

Days Lane Primary School



Behaviour Policy

Days Lane Primary School: Behaviour Policy

Purpose

At Days Lane Primary School, we strive to maintain a safe, inclusive and equitable environment in which all pupils are treated fairly and feel valued and respected. Consequently, our behaviour management system is based on positive reinforcement strategies and a restorative justice approach, which focuses on mediation and agreement. This equips pupils with the skills and language to reflect on their behaviour and work together to find solutions to everyday conflicts. We strongly believe this deepens and develops pupils' understanding of spiritual, moral, social and cultural aspects of life thus enabling them to become caring and responsible members of the school and wider community.

At Days Lane, we aspire for all our pupils to:

- Reach their full potential by aiming high
- Learn with confidence, enthusiasm and celebrate success
- Engage and take responsibility for their learning in a happy and safe environment

We want this to happen within an inclusive community where relationships are based on mutual respect and tolerance. This means that everyone at Days Lane has a responsibility to ensure that:

- Teaching is excellent – learning is a priority
- Respect, courtesy and consideration are shown towards all members of the school community
- Pupils are rewarded, achievements and successes are celebrated

Aims of the Policy

- To provide a consistent approach to behaviour and expectations, which includes Restorative Justice and Zones of Regulations
- To define what we consider to be unacceptable behaviour, including bullying
- To summarise the roles and responsibilities of pupils, parents and carers
- To outline strategies used to promote good behaviour and forge positive relationships
- To promote a positive ethos through encouraging a shared understanding of values

In promoting good behaviour, we aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school restorative approach to maintaining high standards of behaviour that reflect the Core Values of our school
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Nurture pupils' self-confidence, self-value and self-esteem through praise and recognition
- Encourage pupils to work together to resolve conflict

Behaviour Management System

At Days Lane, we have routines for encouraging good behaviour for learning and have sanctions for inappropriate behaviour. Encouraging good behaviour for learning through positive reinforcement is the responsibility of everyone in school. We will do this by having good quality teaching, regular marking and feedback to help pupils make progress, giving rewards, having clear and consistent expectations, ensuring a pleasant, safe and stimulating learning environment, offering a wide range of extra-curricular activities, having high standards and high expectations and encouraging positive relationships.

Core Values

At Days Lane, we value the development of the whole child and our Core Values help to teach pupils about the personal qualities that we believe are important to be happy and successful in life. They are promoted in lessons, during break times, assemblies and other whole school events to reinforce and share the expected behaviour and attitudes.

Pupils are taught to take responsibility for their own actions and strive to live by the Days Lane Core Values of:

- Community
- Compassion
- Resilience
- Responsibility
- Respect
- Excellence

Days Lane Golden Rules

Our Days Lane Golden Rules are also an important foundation for the expected behaviour at school.

- We are kind and helpful
- We listen to everyone
- We are honest
- We work hard
- We look after property
- We keep safe

In addition to the Golden Rules, we expect pupils to:

- Behave well when travelling to and from school and on school trips
- Be courteous and polite to visitors to the school, recognising that the school is part of the wider community, including any behaviour online outside of school or which may bring the school's reputation into disrepute

The school also has playground and dinner hall rules.

Class Rules

At the start of each academic year, each class devises its own classroom rules as part of transition. Class teachers and pupil voice will discuss and agree the class rules, and frame them in a positive way.

Rewards

Pupils learn and develop an understanding of our Core Values and Golden Rules, which guides and supports them in their behaviour and attitude. We use positive praise to highlight and promote the desired behaviours through the following rewards:

- Dojo points
- Core value certificates
- Core value postcards
- Class marbles reward
- House rewards
- Special mentions in Celebration Assembly
- Awards at Achievement Assembly
- Core value stickers
- Perfect Presentation cup
- Class Dojo message home
- Call to parent

Class Dojo Points

As a school, we use a platform called Class Dojo to reward pupil's dojo points for good work, behaviour, attitude and attendance, linked to our Core Values. All members of staff can issue pupils with dojo points. These are accumulated, counted each week and the winning house in each year group announced in our weekly Celebration Assembly. At the end of each term, the house with the highest number of class dojos in each year group will celebrate with a non-uniform day. The class will decide upon a reward that they will enjoy in the afternoon. Examples of rewards could include outdoor junk modelling, watching a film or an art afternoon.

