



Dundale Primary School & Nursery

'Belonging, Achieving, Flourishing'

Positive Behaviour Policy

Policy Review	
Review schedule	Annual
Date of Last Review	September 2026
Date of Next Review	September 2027

Dundale Primary School is committed to equality of opportunity for all pupils, staff, parents and carers. This policy has been written and reviewed with due regard to the Equalities Act 2010.

In accordance with statutory visibility requirements, this policy is actively published and easily accessible on the Dundale Primary School & Nursery website for all parents, staff, and external stakeholders to review.

1. Aims

At Dundale we understand that positive relationships are a shared responsibility and have high aspirations for children's learning and social behaviours and high expectations for all adults to build and nurture relationships. We aim to foster a learning community where children and adults all treat each other with respect, listen to each other carefully and make decisions collaboratively. We believe that a strong sense of attachment to / sense of belonging within our school community is key to supporting valued behaviours. This sense of belonging needs to be built on a bedrock of strong relationships (between children, staff and families). We feel that valued relationships are the root of valued behaviour and attitudes to learning and we all have a part to play in building that positive foundation.

All young people, staff and other members of our school community have the right to feel safe at all times whilst in school. Good teaching and learning promote good behaviour and good behaviour promotes good learning. All children have the right to learn and to achieve their potential and all staff have the right to teach.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Dundale can be found in Appendix C.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Dundale's responses can be found the school's Anti-Bullying Policy.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Dundale can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Staff training and development

At Dundale we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

- i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *Other staff (e.g. agency / supply / external providers)* will have a conversation with a member of the Senior Leadership Team or Phase Leader prior to working with the children explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school.

b. Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

c. A culture of learning and support

At Dundale we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

4. Roles and responsibilities

a. Governors

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 4a and 4d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 4a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Dundale's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher

- Contributing to the induction of new staff
 - Creation and review of a behaviour curriculum
 - Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the relevant member of staff
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Dundale, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy

- Some pupils will need more teaching and support than others, in order to secure valued behaviour
- and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

5. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

We encourage consideration for others by promoting the Ridgeway Learning Partnership values of ***Belonging, Achieving, Flourishing*** and our school values of ***Inclusive, Respectful, Reflective, Active Learner, Ambitious, Resilient***.

b. Behaviour Curriculum – Implementation

i. Recognising and celebrating valued behaviour - Be Rules & Dundale Way

Our emphasis is on teaching and promoting valued behaviours through our Personal Development Curriculum. It is important to show appreciation for the children who always follow the Behaviour Curriculum and display valued behaviours. The whole school community aims to promote valued behaviour through praise and unexpected reward. At Dundale, praise must adhere to the principles of Growth Mindset e.g. praise is given to the action or effort and recognises valued behaviours and avoids phrases such as, 'good boy/girl' as this does not fully expand on what it is that is 'good'.

At Dundale, we want our children to be effective learners. We want them to possess the interpersonal skills required to be inclusive, respectful, active learners, reflective, ambitious and resilient and to achieve academically and socially. These skills will equip our pupils to leave our school and move on to the next stages of their education so they can continue to flourish.

To give them the personal tools to achieve this, alongside the academic curriculum, we have developed our Personal Development Curriculum, within which children are explicitly taught the skills they need.

Be Rules & Dundale Way

- Be Safe
- Be Respectful
- Be Ready to Learn
- Be all you can be

At Dundale we use our 'Be Rules'. For our youngest learners, learning about how to behave in school is key and needs careful support and guidance. We explicitly teach these rules at the beginning of each year in each year group and revisit them at the beginning of each term.

IN EYFS there is dedicated carpet time to introduce each of the four rules. In Years One and Two, children re-cap these rules whilst also creating their Class Charter. The use of a Charter in KS1 & 2 is a deliberate choice to bring the children into the heart of discussion and to help them develop into self-controlled, mindful and respectful citizens. Each class will personalise and develop the Be Rules in an age appropriate way creating their class charter. Involving children in developing these agreements and routines supports ownership and understanding.

Our Be Rules are the foundation of our 'Dundale Way' provides an overview of key expectations of both staff and pupils or order for them to be successful. As part of the Personal Development

Curriculum and Dundale way, we embed a number of taught routines which will create a school culture that reflects our key valued behaviours. We teach these routines for the following reasons:

1. All children have different prior knowledge in terms of behaviour and therefore different values and beliefs.
2. Routines that we embed support children to leave our school with our whole school values and beliefs.
3. Routines need to be explicitly explained, taught, practised and revisited regularly and consistently for them to become norms and change habits.
4. Promotes making helpful choices easy and the unhealthy choices hard.
5. Ensures nothing is left to chance and all members of our school family know what is expected of them as a member.
6. All built around intrinsic motivation. However, some extrinsic motivation is required to get there.
7. Social conformity - making sure our school culture is positive to ensure children make healthy choices.

