

Deanwood Primary School

Positive Behaviour Policy

Policy Scope: Deanwood Primary School

Responsibility: Local Governing Body

Review Frequency: 2 years

Review Date: September 2026

The Governing Body of Deanwood Primary School adopted this policy in October 2024

Signed by D Giles, Chair of Governors

A handwritten signature in black ink, appearing to read "D Giles", with a horizontal line underneath.

Positive Behaviour Policy

1. Introduction

- 1.1. At Deanwood we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment. Our Positive behaviour policy is based on the principle of assertive discipline, i.e. that individuals are in control of their actions and can choose to act and respond in certain ways however we also recognise that it is our role to educate the children with their parents and carers and this includes on how to show positive behaviour.
- 1.2. In line with our values, we believe that all adults and children in school have:
 - **Happy** - the right to be treated with fairness and respect
 - **Successful** -the right to learn
 - **Safe** - the right to be safe

2. Rationale

- 2.1. When writing this policy, the Behaviour Research Group used several documents to develop this policy. The main texts used are below and are all available to the staff:
 - 'When The Adults Change, Everything Changes', Paul Dix
 - 'Restorative Practice', Mark Finnis
 - 'Improving Behaviour', EEF
 - 'Behaviour in Schools: Advice for headteachers and school staff' DfE, 2022
- 2.2. As well as that, we have used several documents to guide our policy including:
 - *Education Act 1996*
 - *Education Act 2002*
 - *Education and Inspections Act 2006*
 - *Health Act 2006*
 - *The School Information (England) Regulations 2008 - Equality Act 2010*
 - *Voyeurism (Offences) Act 2019*
 - 'Use of reasonable force' DfE, 2013
 - 'Special educational needs and disability code of practice: 0 to 25 years' DfE, 2015
 - 'Mental health and behaviour in schools' DfE, 2018
 - 'Sexual violence and sexual harassment between children in schools and colleges' DfE, 2021
 - 'Keeping children safe in education 2022', DfE, 2022
 - 'Searching, Screening and Confiscation: Advice for schools' DfE, 2022
 - 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' DfE, 2022

3. What are our aims?

- 3.1. At Deanwood we aim to:
 - **Happy** *Strive to maintain a positive and supportive school environment with children given recognition for high standards of behaviour.*
Listen to all points of view before making any judgement concerning undesirable behaviour.
 - **Successful** *Strive to maintain a positive and supportive school environment with children given recognition for high standards of behaviour.*
Allow children the opportunity to make a 'fresh start' if undesirable behaviour has to be dealt with, and not to judge children on previous behaviour.

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- **Safe** *Ensure that all children are treated consistently. This means that there will not be variations in expectations between staff, and that the same standards of behaviour apply outside the classroom as within.*

Involve parents at the early stage if a child does not meet our expectations with regard behaviour in order that we can take a joint approach to resolving any issues.

4. What rules do we have in school?

- 4.1. The three rules we have in school are based on the three basic rights we believe in. These are displayed around the school with appropriate examples and are regularly discussed and reinforced with the children.

- **Happy** Everyone in school has the right to be treated with fairness and respect.

We expect children to show respect to adults and vice versa. We also expect children to show respect to each other, as we do adults to other adults. We ask that adults and children listen to other people's point of view with respect. Children will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.

- **Successful** Everyone in school has the right to learn.

We will not allow children to disturb or interrupt other children's learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated.

- **Safe** Everyone in school has the right to be safe.

We insist that children do not act in a physical way towards each other. We teach children that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response and will be dealt with on the same level as the initiator.

5. Discrimination

- 5.1. The school does not tolerate any form of discrimination, be it in on the grounds of race, gender, sexuality, age, religious beliefs or any other reason.
- 5.2. If any form of discrimination occurs, it must be dealt with immediately by the staff member who witness or was first alerted to it. The specific details are recorded on onto Arbor.
- 5.3. The parents of both parties will be informed.

6. Consistency for all

- 6.1. No one person is responsible for behaviour. It is the responsibility of every single member of the community. A MDMS is just as empowered as a teacher or Principal in promoting positive behaviour. By dealing with incidents directly, all staff are seen by the children as equal.
- 6.2. Consistency in approach is absolutely fundamental to the success of this policy. For example, each staff member insists on the silent signals for stopping so that the children are compliant to these even for unfamiliar staff who are use it.
- 6.3. While all staff are equally responsible for creating a calm and safe learning environment, some are more confident or experienced in creating this. Ignoring or passing on an incident is not acceptable as it lessens the authority of that staff member, help is available.
- 6.4. If at any point any member of staff need support, another member of staff will provide back up. Equally, if the strategies used are not being effective, staff will swap with a new member of staff

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which often can help the situation. When this is the case, the original member of staff leads the restorative discussion.