Whole Class reward system: Marbles in a Jar

- Each class is provided with a set of marbles and a jar.
- When the whole class shows excellent behaviour, a marble is placed in the jar.
- The number of marbles received at the end of each term will equate to minutes and the length of time children can receive their reward for e.g. 30 marbles is 30 minutes.
- The teacher and pupils agree on a whole class reward.
- Marbles cannot be taken away.

At Days Lane, we approach behaviour management by involving pupils to reflect on incidences and events of poor behaviour. We do this in a number of ways, including encouraging pupils to think about understanding their own thinking (meta-cognition) and implementing a whole school approach called Zones of Regulation to support pupils to regulate by naming their feelings and selecting an appropriate tool to help manage them. We also use a Restorative Justice approach to resolving incidences between pupils.

Zones of Regulation

Staff explicitly teach, model and embed the Zones of Regulation approach across the whole school. Teaching self-regulation to pupils helps them to respond to any given situation proportionally.

The Zones of Regulation is split into four coloured zones which relate to the different emotional states the pupils are in. No zone is deemed a 'bad' zone; it is important for pupils to be able to identify how they are feeling at any given time so that they can regulate and manage their feelings appropriately.



Teaching pupils to self-regulate will enable them to meet the demands of their environment, reach their goals and behave in appropriate ways. Given a frustrating or stressful experience, a person who can self-regulate will be able to remain calm and organised in order to successfully navigate the situation.

Pupils from Nursery to Year 6 take part in Zones of Regulation lessons as part of our PSHE curriculum. As part of this learning, pupils are taught how to self-regulate using tools and strategies which will help them move between the zones.

Pupils will be taught:

- calming techniques, cognitive activities and sensory supports so that they will have a toolbox of methods to use to move between the zones
- how to read facial expressions
- to identify a broader range of emotions as they mature
- to gain perspective on how others are feeling
- to gain insight into events that trigger their less regulated (less positive/ helpful) states
- when and how to use the tools to self-regulate and respond appropriately to emotions

Emotion Coaching

Emotion coaching helps to build emotional intelligence and supports pupils in co-regulation of their feelings with an adult when they are unable to regulate for themselves. We use a consistent, simple, 3-step approach which can also support parents with pupils at home when they need support to manage their feelings and behaviours. Staff will use phrases that are scripted (or similar) identified in the grid below to adopt an emotion coaching approach when pupils are dysregulated and need support in co-regulation.

Co-regulation through emotional coaching		
Building emotional intelligence and co-regulation		
Emotional coaching is a 3-step approach: 1. Tune in, empathise, label and validate 2. Set limits 3. Problem solve		
Step 1: Tune in, empathise, label and validate	Step 2: Set limits	Step 3: Problem solve
<ul style="list-style-type: none"> • I can see that something is not right • I am sorry that has happened; you must be really fed up • I notice you get upset when that happens • That must be really frustrating/annoying for you • I would feel ... if that happened to me • You look fed up/your face looks cross/ I'm thinking you might be feeling ... 	<ul style="list-style-type: none"> • It is ok to feel like that but not to behave like that • These are the rules we have to follow • No one hurts in our school • This is not a safe place to be angry. Let's go to a safe place where we can talk • We don't deal with that by lashing out or hitting 	<ul style="list-style-type: none"> • What feelings do you have now? • Can you think of a different way to deal with those feelings? • I can help you think of a different way to cope • Let's decide what you will do next time you feel like this • Why not try this next time?

Please see Appendix 1 for a larger print out version of this table. Parents may find this a helpful tool to also use at home.