Relationships

At Dundale, we recognise the importance of creating positive relationships and knowing our pupils as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained helpful feelings within our children. This is achieved through daily, positive interactions with all members of the Dundale community as well as specific activities such as assemblies, PSHE, roles of responsibility and other enrichment opportunities etc.,

Role Modelling and use of positive phrasing

Staff will set examples of behaviour and conduct in order to encourage our pupils to do the same. All children have the right to be treated with respect and dignity and it is the responsibility of the school staff to model these expectations. All staff will use a calm and measured tone of voice and positive phrasing when interacting with pupils and each other. Raised voices will only be used when necessary i.e. to prevent a danger or harm.

Positive Reinforcement and Celebration

Our emphasis is on promoting valued behaviours. Praise must adhere to principles of Growth Mindset. The whole school community aims to promote valued behaviour through praise and unexpected reward. See Appendix E for our Dundale House Point system.

We aim to promote valued behaviours through recognition including:

- giving verbal praise and positive feedback;
- communication with parents/carers to highlight valued behaviours;
- role modelling to peers throughout the school;
- allocation of responsibilities and roles;
- acknowledgement of demonstrating school values;
- celebration and sharing of learning in whole school assembly;
- incidental rewards and praise including the use of house points, shooting star awards.

Whole School House System

At Dundale, all children are allocated one of four different 'houses' when they join: Wilstone, Tringford, Startops, or Marsworth. These are used to encourage collective achievement through cooperation and individual effort. Value tokens are awarded to promote valued behaviours and school values. EYFS will build up to use this system during the summer term as part of transition. (see Appendix E)

Celebration 'Time to Shine' Assembly

A child is nominated from each class by their Class Teacher each week to celebrate valued behaviours, learning behaviours and personal achievements. During the whole school assembly, the nominated children are invited out to the front (this is not an expectation if a child does not feel comfortable) so that achievements can be celebrated. Each child receives a certificate to take home.

Postcards of Praise / Stickers

A Postcard of Praise is awarded when a pupil displays exceptional valued behaviours or positive learning behaviours. The postcard is an unexpected celebration rather than something a child knows they are working towards. The pupil will be given their postcard certificate discreetly. If they feel comfortable to do so, they can share this achievement with their peers and their parents/guardians. These postcards may be given by the class teacher, Phase leader or member of SLT.

Feedback and Recognition

It is essential that all staff give children feedback about their behaviour and recognition is given to the valued behaviours they display. This must adhere to the principles of Growth Mindset. For example, 'Thank you for holding open the door'; 'You have shown lovely manners, thank you'; 'I liked the way you segmented that word and blended phonics to read it.'

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Dundale we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii) Playtime Procedures

Playtime can be a difficult time for some children and, through the OPAL approach, we aim to make it as positive and stimulating as possible, whilst encouraging children to play independently in order to build and develop skills of collaboration and negotiation. Children will be reminded regularly of expectations of valued behaviours whilst on the playground and when they are in the care of staff. Children also have the option of spending time in our quiet 'Zen Den' if they are finding the unstructured time outside overwhelming.

At Dundale Primary we have an expansive outdoor space which can provide learning opportunities and enrichment during play and lunch times for all children. We strive to give children the opportunity to develop their own curiosity and foster independent thinking whilst providing opportunities for all the different types of play through zoned areas across the playground. Children are encouraged to contribute to the play opportunities available; the school does this through pupil voice and discussion around their interests. Adults on duty actively promote valued behaviours, encouraging pupils to interact positively with each other.

When an incident of detrimental behaviour occurs, staff may put in place a protective consequence by the removal of a freedom. This must be linked to the detrimental behaviour shown. This may be, for example, that the child cannot play with a particular peer or with a ball for a given length of time or on a particular playground. For behaviour such as verbal or physical aggression, a senior member of staff will decide upon an appropriate protective consequence. The incident will be

recorded in the CPOMS and the behaviour leads will be alerted. An educational consequence will also be given. The headteacher **must** be assigned on CPOMS if the incident is bullying, racist, homophobic behaviour. Bullying will be recorded in accordance with the procedures set out in the Anti-bullying Policy.

To support the children to be 'ready to learn' before going into the classroom after an unstructured break, all staff come out promptly to the playground to collect classes. After break and lunchtime the whistle will be blown. All pupils will stand still quietly until his or her year group/ class is told to line up. Children should then walk quietly and calmly to the place their class lines up. The expectation is that a class is lined up quietly and calmly, facing the class teacher. Once children have met these expectations, they will come into the school building in the same quiet and calm fashion. Teaching and support staff will also help and support pupils with that transition in the cloakroom until they have reached their classrooms so they arrive ready to learn.

ii) Children with special educational needs

We expect all children to be aware of and respect the Dundale Values. As much as possible, we expect children with special educational needs to follow the school Behaviour Policy. However, this will be more difficult for some children at certain times. In order to support children who have additional needs to meet these expectations, additional measures may include:

- Regular meetings between teacher and parents/carers
- Home – school contact book
- Setting specific targets to reduce incidents of anti-social behaviour
- Meetings with the Phase Leader / SENDCo / member of SLT to discuss progress
- Anxiety Mapping
- ABC Form to log behaviour and analyse patterns
- Subconscious and conscious behaviour checklist
- Risk Management Assessment Calculator
- Risk Reduction Management Plan
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion

Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the child, the class teacher, Phase Leads, member of SLT and parents/carers.

