Dauntsey Academy Primary School

Behaviour Policy

Date Agreed	October 2025
Review Date	October 2026 (then annually)

INTRODUCTION

This policy should be read alongside 'The DAPS Way' document.

Policy Statement

Dauntsey Academy Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our school has three simple rules – **Be respectful, Be ready, Be safe**, which can be applied in any situation and are taught and modelled explicitly.

Our policy is based on the work of Paul Dix "When the adults change, everything changes". Good behaviour is recognised sincerely, rather than just rewarded. Children are praised publicly and reminded in private.

At Dauntsey Academy Primary School we aim to:

- Create a culture where excellent behaviour is a minimum expectation for all: for learning, for community, for life
- Build a community which values and promotes kindness, care and empathy for others
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Promote good relationships, ensuring all learners are treated fairly and shown respect
- Provide a consistent and calm approach to behaviour management
- Help our children manage their behaviour and take responsibility for the consequences of it
- Ensure all adults take responsibility for behaviour and follow up personally
- Ensure adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

- Foster the belief that there are no 'bad' children, just 'poor' choices
- Encourage children to recognise that they can and should make good choices
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive intervention
- Enshrine consistency through expectations and practices of all stakeholders

All staff must:

- Take time to welcome children at the start of the day (be at the door)
- Never walk past or ignore children that are failing to meet expectations
- Always redirect children by referring to 'Be respectful, be ready and be safe'
- Model, explicitly teach and regularly refer to the DAPS way

The Head teacher and Senior Leadership Team must:

- Be a visual presence around school
- Support teachers in managing children with more complex or challenging behaviours and ensure staff training needs are identified and targeted
- Use CPOMS behaviour records to target and assess interventions
- Regularly celebrate staff and children whose efforts go above and beyond expectations

Members of staff who manage behaviour well:

- Deliberately and persistently notice children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Communicate calmly
- Demonstrate unconditional care and compassion
- Explicitly teach the DAPS way

Children want teachers to:

- Give them a 'fresh start'
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be Respectful 2. Be Ready 3. Be Safe	1. Daily meet and greet 2. Persistently noticing children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language 6. Children stop, look & listen when adult hand is raised. "1, 2, 3, Eyes on me" 7. Wonderful walking (respectfully & safely)	1. Recognition boards 2. Verbal praise 3. Learning Leaves 4. House points (Given focus) 5. Notes home – 'always' postcards 6. SLT praise 7. Show work to another adults 8. Rainbow & Hot chocolate Friday 9. Seesaw

Stepped Boundaries – Gentle approach, use child's name, child level, deliver message		
1. Prompt	Reminder of the rules	Remember our rules, I need to see you… (Be ready… etc)
2. First reminder	Clear verbal caution delivered privately where possible and outlining consequences if they continue	I notice that you're -------- You're breaking our school rule of being respectful/ready/safe. Please… (behaviour you want to see explicitly)
3. Final Reminder	Short intervention – 2 minutes	I notice you chose to…(noticed behaviour) which is not how we do it at DAPS. Remember when you… I need to see that again. You are choosing to have 2 minutes to reset now outside the classroom.
4. Reset time	Short time (5 mins) in another classroom – time to **reset** themselves. Child to complete the restorative conversation prep sheet, as appropriate to KS. Record on CPOMS and speak to parents.	You are still choosing to …(not be ready/not be respectful/not be safe) You need to have 5 minutes…(outside the room, with Mrs..) to reset and make a better choice. I will come and speak to you after that. Thank you for listening. DO NOT describe the child's behaviour to another adult in front of the child. *
5. Repair & restore **KS1** **Children could draw a picture of the events, if appropriate**	Restorative follow up conversation with the adult who dealt with the behaviour choice.	What happened? What were you thinking/feeling at the time? How have you felt since? How did it make other people feel? Who has been affected? How can we put things right? How can we do it differently? DO NOT insist the child says sorry.
*** Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**		

Support beyond the classroom

- ELSA
- Thrive-approach counselling
- Safe spaces, sensory break space
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Sanctions

Sanctions are always delivered calmly and without anger. Need to always follow this set of steps, do not jump steps.

Sanctions *should:*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Language around Behaviour

At Dauntsey Academy Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'melt down', 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

suspensionIncidents are logged in the class file at the staff member's discretion.

Behaviour Pathway

- Reminder one
- Reminder two
- Reset time
- Follow up/Restorative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Restorative Conversation then follow the guidelines below:

- Sent to SLT/AHT/HT
- Parents phoned
- Parents called to school
- Internal suspension
- Exclusion

Reasonable Adjustments

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. We also understand that for some children, following our behaviour expectations are beyond their developmental level, due to a special educational need (SEND). As a school we recognise that their behaviour is their way of communicating their needs and emotions. We also understand that for many children, they need to feel a level of safety before they exhibit extreme behaviours.

In these cases, these children will have bespoke positive management plans which may include rewards to reinforce positive behaviour. The positive management plans give a clear description of a child's particular triggers, visible behaviours, possible distractions and de-escalation/positive handling techniques, which may include restrictive physical intervention (RPI).

Team-Teach (a form of RPI) is a whole setting behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However this is incorporated with restrictive positive handling techniques that are graded and gradual as the situation requires. Positive handling techniques will be a last resort and used by trained staff only.

The school will record all Level 4 and Serious Breach behaviour incidents on CPOMS and any restraints using a Serious Incident Report (SIR form) in the Red Log which is locked in the filing cabinet in the HT office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better

- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an in-house seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Dauntsey Academy Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Assistant Head and they should be recorded on CPOMS and in the Red log. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we still need to show compassion and care for the child.

Permanent Exclusion or Managed Move

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.
Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Monitoring

The head teacher and SLT monitors the effectiveness of this policy on a regular basis. The head teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Staff will log behaviour issues directly onto CPOMS, if children reach 'Reset' level. Statistics gathered from behaviour logs are analysed termly and fed back to children, staff and governors when appropriate. This also ensures that any pupils causing concern are monitored and intervention is put in place at the earliest opportunity.

The head teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body, through the Welfare committee, reviews this policy annually. The governors may however, review the policy earlier than this if the Government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.