Restorative Justice Conversation

The principles of a restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in a conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidents of the same nature. At Days Lane, we will use a restorative approach to resolve conflict between pupils when behavioural incidents arise.

In an educational setting, this means that instead of simply being punished as a result of 'bad behaviour,' a pupil is asked to take responsibility for their actions, understand what they have done wrong and accept that their actions can be hurtful to others.

Pupils will be reminded, supported and encouraged to use the tools and strategies they have equipped themselves with through the Zones of Regulation teaching to self-regulate immediately after a conflict or prior to a restorative conversation taking place.

The 6-step restorative process:

1. **Approach calmly** and prepare yourself for a positive outcome.
2. **Acknowledge feelings and model vocabulary** for the pupils, e. g. “Max you look angry and Becky you look very sad”.
3. **Gather information** from each pupil, e. g. “Can you tell me what happened?” Let each pupil have a turn to say what happened in their own words.
4. **Restate the problem**, confirming what you have heard- repeat what you have heard and ask if it is right, e.g. “So, Max, you said she took your car, and Emily, you said you had it first, is that right?”
5. **Ask for ideas and solutions** and choose one together. Say, ‘What can you do to make him/her better?’
6. **Be prepared to give follow-up support**, stay nearby, but not obviously watching, and be ready to offer support again if needed.

Suggested questioning (adapted where necessary for age and stage of development of each pupil):

1. What happened?
2. What were you thinking? How were you feeling?
3. Who has been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forward? How do we put things right?

Please see Appendix 2 for an example of a restorative conversation

Peer Mentors

As part of our whole-school approach to behaviour, selected Year 5 pupils, are trained to act as Peer Mentors during lunchtime. These mentors are a visible presence on the playground and wear hi- vis jackets and have badges to ensure that they are easily recognisable by other children.

Their role includes:

- Promoting positive behaviour and inclusion
- Supporting peers in resolving minor conflicts
- Acting as role models by demonstrating respectful and responsible conduct

Having peer mentors visibly present encourages pupils to seek help proactively, supports early intervention and reinforces our Core Values. This initiative complements our Behaviour Policy by developing a safe, supportive and positive playground environment.

Circle Times

Teachers plan and deliver whole class circle time sessions to support pupils’ emotional literacy, social skills and understanding when deemed necessary. Sessions aim to address whole class issues, to give pupils the space and time to discuss ideas, solve problems and work together to build positive relationships, trust and empathy for peers in their class.

Unacceptable Behaviour

Disruptive behaviour that prevents others from learning or feeling safe will not be tolerated. Unacceptable behaviour includes any actions that disrupts learning or causes harm to others, or goes against our Core Values and Golden Rules. This includes, but is not limited to, deliberate disobedience, inappropriate language, refusal to follow adult instructions, damage to property, physical or verbal aggression and bullying.

If a pupil persistently misbehaves in class or at playtime, they may be placed on a Behaviour Support Plan. Targets for the plan will be set after discussion with the pupil and / or parents and the pupil's progress towards the targets will be reviewed regularly and discussed with parents. A pupil will receive an agreed reward to encourage and help them to make continued progress and aid them to build a long-term positive behaviour pattern.

If persistent behaviour continues, in line with the Department for Education guidance, the school may consider:

- involving outside agencies for external advice and support
- make referrals to behavioural units which may include outreach work from specialist staff or recommending to parents that a pupil be educated off site at another setting for a period of time
- discuss a managed move
- use suspensions in response to serious incidents such as physical violence, persistent defiance, threatening behaviour, or significant disruption to the learning environment. Repeated or escalating incidents of unacceptable behaviour may also lead to suspension where other interventions have not been successful.

The school is committed to addressing such behaviours fairly and consistently, ensuring all pupils understand the consequences of their actions and are supported to make positive choices.