For some children, it may be that the school will request an appropriate outside agency to support a child and offer the school advice. It is important to note that we have a duty of care to all pupils; therefore, if despite support, behaviours impact adversely on the safety and well-being of other pupils or adults, the Head Teacher and governors reserve the right to exclude pupils who put others at risk.

iv) Differentiated Response

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the valued behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour, we use a range of behaviour strategies to help support the individual child to adhere to the valued behaviour model.

Strategies may include:

- Regular meetings between teacher and parents/carers
- Home – School contact book
- Meetings with a member of the SLT/Behaviour Leads

- Anxiety Mapping
- Subconscious and conscious behaviour checklist
- ABC Form to log behaviour and analyse patterns
- Risk Management Assessment Calculator
- Risk Reduction Management Plan
- Involvement of internal support such as the school's ELSA, the Education Mental Health Practitioner
- Involvement of external agencies
- Pastoral Support Programme for children at risk of exclusion

It may be necessary to seek guidance from specialist educational agencies to formalise strategies that differ from policy. These may include a Therapeutic Plan or a reduced timetable.

- External agencies might include:
- Therapeutic Thinking team
- Educational Psychologist
- Child and Adult Mental Health Team (CAMHS)
- Dacorum Education Support Centre (DESC)
- Safespace
- Mental Health Support Team (MHST)
- Circle Therapy

All school staff have received 'Therapeutic Thinking' behaviour training from members of the SLT who are trained by advisors from Therapeutic Thinking. This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation.

v) Removal from Classroom

Removal is where a pupil, for serious detrimental behaviours, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious protective consequence. It should only be used when necessary and once other therapeutic behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all consequences, schools must consider whether removal from the classroom is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space. Removal should be distinguished from the use of separation spaces (e.g. the sensory room) for reasons other than as a consequence. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

c. Behaviour Curriculum – Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using CPOMs
- Termly reviews of celebrations and recognitions. All staff should record postcards, certificates, and any phone calls using CPOMs.
- Regular discussion in phase meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc
- Pupil discussion with governors / slt / phase leaders

6. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Dundale we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 6bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

- i. For many detrimental behaviours staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order (for more specific examples see Appendix 3):
- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking 'Are you ok?' 'What do you need?' or 'How can I help?' during or immediately after detrimental behaviour.
 - Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
 - Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
 - Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'Thank you'. *E.g. Adam, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Adam, shall we talk here or in the corridor?*
 - Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
 - Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 6ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 6ai. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values.

The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 6c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
 - reteaching valued behaviour during or after the lesson, undertaken where possible away from other pupils
 - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
 - increasing adult input / supervision for a defined period of time
 - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
 - increasing / adapting praise and celebration of valued behaviour when it is displayed

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. An Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,

- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Dundale and the school will always take action to address it. A full description of the school's response can be found in the Anti-Bullying Policy.
- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. In accordance with the statutory DfE Mobile Phones in Schools Guidance, Dundale Primary School is a mobile phone-free environment by default. Pupils are strictly prohibited from using mobile phones, smartwatches, or similar communication devices at any point during the school day. This restriction applies during lessons, breaktimes, lunchtimes, and transitions between classes. If a device is brought to school for travel safety, it must be switched off and handed to the school office immediately upon arrival. Confiscation will occur if this rule is violated. Reasonable adjustments will be formally documented for pupils who require mobile technology to manage medical needs (e.g. blood sugar monitoring for diabetes) or specific disabilities. The Headteacher and authorised staff have the legal right to search a pupil or their belongings if they have good reason to suspect the pupil is carrying any of the prohibited items above.. More detail about searching and confiscation can be found in Appendix J.
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Dundale and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMs, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Dundale we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, Personal Development curriculum, including assembly, modelling anti-discriminatory behaviour.
- iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
 - non-consensual sexual activity
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
 - sexting

- upskirting

These behaviours are never acceptable at Dundale and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school’s response to child-on-child abuse, in addition to those outlined in 6ci, 6cii, and 6ciii can be found in the Child Protection Policy.

7. Physical Intervention and Positive Touch

All school staff have received ‘Therapeutic Thinking’ behaviour training from members of the SLT who have been trained by advisors from Therapeutic Thinking Ltd. This enables all staff to follow strategies to recognise, divert or de-escalate incidents and support children who may find themselves in a crisis situation or if they put themselves or others at the risk of harm.