7. Five Pillars of Effective Behaviour Policy

- 7.1. Paul Dix describes 'Five Pillars' of an effective behaviour policy (Paul Dix, 2017)
- 7.2. These are the basis of this policy and are adhered to by all staff regardless of their role.

8. PILLAR 1 - CONSISTENTLY CALM ADULTS

EEF recommendation 1 - Know and understand your pupils

EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

EEF recommendation 6 - Consistency is key

Adults' behaviour

- 8.1. All staff act in a firm, friendly and fair manner to all children, even those who may present challenging behaviour. Induction procedures include a session on behaviour.
- 8.2. Children need certainty from the adults. When sat on a rollercoaster, the first thing we do is push the safety bar but we do not want it to move. Children can be like this with adults. They will test the boundaries and expectations but they want the adults to be constant and secure. We ensure this consistency for the children.
- 8.3. Children do not naturally know how to behave. They are taught this within the community of home and school. Adults model every behaviour we wish the children to demonstrate. If we are not modelling what we want the children to learn, we are teaching them something else. We cannot criticise a child for shouting, if we as adult are shouting at them or each other.
- 8.4. We need to teach and reteach behaviours many times. This will be taught through daily class check-ins and in lessons and involve the whole class team - teacher, TA and MDMS where appropriate. Repetition is key.
- 8.5. When speaking to children, we always maintain a professional approach. A simple way of maintaining this is imagine the "parent on your shoulder"- would they approve of the word and tone we are using? Would we use these words in front of them?

Building Relational Capital

- 8.6. Staff all show consistency and kindness. All Staff aim to build a relationship which each child and build 'Relational Capital' with them (Finnis, 2021). We know simple things, such as greeting, paying attention and showing we care, all build Relational Capital with the children. When needed, it is easier to challenge a child when we have this relationship capital "in the bank".
- 8.7. We plan the first step into the school to be a positive one each day. SLT will greet every child as they enter the school through the gates; TAs meet and greet children in the corridors and class teachers meet their children at their class door. This is not just supervising, but an opportunity to build this relational capital. Welcoming the child by name, asking questions about them or small things like complimenting a new haircut all supports preparing for effective learning.

9. PILLAR 2: - FIRST ATTENTION FOR GOOD CONDUCT

EEF recommendation 3 - Use classroom management strategies to support good classroom behaviour

- 9.1. High Quality Inclusive Teaching is key for encouraging children to enjoy school and build these positive relationships with adults. We aim for our curriculum to make sure that children are hooked into learning. When planning, we must think of three key questions to make learning engaging so children are eager to be part of the learning.
- 9.2. As part of our PSHE curriculum, we explicitly teach children what effective Learning looks like. Daily check-ins and PSHE is also taught to the classes.
- 9.3. Our assemblies and values displays are focused upon these.

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Promoting Effective Learning

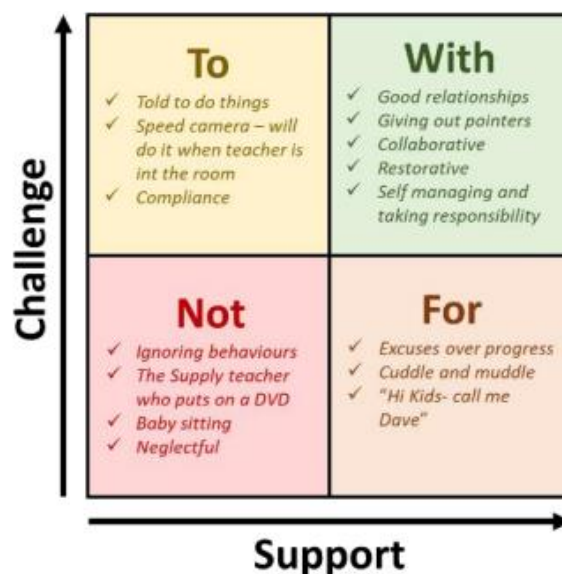
- 9.4. We need to regularly advertise the behaviours we do want to see and recognise those children displaying the school's values. This needs to be consistent across the school.
- 9.5. Each learning environment, such as classrooms, intervention or RWI area, should have a 'Positive Wall'. On this Positive Wall we display the school's Values, the Class Charter as well as the Recognition Board.