Behaviour Outside of School

Days Lane pupils represent the school at all times, for example whilst on school trips, at away sports fixtures, walking or travelling to and from school. Poor behaviour in such circumstances should be dealt with as if it had taken place in school. If a pupil is in school uniform and brings the school into disrepute this may also be grounds for the school to apply a sanction for poor behaviour and, in serious incidents, could result in a suspension or exclusion.

Online Misbehaviour

Behaviour sanctions can be issued to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or adult associated with the school
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

Sanctions will be given out on the school premises, or elsewhere, where the pupil is under the lawful control of a staff member e.g. on a residential trip.

Behaviour expectations and pupils with Special Educational Needs and/ or Disability (SEND)

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 pupils.

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioner and/or others, to support or identify specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents to create a plan and review it on a regular basis.

At Days Lane, we recognise that some children, including those with Special Educational Needs (SEN), may face additional challenges in understanding or regulating their behaviour. We are committed to ensuring our Behaviour Policy is applied with fairness, empathy and flexibility.

For pupils with SEN, staff may adjust the standard consequences to reflect an individualised approach that considers a child's specific needs, triggers and support strategies. This could involve using alternative consequences or introducing additional support before sanctions are considered. These adjustments are designed to help a child engage with expectations in a supportive and constructive way.

To help pupils with SEN engage positively with the school's behaviour expectations, we make use of a range of tailored support tools. These include Individual Support Plans, Behaviour Support Plans and Risk Assessments, which are developed collaboratively with the SENCo, teaching staff, parents, and, where appropriate, external agencies. These plans outline specific strategies, reasonable adjustments, and support resources such as visual aids, sensory tools, structured routines and clear communication systems.

A key part of this process is ongoing communication with parents and carers to ensure we are working together and maintaining consistency between home and school. We value parental insight and aim to keep families informed and involved regarding adaptations or repeated behaviours being observed. Resources and plans are reviewed regularly to ensure they remain effective and responsive to a child's evolving needs. By embedding these supports into daily practice and maintaining strong home-school communication, we aim to enable all pupils to access the Behaviour Policy in a fair, supportive and meaningful way.

Our aim is to create a supportive environment that promotes positive behaviour while meeting each child's unique needs in a respectful and inclusive way.

Discrimination and Racism

A racist incident is any incident that is prejudice, discrimination or antagonism directed against someone in regard to their race. Racial harassment will not be tolerated at Days Lane and will be actively addressed. In a primary school setting, protected characteristics refer to the nine attributes that are legally safeguarded from discrimination under the Equality Act 2010. These include age, disability, gender reassignment, race, religion or belief, marriage and civil partnership, sex, sexual orientation and pregnancy and maternity.

The Head Teacher will be alerted to any such incidents. Action is taken and parents and trustees are informed. Victims are supported and given the opportunity to discuss the incident. Parents of the perpetrator will be advised of the seriousness of the behaviour.

Bullying

Days Lane School does not tolerate bullying or bullying behaviour. Bullying is defined as repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

TYPE OF BULLYING	DEFINITION
Child on child abuse	Any kind of physical, sexual, emotional or financial abuse or coercive control exercised between pupils both on and offline.
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic • Disability-based 	When bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity. This can include: 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

Days Lane has a separate Anti-bullying Policy which sets out our aims and approaches to dealing with bullying. Bullying allegations will be fully investigated by staff in line with our Anti-bullying Policy.

Child on Child Abuse

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (This may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

This is explained in Keeping Children Safe in Education (KCSIE).

Days Lane will deal with child-on-child abuse by prioritising the safety and well-being of all pupils. This involves implementing robust safeguarding policies, training staff to recognise signs of abuse, and establishing clear reporting procedures. Pupils are educated about abuse and how to seek help by reporting any incident to a staff member.