‘Positive touch’ means that staff members are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that staff understand and appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so. All staff have been trained using the Hertfordshire ‘Therapeutic Thinking’ training.

Why Do We Use Touch?

We may choose to touch children for a variety of reasons, but in general, we would normally do so to either comfort or to congratulate. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff who are using touch for comfort or reward to use a ‘school hug’. This is a sideways on hug, with the adult putting their hands on the child’s shoulders. This discourages ‘front on’ hugging, and the adult’s hands on the shoulders limits the ability of the child to turn themselves towards the adult. This can be done either standing or sitting.

Hand holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the ‘school hand-hold’. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult’s lower arm. The adult’s other hand can then be placed over the child’s for extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.

Lap-sitting

At our school, we actively discourage sitting on laps. Children should be taught to accept comfort/attention through other means, e.g. the school hand hold or hug. If a child attempts to sit on a staff member’s lap, they must explain to them that this is not what is done at school. The staff member can ask the child to sit next to them if it is appropriate. At times, children may be in such crisis or distress that they hold staff members in a way which is not described as above (e.g. ‘front on’ hug/lap-sitting). If this should happen, staff members should inform a senior member of staff. Staff may be asked to make a note of this. This will be in order to record and monitor the amount of

times the student is doing this to staff to see whether this is 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that, although we believe that positive touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

Pastoral Care for School Staff:

The governors would expect the headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misusing their powers. In addition, the Bullying and Harassment Policy and Child Protection Policy sets out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

8. Inclusivity & Equality

As an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community (children, parent/carers, Teachers, Teaching Assistants, non-teaching Support Staff and Governors) should be free from discrimination, harassment and bullying. These will not be tolerated in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. All members of the school community have a right to be listened to and responded to.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations. Children will be supported to positively develop their social, emotional and behaviour skills.

The school will identify those children who may require extra support due to circumstances out of their own, or the school's direct control. Where appropriate, the school staff should work positively with outside agencies.

9. Restrictive Physical Intervention

Restrictive interventions are only used in an unforeseen emergency where there is potential risk/damage to others, self or property. For pupils with known needs, a Risk Reduction Management Plan is written. Staff should also refer to the Restrictive Physical Intervention Policy, found on the Ridgeway Learning Partnership website.

Staff have a duty of care towards all students in their care. Therefore, if a student is likely to be at risk from harm if a staff member does not physically intervene in an emergency, they must take action. The action they take will be dependent on the dynamic risk assessment that they take at that moment in time.

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others;
- to prevent or stop a child from causing serious damage to property;
- to prevent a child from committing a criminal offence.

All staff at Dundale are given advice on de-escalation and behaviour management techniques.

The school operates under strict statutory recording and reporting rules. In line with the Independent School Standards Regulations (ISSR) updates, a comprehensive, formal record must

be created for every significant use of force, incident of seclusion, or non-force related restraint. The school's Designated Safeguarding Lead (DSL) will oversee these logs. Parents or carers must be formally notified of the incident on the same day it occurs, unless doing so would present a direct safeguarding risk to the child.

10. Suspensions & Exclusions

The headteacher may decide to suspend or permanently exclude a pupil in line with this policy and the statutory DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective July 2026). In line with the Children's Wellbeing and Schools Act updates, any use of off-site directions for behaviour modification must follow formal notification procedures. Parents will be given a minimum of two school days' notice along with explicit session data. Managed moves will be treated as permanent interventions with no trial periods allowed. In rare circumstances involving serious allegations of harm between pupils, the school may implement a temporary safeguarding separation. This is a supervised, protective measure distinct from a formal suspension or exclusion.

When the headteacher suspends a pupil, they will notify the local authority, without delay. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher will notify the social worker and/or VSH, as applicable.

The following breaches of the behaviour policy may lead to a fixed-term exclusion this list is not exhaustive):

- persistent refusal to accept the Code of Conduct
- deliberate damage or vandalism
- theft
- physical violence towards a pupil or member of staff
- persistent bullying or a single case of extreme bullying
- bringing the school into disrepute
- bringing an offensive weapon onto the school premises or using school equipment in a threatening manner e.g.: scissors
- possession, supplying or under the influence of illegal substances on the school site
- Acting in a manner that displays sexualised behaviours and causes anxiety/concern/distress to the victim - possible Police involvement.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

(DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective July 2026)

When the headteacher excludes a pupil they will, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher will notify the social worker and/or VSH, as applicable. When the headteacher permanently excludes a pupil, they will notify the local authority, without delay.

A permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, the permanent exclusion would normally follow after certain single incidents, which are deemed to be extremely serious. These might

include:

- threatened violence against a member of staff and pupil
 - the inability of a pupil to follow school expectations thus, potentially jeopardising the health and safety of, or causing severe disruption to, themselves and others
- theft from the school, a pupil or a member of staff
 - serious actual violence against another pupil or member of staff e.g. sexual abuse or assault
- Supplying /redistribution or intent to supply an illegal drug
- carrying an offensive weapon with intent to cause harm
- persistent serious breaches of the school's behaviour policy

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

11. Links to other policies and documents

This policy should be read in conjunction with the following policies / documents:

- Governors' Statement of Behaviour Principles
- Dundale Way
- Anti-Bullying Policy
- Child Protection Policy
- Staff Code of Conduct
- Equality Policy
- Restrictive Physical Intervention Policy
- Whistleblowing Policy
- Mental-Health and Well-being Policy

12. Monitoring & Review

This policy will be reviewed annually by the SLT and the Governing Body and will be published to parents and carers via the school's website. All staff will be made aware of the policy at least annually and will be expected to be familiar with all related practices and procedures in relation to maintaining positive behaviours for learning and in the use of physical interventions as a last resort. Staff will be asked to sign that they have read the policy and whether they need further training.

APPENDICES

	Documents
A	Governor Behaviour Principles Statement
B	Dundale Way
C	Detrimental Behaviour Examples & Responses
D	Graduated Response
E	Dundale Values and House Point System
F	Fix It example templates
G	Home/School Agreement
H	Dundale Oops Poster
I	Physical Intervention Guidance
J	Search & Confiscate Procedure



‘Belonging, Achieving, Flourishing’

Dundale Primary School & Nursery – Statement of Behaviour Principles

Dundale Primary School and Nursery is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community. We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. We promote the RLP values or ***Belonging, Achieving, Flourishing and*** incorporate these within our school values of ***Inclusive, Respectful, Reflective, Active Learner, Ambitious, Resilient***.

- **A commitment to a positive and respectful culture within our school or setting**

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

- **Right to feel safe at all times**

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

- **Behaviour is a form of communication**

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

- **Not all behaviours are a choice**

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

- **Behaviours can change and improvement can be secured**

Expectations of children's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured.

- **Clear boundaries are paired with an individualised graduated response where needed**

A nurturing and structured environment is used to keep children safe. A clear well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a child's needs including educational, mental health and other needs or vulnerabilities.

- **Children may develop academically and emotionally at different rates**

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

- **Children and young people are supported to develop internal discipline/self-regulation and resilience**

A variety of feedback, reward, or consequence systems are used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

- **A commitment to equality and equity**

We are an inclusive school, we believe in equality and in valuing the individual, all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Any measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour Policy and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations. Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally.

- **A commitment to exclusion reduction**

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

- **Engagement of families, outside agencies and the wider community**

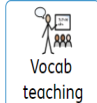
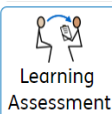
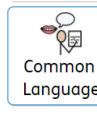
The Home/School Agreement will be an important part of communicating the approach so that parents/carers are encouraged support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their children's behaviour should be outlined in the Home School Agreement. This is an undertaking by every member of the School Community to adhere to the principles of pro-social behaviour.

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for pupils. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

THE DUNDALE WAY

Respectful, Inclusive, Active Learner, Reflective, Ambitious, Resilient

 Meet and Greet / Transition	Meet and Greet & Transition At Dundale, we recognise the importance of children being settled, happy and ready to learn. Transitions are the key to this success. Focus is on ensuring transition points are calm, consistent and with expectations known. - Classrooms ready and prepared before gates open for start of day - All children are welcomed in at the gates in the morning. Teachers come straight in with the children to enable them to settle and teaching assistant stays on gate - We greet the children with a smile and listening ear, we take time to talk when needed. - Moving around the school, children line up a table at a time and walk silently in single file with an adult at the front and back - Teachers are on the playground two minutes before the whistle blows to meet the children at the end of break and lunchtimes. On the first whistle the children stop and on the second whistle they walk and line up in single file and register order - At the end of the day, the tables and classroom are tidied. Tables and surfaces are completely cleared and chairs tucked in. Children are sent in groups to get belongings when they are ready. - At assembly times house captains are at the doors. Music is played when the children enter and leave the school hall.	 Visual support Visual support At Dundale we recognise the importance of the classroom environment and visuals to enable children to feel ready to learn and appropriately supported. - Dundale Widgit visual timetables in all classes - Individual/ group visual timetables as needed - Reminders / Now / next support stuck on desks - Classroom environments need to be de-cluttered and labels clear, using Widgit symbols and words - Displays and resources on walls need to be kept to the essentials to ensure sensory regulation - Maths and English wall - Emotional Literacy display - Number line - ELS phonics display - Values and 'Be' Rules - Other displays based on topic and to include A3 Knowledge organiser and key vocabulary for current topic using symbols / pictures and words - Strip back as much as possible other displays - Displays in the classroom support learning - flipchart from daily lessons to be transferred to working wall - Communal displays celebrate learning and show learning journeys and are changed on a half termly basis
 Classroom Ready	Classroom Ready At Dundale we expect that all classrooms meet the needs of the pupils learning within them. This means that there are some common expectations: - Classroom set up in the morning with clear activity ready - Calm music used in the classroom to aid transition points in morning and after lunch - Date clearly visible on the board and class visual timetable displayed - Table boxes with key learning resources organised - Other resources easily accessible by children - Widgit individual timetable for those that need them - Clear labelling using symbols and words	 Knowing more Remembering more Knowing More, Remembering more At Dundale, learning opportunities must include regular opportunities for retrieval of knowledge or practise of skill. This can be in the starter or throughout. In lessons you will see: - Starters based on current and previous learning focusing on spaced retrieval - Learning tasks build on previous knowledge to help gain new knowledge and skills (overview shown on planning) - Weekly recall of key maths skills e.g. number bonds, multiplication facts - Range of retrieval strategies woven throughout curriculum - Knowledge organisers used to support and check recall of information - Summative and formative assessment - through lesson starters, quizzing, mini-assessments and POP tasks (Proof of Progress)