How do we reinforce good behaviour?

- 9.6. **Positive verbal feedback** is the most common way of giving children feedback on good effort or behaviour by children.
- 9.7. **Recognition Board:** In a classroom, each child will have a named pocket and when they display a value, the adults will recognise this and display a Values Card for the child to take home. In intervention groups, we can give Value Cards to the children to take back to their class.
- 9.8. **House Point:** When a child receives a 'Dojo point' when being praised
- 9.9. **Message home:** A simple message home through a postcard, certificate, text or call is a great way of recognising and recognising positive behaviours and building Relational Capital.
- 9.10. **Weekly Merit Assembly:** Each week we have a Merit Assembly in which three children are chosen per class - two children who have made a personal achievement and a good behaviour award.
- 9.11. **Termly Achievement Assemblies:** Two children are chosen each term for their achievements. The parents come for a tea party as part of this.

10. Working with the children

- 10.1. Support for children needs to be effective whilst building the child's own abilities to self-regulate. We need to make sure we are working with pupils.
- 10.2. It is an important part of teaching the children who to make sure their behaviour meets the schools expectations.
- 10.3. We use the 'The power of with' to structure our support. We all need to aim to work 'with' the children rather than 'do to', 'for' or simply ignore behaviour.
- 10.4. We need to always have an exit strategy so that the support does not become a crutch.



11. PILLAR 3 - RELENTLESS ROUTINES

EEF recommendation 4 - Use simple approaches as part of your regular routine

- 11.1. As well as being consistent across the school, each class is its own team and so the class teacher, TA and MDMS are always consistent and follow the agreed procedures within their class.
- 11.2. Routines are consistently taught and followed so that they are second nature to the children. This is especially important if other staff are required to teach in the class.

Whole School Consistent Routines

- 11.3. **Silent Signals:** All staff use the same signals to give instructions to the children. These are used in all situations and by all staff.

- **Stop** Hand up *All children stop and raise their hand to share the signal*
- **Talk to Your Partner** Turn hands in to point to each other
- **Transferring** 1 finger Children stand silently (and put chair under their table)
2 fingers Children calmly move (and stand behind their chair)
3 fingers Children sit down

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- 11.4. **Lining up:** All children line up and staff must accompany them around the school, especially to and from break times, and insist on calm walking. A member of staff should always be at the front of the line to model the expected behaviours. Staff should pause at corners and doors to monitor their class and praise or remind individuals.

Partnerships with Parents

- 11.5. Building Relational Capital is also important with parents. Parents are the child's first educators and have an equal part in their learning. It is important to connect with parents from the outset and share successes. This makes any difficult conversations easier if they are needed.
- 11.6. All staff will be on the doors at the end of the day to connect with parents.

12. PILLAR 4 - SCRIPTING DIFFICULT CONVERSATIONS

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

- 12.1. When supporting children, we are proactive to their needs and not reactive to their behaviour. Where needed, adults will have an agreed pathway for a child on how to support them.
- 12.2. In order to encourage good behaviour, staff will ensure that positive behaviour is acknowledged and praised as much as possible. Positive comments should outweigh negative comments e.g., *"Well done, what wonderful sitting Ben"*, rather than *"You all need to sit down and sit still"*.
- 12.3. When a child displays inappropriate behaviours, we need to make the intervention to correct this as short as discrete as possible. We aim to use a '30 second intervention' and use the agreed scripts with the children. We move to the child, give the instruction, and then move away.
- 12.4. We use the least intrusive approach possible and aim to allow effective learning.
- 12.5. When intervening with a child, we need to focus on the impact on the relationships and others. We use *"I words"* with children to keep the focus on the Relational Capital rather than simply rules. When maintaining effective Learning, we all use the same types of scripts.
- *"[NAME], you are... [NEGATIVE CHOICE]. This means that... [IMPACT ON LEARNING]. We you need you to...[POSITIVE CHOICE]. Thank you."*
 - *"I feel disappointed when you interrupted the class as we had discussed how things were going to be different."*
 - *"I was worried when you left the room as I did not know where you are."*
 - *"Johnny was sad when you snatched the bike as he was enjoying riding that."*

Stages of Behaviour Intervention

- 12.6. The following stages outline the approaches all staff take in dealing with any inappropriate behaviours. In some incidents, staff may choose to move straight to Stage 2 or beyond if they judge that it is required.
- 12.7. **Stage 1** Group parallel praise to the group or class.
"Well done [child], I can see you are ready as you have your book open and are looking at me."
- 12.8. **Stage 2** A discrete, clear verbal warning. At an appropriate time, there will be a brief restorative discussion.
"Remember, our class charter says...."
"I know you can do....because last...you did...."