Mobile Phones

Days Lane recognises that mobile phones and other internet-enabled devices are part of everyday life for many pupils and that they can play an important role in helping pupils to feel safe and secure. However, mobile devices are capable of more than simply helping a pupil get in touch with parents at the end of the day if they are allowed to walk home alone. Therefore, it is key that parents understand the capabilities of the phone/device and the potential use and misuse of those capabilities.

If it is necessary for a Year 6 pupil to bring a mobile phone or other internet-enabled devices to school, for example those pupils who walk to/from school on their own (where the school have consent already), these will be given to the class teacher upon arrival to school. Pupils must not use their mobile phones on the school premises under any circumstances. If a pupil attends any club, they may collect their mobile phone after the club finishes from the office. If a pupil attends after school club, their phone will be collected in by a member of the club staff and returned to them on pick up by a parent/carer.

Year 6 pupils who bring a mobile phone to school must sign an agreement alongside parents that they understand the rules of use of mobile/camera technology in school. If these rules are breached, this may result in further disciplinary action being taken. Appropriate sanctions will be actioned for any pupil in breach of rules for mobile/camera usage, or if inappropriate usage is suspected by staff, including confiscation of the device. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006). If confiscated, the mobile phone will be held in the school office and returned at the end of the school day.

Inappropriate content or inappropriate use includes, but is not limited to:

- bullying or harassment.
- sexting (consensual and non-consensual sharing nude or semi-nude images or videos);
- Upskirting;
- threats of violence or assault;
- abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation.

The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate.

Consequence System

Our aim is always to change undesired behaviour in a positive way, for example, praising other pupils to highlight expected behaviour, friendly reminders, moving pupils to a space where they would be more focused, offering assistance and tactical ignoring.

Should a pupil continue to display undesired behaviour and not respond to more positive strategies, then the following consequence will be used to determine appropriate next steps. The personal circumstances of the pupil will be considered, and consequences may be adapted to meet individual needs. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Consequence should include the following steps:

1. **Reminder and clear corrective language:** Give an explicit reminder of the expected behaviour (e.g. “Hands down when someone else is talking”)
2. **Warning:** Issue a verbal warning naming the behaviour and referring to the rules (e.g. “This is your warning—remember our rule about walking quietly”).
3. **Sanction:** If behaviour persists, apply a proportionate sanction – reflection form, thinking chair (EYFS), with immediate logging (and notifying SLT if needed)
4. **De-escalation and separation:** Use calm, pre-established phrases, non-verbal cues or relocate the pupil to reduce escalation e.g. to another class.
5. **Intervention and support:** For recurring issues, introduce mentoring, behaviour plans or report cards tailored to the pupil’s needs—and consider reasonable adjustments for SEND or SEMH
6. **Restorative conversation:** After an incident, hold a conversation to reflect on the pupil’s choices and help them understand the impact of their actions
7. **Record-keeping & escalation:** Log all incidents centrally, inform parents promptly, engage senior leaders if poor behaviour continues, and build support through consistent application of the policy

This structured approach—rooted in DfE guidance—ensures fairness, clarity and support for improvement at every stage.

In Year 1, instead of pupils receiving a reflection form, they will instead spend part of their break time with their teacher to discuss and reflect on their behaviour.

Early Years Foundation Stage

In our Early Years Foundation Stage (Nursery and Reception), we recognise that young pupils are at the beginning of their social and emotional development and require sensitive, age-appropriate strategies to support positive behaviour.

Pupils in EYFS are encouraged to express their feelings in a safe and supportive environment. We use co-regulation and emotional coaching to help them understand and manage their emotions. This may include calming strategies such as breathing exercises, quiet sensory activities, or time with a trusted adult.

Where appropriate, a 'thinking chair' may be used as a calm space for reflection. This is not a punitive measure, but an opportunity for pupils to pause and think with adult support.

We understand that this method may not be appropriate for all pupils and alternative approaches are always considered based on the pupil’s needs, including the use of:

- Emotion coaching and modelling of appropriate responses
- Visual supports and social stories
- A designated calm area or sensory box
- One-to-one adult support to talk through emotions and choices

All behaviour is seen as a form of communication, and staff respond consistently with empathy, guidance and structure. We prioritise maintaining strong, trusting relationships with pupils and their families to ensure behaviour support is positive, inclusive and developmentally appropriate.