	- Classroom routines are in place and pupils know and follow these. - Grouping of tables and seating plans arranged for engage, hover and independent learners		
 Ready to learn	Ready to Learn Initial learning opportunities should be immediately accessible, this might be a workbook or a table task but could equally be a sensory task. This should be ready for pupils to begin as soon as they enter the classroom or sit down in the morning. Routines need to be clear and resources accessible with children taking responsibility for looking after them - Key stationery equipment kept in clear pencil cases in KS2 and in table pots in KS1 - All children have access to their reading book - Values tokens used across the classrooms to recognise children following the Dundale Way and values. Other rewards include Bee Rule stickers and notes home. - Initial activity starters in lesson focus on quick retrieval - Key classroom resources to support learning easily accessible by children - Calm corners / book corners in all classrooms	 Vocab teaching	Vocab teaching At Dundale we recognise the importance of children having a rich vocabulary. All children have access to quality texts with a high level of vocabulary which is discussed. Curriculum and teaching has a strong focus on ensuring that vocabulary is introduced and built on carefully to ensure progression. - Emotional literacy vocabulary walls in classrooms and halls to support regulation and emotional literacy development of children - Words of the week introduced in assemblies as a whole school / Key Stage and followed up in class - Knowledge organisers used to support retrieval of vocabulary; long term plans identify vocabulary progression - Vocabulary organised into tiers to support learning and development - Displays focus on new vocabulary using symbols / pictures and words
 Learning Assessment	Learning Assessment At Dundale we recognise the importance of feedback for children to enable learning to be moved on. Feedback and assessment is part of planning, delivering of teaching, group work and marking and must be responsive, meaningful and as immediate as possible. Strategies include: - Consistent marking codes that children understand and are stuck in books - Opportunities for self-assessment / marking with adult checking after - Pre-teach opportunities - Catch-up same day interventions responding to feedback in lessons - Pupil conferencing - Adults working with groups during lessons giving immediate feedback - Planning overviews for units clearly show the learning journey and expected outcomes and assessment - Plans are shared with support staff to enable maximum opportunities for learning assessment. - Books are marked in line with the feedback and marking policy	 Common Language	Common Language At Dundale we use a common language. We use positive phrasing and tell the children what we DO want and not what we don't. We model the behaviour and manners we wish to see and remind staff and pupils of our values. All staff are responsible for using this common language across all children around the school. We share nuggets of information through briefings to help staff think about how we best support pupils. All key identified pupils have risk management plans which outlines the common language that must be used with them. - Thank you for walking / fantastic Dundale walking - Legendary lining up Year ..., one behind the other and being quiet - I can see you are ready for learning - Thank you for holding the door - We use kind hands - Well done for using Dundale values

Appendix C - Detrimental Behaviour examples & responses

Specific Examples	Adult checks and response to behaviour
Quiet refusal to come into school e.g. upset and difficulty in separating from parents	• 'Soft starts' (planned with parents) e.g. greeted by a familiar adult; supportive colouring; distraction etc. • Specific details dependent on needs of individual child
Quiet refusal to engage in learning task	• Teaching team to check in & ensure instructions are understood; offer additional support & scaffolds; set small & achievable goals within the context of the wider task. • Continued refusal check in again & give clear expectations with limited choice. Allow time to engage. • Continued refusal check in & explain consequences e.g. learning to be completed at another time
Quietly spoiling own work	• Teaching team to check in & ensure instructions are understood; offer additional support & scaffolds; set small & achievable goals within the context of the wider task. • Continued refusal check in again & give clear expectations with limited choice. Allow time to engage. • Continued refusal check in & explain consequences e.g. learning to be completed at another time
Quiet refusal to follow instructions	• Ensure the pupil has understood the instructions • Repeat instruction or re-word instructions to ensure clarity - use written/visual prompts & other scaffolds rather than replying on auditory instructions. • Continued refusal & give clear expectations with limited choice. Allow time to engage. • If refusal to follow instructions this means the child is not safe, call SLT for support.
Physical removal of self from engagement in learning e.g. sitting at a table away from the main learning area	• Engage with the child to find out why & problem solve. • Offer support suitable to the situation - this may be to allow them to be separate but so they can still access learning.
Avoidance (learning, instructions, engagement) e.g. sharpening pencil, going to the toilet, wandering around the room	• Reminder of expectations • Support given when beginning a task/ learning • Re-focus/ check in to ensure pupil has everything they need to learn successfully • Educational/ Protective consequence - if avoidance has had a negative impact on learning
Removal of self from classroom	• Follow the pupil from a safe distance - take class walkie-talkie. • Call / walkie-talkie for SLT support if needed • Use of the de escalation script.