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“Stop, think...., make the right choice”

- 12.9. **Stage 3** Speak privately and give final opportunity to engage. For this a more formal restorative discussion or meeting will need to be held with the child. There may be sanctions agreed which help repair the harm done. This is recorded on Arbor on the child’s record and parents will be informed.
- “I have noticed that you are... [having trouble getting started, not listening etc.]”*
- “At Deanwood we... [refer to school rules]”*
- “Because of that you need to... [move to another table, complete learning at another time etc.]”* *“Do remember yesterday/last week when you [refer to previous positive] – That is who I need to see today, thank you...”*
- “Give child ‘take up time”*
- 12.10. **Stage 4** Cool off (and appropriate restorative). Time away from class in safe space with TA, or in other class, or with another adult so that the child can be calm and return to their class. A restorative meeting will be held. There may be sanctions agreed which help repair the harm done. This is recorded on Arbor on the child’s record and parents will be informed

13. PILLAR 5 - RESTORATIVE FOLLOW UP

EEF recommendation 4 - Teach learning behaviours alongside managing misbehaviour

EEF recommendation 5 - Use targeted approaches to meet the needs of individuals in your school

- 13.1. Underpinning the whole policy is the use of Restorative Approaches. The key to making any behaviour intervention effective is this stage. Without this, the children may not be able to reflect on the harm done and will not alter their behaviours.
- 13.2. Whenever a conflict or issue arises in the school, we focus on finding solutions to address the harm done and actions to prevent this happening again, rather than just punishments or blame.
- 13.3. It is important that the adult who witnesses or is first alerted to the incident leads this discussion so that their authority is maintained by the children.
- 13.4. All situations must be discussed with the child to understand the context and events. We can use the following structure (RRRR):
- **Reflect** on what’s happened
 - Accept **Responsibility** of what has happened & who has been harmed
 - **Repair** the relationship and agree next steps or sanctions
 - **Reintegrate** back into class positively
- 13.5. We need to focus on the incident at hand. “Bad behaviour” does not cancel out “good behaviours” and vice versa. We need to be fair and deal with each incident the same as we would with any child. Even a child with “previous negative behaviours” is entitled to have their voice heard and the incident investigated appropriately.

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14. Understanding the context

- 14.1. We have to understand that “*the 5% of children are tough*” (Paul Dix, 2017). For these children, we will need to have a carefully planned out approach and be connected with the home.
- 14.2. There are several stages of support. These need to be recorded on the appropriate form and shared with the parent and child:
- **First Stage Support (FSS)** *A plan between class teacher, parents and child to support a child at the first sign of difficulties, such as transition; low level disruptions etc.*
 - **Behaviour Support Plan (BSP)** *A plan between the class teacher, parent and child led by a member of the Leadership to identify ways to support a child with disruptive behaviour.*
 - **Pastoral Support Plan (PSP)** *A plan between the class teacher, parent and child led by a member of the SLT to identify ways to support a child who is at risk of exclusion.*
- 14.3. Some children will need more focused support and this may be shown through more challenging behaviours. ‘*Children who are loved at home, come to school to learn, whose who aren’t loved at home come to school to be loved*’. (Finnis, 2021) We need to be mindful of this. It is not excusing poor behaviour, but understanding the child’s context and being able to support their needs effectively.
- 14.4. For some children, punishments will not work. If you have already experienced trauma at home, they will not be scared of punishments as they have already dealt with far worse than what we can dish out. Sanctions need to be tailored to the child, the context and the damage to the relationships with others.
- 14.5. All staff are aware of Adverse Childhood Experiences (ACE) and have taken part of the ACE online training.
- 14.6. There are several models of what children need to have to thrive in school. The PERMA model identifies five areas which a child needs to develop so that they have a positive sense of wellbeing.



15. Pupils with SEND

- 15.1. Our values and rules apply to all but some children may need a tailored approach due to their medical needs, such as communication disorders or delays.
- 15.2. In this case, they may need a personalised approach. The graduated approach will be used and the likely triggers identified for the children.
- 15.3. The school will consider if the behaviour was a negative choice or part of the child’s SEND or secondary behaviours linked to their SEND.
- 15.4. If appropriate, external agencies and professionals may be approached for advice and support.