Suspensions and Exclusions

Serious or continuous breaches of the Behaviour Policy may result in a pupil being suspended from school. A fixed-term suspension may last up to five days, and the length is determined by the severity of the behaviour at the discretion of the Head Teacher. A first offence of sufficient gravity may lead to permanent exclusion. See Suspensions and Permanent Exclusions Policy.

In the case of fixed-term suspensions, both pupil and parents are expected to attend a reintegration meeting, with the Head Teacher, a Senior Leader and/ or the SENCo to discuss and agree the expected behaviour. If necessary, a Behaviour Support Plan will be put into place, which outlines strategies to support the pupil.

A decision to exclude a pupil permanently is only taken in response to serious breaches of the school's Behaviour Policy, for example, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of measures and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to permanently exclude for a first or 'one off' offence, which might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Please see separate Suspensions and Permanent Exclusions Policy

Positive Handling

Positive Handling covers a range of interventions that involve physical contact with pupils. Days Lane staff are trained in de-escalation strategies, and some have received further positive handling training. In extreme circumstances, and in line with guidance from the Department for Education [Use of reasonable force](#), all members of staff have a duty to use positive handling strategies, in the following circumstances, to prevent a pupil from:

- Causing severe disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of positive handling 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/carers

Roles and Responsibilities

Maintaining good behaviour and providing a safe and supportive environment is the responsibility of pupils, staff, parents and trustees. We expect all adults to be good role models for our pupils as we develop their attitudes for all aspects of life.

Responsibility of Trustees

The trustees are responsible for:

1. Delegating powers and responsibilities to the Head Teacher to ensure that the school personnel and visitors to the school are aware of and comply with this policy
2. Scrutinising data presented to them regarding behaviour and safeguarding
3. Ensuring this policy is maintained and updated regularly
4. Ensuring that effective implementation, monitoring and evaluation of the policy takes place

Responsibilities of the Head Teacher

The Head Teacher is responsible for:

1. Reviewing and approving the Behaviour Policy
2. Ensuring that the school environment encourages positive behaviour
3. Ensuring that staff deal effectively with negative behaviour
4. Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
5. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
6. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
7. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
8. Ensuring the Behaviour Policy works alongside the Safeguarding Policy to offer pupils both sanctions and support when necessary
9. Ensuring that the data from behaviour records is reviewed regularly, to ensure that no groups of pupils are being disproportionately impacted by this policy

Responsibilities of Staff

Staff are responsible for:

1. Always Upholding the school's Behaviour Policy and responding to poor behaviour consistently and fairly
2. Creating a calm, safe, stimulating and happy environment for all pupils
3. Establishing and maintaining clear boundaries of acceptable pupils' behaviour
4. Implementing the Behaviour Policy consistently
5. Communicating the school's expectations, routines, Core Values and standards through teaching behaviour and in every interaction with pupils
6. Modelling expected behaviour and positive relationships by treating all pupils fairly and with respect
7. Providing a personalised approach to the specific behavioural needs of pupils
8. Establishing effective partnerships with parents so that pupils can see the key adults in their lives share a common aim
9. Recording behaviour incidents promptly on CPOMS (Child Protection Online Monitoring System)
10. Challenging pupils to meet the school's expectations
11. To praise and reward appropriate behaviour and achievements
12. Follow the school's expectations regarding their conduct and behaviour

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

Responsibilities of Parents

Parents, where possible, should:

1. Read the school's Behaviour Policy and reinforce it at home as appropriate
2. Support their pupil in adhering to the school's Behaviour Policy
3. Inform the school of any changes in circumstances that may affect their child's behaviour
4. Discuss any behavioural concerns with the class teacher promptly
5. Take part in any pastoral work following poor behaviour (for example, attending reviews of specific behaviour interventions)
6. Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
7. Take part in the life of the school and its culture