General examples of low level detrimental behaviour	Adult response to behaviour
• Talking at an inappropriate time • Calling out • Swinging on their chairs • Making inappropriate noises • Disturbing the learning of others • Unkind remarks and facial expressions • Rudeness to others e.g. mimicking, sarcasm, lack of manners & respect for others • Answering back/mumbling under breath • Being out of their seat without permission • Playing where they do not have permission to play (inc. toilets) • 'Play fighting' or being involved in 'rough play' • Lying • Throwing objects without intent to harm	• Begin with a non-verbal cue for the child if possible. • Praise positive behaviour of someone close to the child. • Verbal reminder: If the above does not work, the adult will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations. • Verbal reminder with consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder and outline any educational/ protective consequences.

General examples of mid-level detrimental behaviour - 'difficult'	Adult response to behaviour
• Repetition of any of the above low-level behaviours • Spoiling the work of others • Name calling or inappropriate harassment of an individual (personal) - including use of racist or homophobic language • Repeated refusal to follow instructions • Swearing • Spitting at another person • Making deliberate false allegations • Intimidation & threats towards others • Throwing objects with intent to hurt or damage • Physical aggression against others e.g. kicking, hitting, slapping, pulling & pushing • Leaving the classroom and going elsewhere in the school • Damaging school property • Running out of the school building onto the school grounds • Bullying (including cyber-bullying)	• Reinforce expectations and explain why the behaviour displayed is detrimental • Adult/s must give an educational and/or protective consequence that is responsive to the detrimental behaviour shown • Incidents will be logged on CPOMS and Phase Leads to be alerted • Adult to contact parents/ carers to make them aware of the detrimental behaviour • If there are examples of racist or homophobic language, follow the procedures within the school's Anti-Racism Policy • If there are examples of incidents online, follow the procedures within the school's Anti-bullying Policy in line with the principles as set out in KCSIE. • If mid-level behaviour is repeated, seek support from the SLT and refer to the Behaviour Toolkit for tools to support understanding of behaviour e.g. anxiety mapping; conscious & subconscious checklist; Early Prognosis etc

General examples of high level detrimental behaviour - 'dangerous'

