where it:

- **Poses a risk to the safety or wellbeing of others**
- **Impacts on the orderly running of the school**
- **Damages the reputation of the school**

Any response will be **lawful, reasonable and proportionate**.

Physical Intervention and the Use of Reasonable Force

At Dothill Primary School, we prioritise **de-escalation and preventative strategies**. Physical intervention is used **only as a last resort**, where necessary to ensure safety.

Reasonable force may be used:

- To **prevent injury** to a pupil, member of staff or others
- To **prevent serious damage to property**
- To **prevent a pupil from leaving a safe environment** where they may be at risk
- To **restore order** where behaviour is seriously disruptive

Examples include:

- Intervening where **pupils are fighting**
- Preventing a pupil from **running out of school** where there is a safety risk
- Stopping behaviour likely to **cause harm or damage**

Key principles:

- Any intervention will be **necessary, proportionate and minimal**
- Wherever possible, it will be carried out by **trained staff**
- All incidents will be **recorded in line with school procedures**

Equality and Inclusion

We are committed to ensuring all pupils are treated fairly and with respect.

Our approach:

- Recognises individual needs and differences
- Promotes equal access to learning
- Provides appropriate support where required

Reasonable adjustments are made for pupils with additional needs to ensure they can meet behaviour expectations.

Communication, Monitoring and Review

Communication

This policy is shared with all members of the school community to ensure a consistent understanding of expectations:

- Staff through training, meetings and ongoing professional development
- Pupils through daily practice, assemblies, PSHE and behaviour displays
- Parents/Carers via the website, communication systems and induction processes

The policy is available on the school website.

Monitoring and Review

The Senior Leadership Team monitors the implementation and impact of this policy through:

- Behaviour data and incident records
- Pupil and staff feedback
- Ongoing evaluation of behaviour practices across the school

The governing body reviews the policy annually (or sooner if required) to ensure it remains effective and aligned with statutory guidance.

Appendix 1 – Further Reading and Guidance

Appendix 2 – Zones of Regulation

Appendix 3 – Home School Agreement

Appendix 3: Further reading and guidance:

[Use of reasonable force and other restrictive interventions guidance](#)

[Behaviour and discipline in schools: guide for governing bodies - GOV.UK](#)

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

[Searching, Screening and Confiscation](#)

[Equality Act 2010: guidance - GOV.UK](#)

[Keeping children safe in education 2025](#)

[Suspension and permanent exclusion guidance](#)

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

[SEND Code of Practice January 2015.pdf](#)

Appendix 2

Zones of Regulation – Emotional Awareness and Self-Regulation

At Dorthill Primary School, we recognise that behaviour is closely linked to a child's emotional state. To support children in understanding and managing their feelings, we use the Zones of Regulation framework as part of our whole-school approach to behaviour and wellbeing.

The Zones of Regulation teaches children to:

- Recognise their emotions and levels of alertness
- Understand that all emotions are valid
- Learn strategies to help them regulate their feelings
- Make positive choices that support learning, relationships and safety

What Are the Zones of Regulation?

The Zones of Regulation organise feelings, energy levels and states of alertness into four colour coded zones:

- **Blue Zone** – low levels of alertness (e.g. sad, tired, unwell)
- **Green Zone** – calm, focused and ready to learn
- **Yellow Zone** – heightened alertness (e.g. worried, excited, frustrated)
- **Red Zone** – extremely heightened emotions (e.g. anger, panic, loss of control)

Children are taught that:

- There are no “bad” zones
- Feelings change throughout the day
- Some zones are more helpful for learning than others

- Strategies can help move back towards the Green Zone

How Zones of Regulation Is Used at Dothill

Zones of Regulation is embedded across school through:

- Daily check-ins and informal conversations
- Visual displays and prompts in classrooms and shared areas
- Calm, consistent language used by all adults
- Explicit teaching through PSHE, circle time and assemblies
- Small-group or individual support where needed
- Use within nurture, pastoral and SEMH support provisions

Adults support children to:

- Name their emotions using Zones language
- Understand how emotions affect behaviour
- Choose appropriate regulation strategies
- Reflect on what helps them feel calm and ready to learn

Zones of Regulation and Behaviour Management

The Zones of Regulation does not replace expectations or consequences. Instead, it supports children to understand the reasons behind their behaviours and learn how to manage them more effectively.

When behaviour concerns arise, staff will:

- Acknowledge the child's emotional state
- Help the child identify which Zone they are in
- Support them to use taught regulation strategies
- Reinforce school expectations: Be Ready, Respectful and Safe

Children are taught that:

- Feelings are always accepted
- Unsafe or disruptive behaviour is not
- They are responsible for learning how to regulate their emotions

Regulation Strategies

Children are explicitly taught, practised and encouraged to use strategies such as:

- Movement or sensory breaks

- Breathing and calming techniques
- Quiet time or use of calm spaces
- Talking to a trusted adult
- Using visuals, routines or reminders

Strategies are age-appropriate and may be personalised for individual pupils.

Links With Restorative Practice

After an incident, Zones of Regulation is used within restorative conversations to help children:

- Reflect on how they were feeling
- Understand how their behaviour affected others
- Identify what zone they were in
- Decide which strategies they could use next time

This supports children to develop emotional intelligence, accountability and resilience.

Supporting Children with Additional Needs

Zones of Regulation is particularly effective for children who:

- Experience anxiety or emotional dysregulation
- Have SEMH needs
- Struggle with transitions or sensory demands

For these pupils, Zones may be supported through:

- Individual regulation plans
- Additional adult support
- Nurture provision or pastoral intervention
- Collaboration with families and external professionals

Working in Partnership with Parents

We believe consistency between home and school is essential. Parents are encouraged to:

- Use Zones language at home where appropriate
- Talk to their child about emotions and strategies
- Share information with school that supports emotional regulation

Staff are happy to provide guidance on how Zones of Regulation works and how it can be used to support at home.

Dothill Primary School

Home-School Agreement

- We are **ready** to learn
- We are **respectful** to each other and school property
- We keep ourselves and others **safe** in and out of school and online



As a school, we will

- Care for your child and meet your child's learning needs.
- Deliver a carefully planned curriculum and regularly share this with you.
- Provide a safe, nurturing environment and always promote your child's wellbeing
- Have high expectations to ensure your child reaches their full potential.
- Let you know of any concerns we may have and work with you to best support your child.
- Value and respect every member of our school and wider community.
- Keep you informed about your child's progress.
- Maintain good behaviour and discipline.

As a parent, I will

- Make sure my child attends school punctually, dressed appropriately and properly equipped.
- Encourage my child to participate fully in school activities.
- Contact school as soon as possible if my child is absent for any reason.
- Support the school's policies on behaviour.
- Support and encourage my child's learning at home and in school.
- Inform school of anything that might affect my child's behaviour or learning.
- Adhere to the Parent Code of Conduct.
- Attend meetings and read letters, emails and school website.

As a pupil, I will

- Try hard in everything I do.
- Remember our school values of Ready, Respectful and Safe.
- Look after our school and everything in it.
- Be kind, helpful and polite.
- Wear my uniform and bring all the things I need to school every day.
- Tell someone if I am unhappy or feel unsafe.

Name of child: _____

Parent: _____

Date: _____