The school aims to build a positive relationship with parents by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Responsibilities of Pupils

Pupils will be made aware of the following expectation of behaviour at Days Lane through their understanding of the Behaviour Policy:

1. To follow the school's Golden Rules, class rules and demonstrate the Core Values in their behaviour and actions, whilst in school and in the wider community
2. To work to the best of their abilities and to allow others to do the same so that there is achievement for all
3. To respond appropriately and cooperate with the instructions of all adults working in school
4. To behave appropriately online and understand the seriousness of poor online behaviour and that this has serious consequences
5. To help create and comply with the classroom, playground and dinner hall expectations
6. To earn rewards for meeting behaviour standards and accept the sanctions if they do not meet these expectations

Appendix 1: Co-regulation through Emotional Coaching Guide

Co-regulation through emotional coaching		
Building emotional intelligence and co-regulation		
<p>Emotional coaching is a 3-step approach:</p> <ol style="list-style-type: none"> 1. Tune in, empathise, label and validate 2. Set limits 3. Problem solves 		
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Appendix 2: Restorative justice conversations script – acknowledge harm and accept responsibility

Step 1	<p>Welcome, as you know my name is xxxx and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident (briefly outline what happened) I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. I would also like to remind you of the ground rules that we discussed in preparation to ensure that this meeting runs safely and respectfully. Do you remember what we discussed? (If necessary, read them out e.g. turn taking, listening to others, not interrupting, no shouting, respect for everyone) Are you still happy to agree to those ground rules?</p>
Step 2	<p>START WITH WRONGDOER(S) - I would like to start by asking</p> <p>Can you tell us about what happened and how you became involved?</p> <p>If necessary - What happened next and/or what else? (ask this until their story unfolds)</p> <p>What were you thinking at the time this happened?</p> <p>What have your thoughts been since?</p> <p>Who has been affected/upset by this and in what way?</p> <p>What has been the hardest thing for you?</p>
Step 3	<p>TURN TO HARMED PERSON(S) - I would like to start by asking</p> <p>Can you tell us about what happened and how you became involved?</p> <p>If necessary - What happened next and/or what else (ask this until their story unfolds)?</p> <p>What were you thinking at the time this happened?</p> <p>What have your thoughts been since?</p> <p>Who has been affected/upset by this and in what way?</p> <p>What has been the hardest thing for you?</p>
Step 4	<p>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS (if necessary, theme in views of those not present)</p>
Step 5	<p>GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what happened.</p> <p>Do you all see that harm/upset that has been caused?</p> <p>Is there anything you wish to say at this stage?</p> <p>Do you think that something needs to be done to repair that harm/put it right and if so, what?</p>
Step 6	<p>GO BACK TO THE HARMED PERSON – What do you think needs to happen?</p>
Step 7	<p>GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?</p>
Step 8	<p>If necessary - RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS - What would you like to see come out of today’s meeting?</p>
Step 9	<p>If necessary - RETURN TO WRONGDOER – Is there anything you would like to add?</p>
<p>MAKE CONTRACT / AGREEMENT</p>	
Step 10	<p>OPTIONAL QUESTIONS – Would you do anything differently now? /What other choices could you have made? /What have you learned from the meeting?</p>
Step 11	<p>FINAL INVITATIONS TO SPEAK – Before I close the meeting is there anyone else who wishes to say or ask something?</p>
Step 13	<p>FOLLOW UP – As part of this process you have agreed not only to keep to this contract but to come together to review how the contract is progressing. Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter</p>

Policy Links

This Behaviour Policy should be read in conjunction with the following school's policies:

- Relationships, Sex and Health Education Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- Online Safety Policy
- Anti-bullying Policy

and guidance and advice from the Department for Education on:

- [Behaviour in schools: advice for Head Teachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)