16. Reporting poor behaviour

- 16.1. The school uses Arbor to record any incidents of poor behaviour. The adult dealing with the behaviour needs to be the adult who updates the system or delegates to another adult.
- 16.2. Children who are ‘targets’ of poor behaviour from others need to have this logged on Arbor too so we can look for patterns including child-on-child abuse.
- 16.3. Parents of both parties must always be informed when there have been behaviour incidents with the outcome clearly explained.

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17. Child-on-child abuse

- 17.1. The school will not tolerate any form of abuse. We recognise that children are capable of abusing their peers. The school will not tolerate “banter” or “just having a laugh” as justification of upsetting or hurting others.
- 17.2. This can take many forms including face to face name calling; physical abuse; online conduct or sexual abuse such as ‘up skirting’ to name a few. The school has a simple definition of ‘several times on purpose’ for bullying which we teach to the children and parents.

18. Behaviour in the community

- 18.1. The school operates as part of the community and as such, we will reflect on any child or parent’s behaviour beyond the school grounds.
- 18.2. If the child is in school uniform; travelling to or from school or in other ways identifiable as an Deanwood pupil, then the behaviour policy will be enforced.

19. Sanctions for poor behaviour.

- 19.1. Every member of staff is responsible for maintaining positive behaviour. The staff member who is dealing with the incident is responsible for agreeing appropriate sanctions. These can be discussed with a line manager if appropriate.
- 19.2. When thinking about sanctions for negative behaviours, we focus on the damage to the relationship and impact on others or harm done rather than a simple punishment.
- 19.3. As part of the restorative meeting, the sanction will be agreed with all involved and should help restore the relationship or help relearn the positive behaviours. It is important the target has a clear voice. This could involve catching up on learning at home; helping clear a mess caused, reflecting on behaviours and impact on others.
- 19.4. Before deciding on the appropriate sanction, the staff will
 - investigate the incidents
 - speak to other witness
 - and then reach a decision.
- 19.5. We do not need to make a decision in haste or while emotions are running high.

20. Suspensions and Exclusions

- 20.1. As a community, we recognise that sometimes members of our team will make wrong choices. We believe in working with them in educating and changing their behaviours for the better.
- 20.2. Suspensions and exclusions are the last resort and will only be used when other options have been exhausted. We believe that ostracising people from our community only damages relationships which is the key to our behaviour policy. They may satisfy adults and give temporary respite, but rarely meet the needs of the child. Exclusions demonstrate that the child is not wanted in their community and reinforce their own low self-esteem and sense of belonging.
- 20.3. Only the Principal has the power to exclude a pupil from school. In the Principal’s absence, the Assistant Principal will make a phone call to the Principal if a decision to exclude needs to be made and secure agreement from them before proceeding. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.
- 20.4. Wherever possible, neither will make the decision by themselves and will discuss the situation and possibilities with the other SLT members, before making a decision.
- 20.5. The pupil will also have opportunity to speak to the Principal about the incident before any decision is made. The pupil voice will be key part of the investigation into the incident and their statement recorded for the record.
- 20.6. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a suspension into a permanent exclusion, if the circumstances warrant this.
- 20.7. If the Principal excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

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- 20.8. The Principal informs the Trust and the governing body about any exclusion, and about any suspensions beyond five days in any one term.
- 20.9. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.
- 20.10. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 20.11. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 20.12. If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

21. Positive Handling

- 21.1. This intervention is always kept to the least intrusive possible and staff are trained in TEAM Teach which focuses on de-escalation, distraction and diffusion far before any physical interactions.
- 21.2. We ensure that any decision to use positive handling is based on three key questions: Is it necessary? Is it reasonable? Is it proportionate?
- 21.3. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines on the restraint of children. Intentional damage to school property or another child's property.
- 21.4. Should school property or property belonging to another child be intentionally damaged, a request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.
- 21.5. When positive handling is used, staff must inform the Principal and a form is to be completed which is signed by the parent/ carer and added to Arbor.

22. How are children made aware of this policy?

- 22.1. Children in school are made aware of this policy in a way that they are able to understand. We ensure that all children are aware of the reward systems and sanctions that are in use. Discussions as part of assembly, PSHE lessons and school council meetings are used to discuss behavioural issues. The school has a separate Anti-Bullying Policy.

23. How are parents made aware of this policy?

- 23.1. Deanwood is an open school, and we encourage parents to come in and discuss any aspect of their child's behaviour which may be a concern. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties. If a child is the on the receiving end of inappropriate behaviour of any serious nature, we will contact the parent to explain the incident and how this has been dealt with.
- 23.2. If any parent feels that we are not dealing with an issue in a fair way they will be encouraged to follow our complaints procedure.