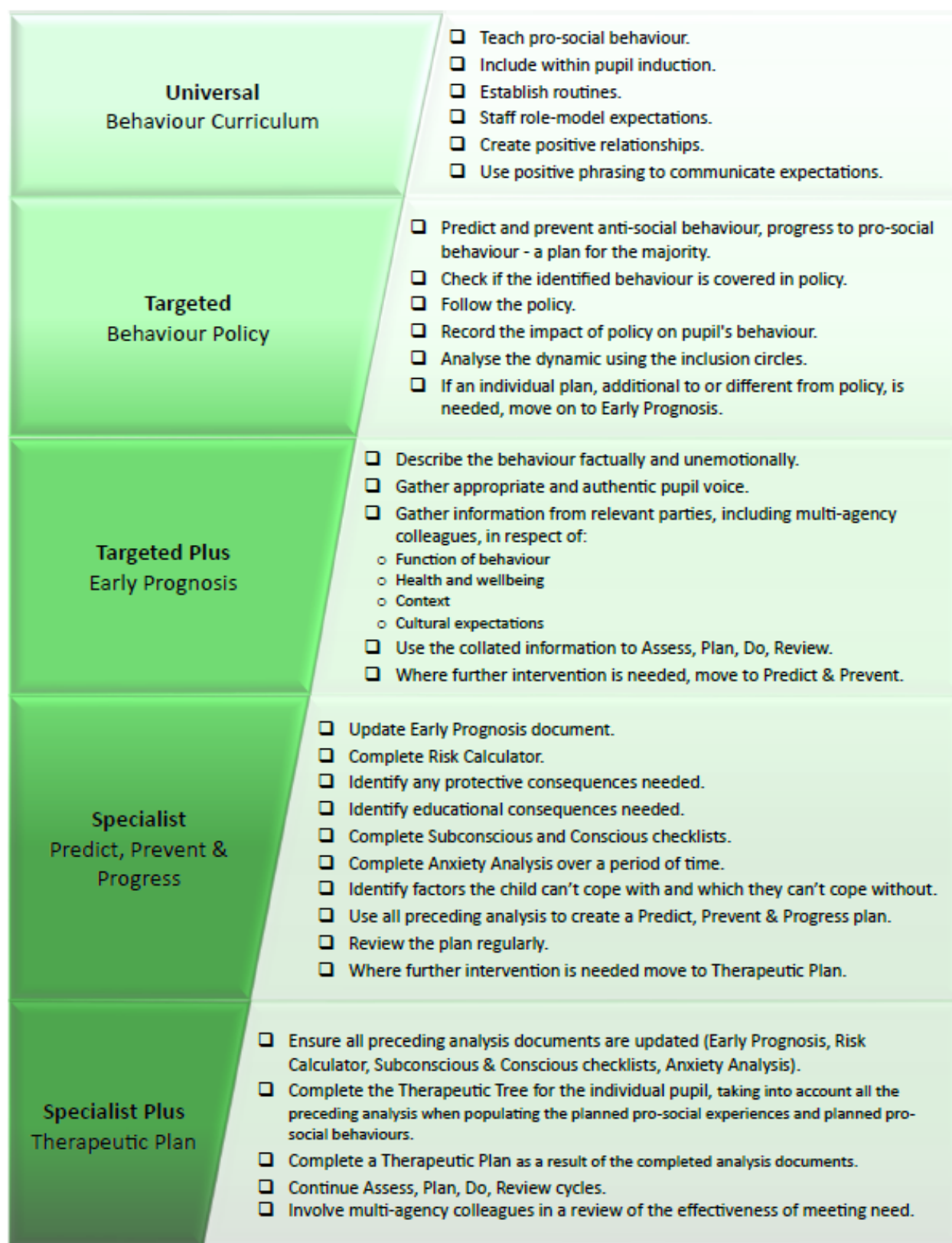
Adult response to behaviour

2. Leaving the school site
3. Fighting with intent to harm by punching, kicking, strangling
4. Continued bullying after SLT intervention
5. Bringing in a dangerous object to school e.g. knife

1. Call for support and alert a member of SLT
2. Search and confiscate any objects which may be used to cause harm e.g. knife
3. Use of physical restraint/positive touch in line with policy if needed to keep pupil/s safe
4. Incident to be logged on CPOMS
5. SLT to contact parents/ carers to make them aware of the dangerous behaviour
6. Internal or fixed term suspension to be decided based on the severity of the incident
7. In serious cases permanent exclusion may be considered

Appendix D - Graduated Response

Therapeutic Thinking Graduated Response



Appendix E - Dundale Values and House Point System

All children are placed in one of our four Houses when they start at Dundale	Tringford, Startops Marsworth Wilstone																		
<i>Inclusive, Respectful Reflective, Active Learner Ambitious, Resilient</i>	When children display / demonstrate our values within their work or around the school then they receive a values token which is equivalent to House Points. House points are collected both on an individual basis and Active Learnerly as Houses.																		
Individual House Points As children receive more tokens they work their way through a ladder of achievement certificates. Certificates are awarded in class, phase assemblies or during whole school assemblies. As children progress through the certificates within the academic year, they receive other rewards such as a non-uniform day or taking the school dogs, Ruby and Bella, for a walk or reading with them on our library sofa! <table border="1" data-bbox="323 862 1278 1408"> <thead> <tr> <th>Certificate / points</th><th>Reward</th></tr> </thead> <tbody> <tr> <td>Bronze - 25</td><td>Celebration and certificate</td></tr> <tr> <td>Silver - 50</td><td>Celebration and certificate</td></tr> <tr> <td>Gold - 75</td><td>Celebration and certificate</td></tr> <tr> <td>Platinum - 100</td><td>Dog Mentor session</td></tr> <tr> <td>Ruby - 150</td><td>Non-uniform day</td></tr> <tr> <td>Emerald - 250</td><td>Dog mentor session</td></tr> <tr> <td>Sapphire - 500</td><td>Non-uniform day</td></tr> <tr> <td>Diamond - 1000</td><td>Cooking with a friend</td></tr> </tbody> </table> Collective House Points House points are collected into individual houses and each Friday in 'Time to Shine' Assembly, the House Captains announce the total number of house points for their house. Over the course of the year, there are opportunities for Active Learner House Competitions and at the end of the year a cup is awarded to the House with the most points.		Certificate / points	Reward	Bronze - 25	Celebration and certificate	Silver - 50	Celebration and certificate	Gold - 75	Celebration and certificate	Platinum - 100	Dog Mentor session	Ruby - 150	Non-uniform day	Emerald - 250	Dog mentor session	Sapphire - 500	Non-uniform day	Diamond - 1000	Cooking with a friend
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Diamond - 1000	Cooking with a friend																		

Appendix F - Fix It Conversation examples

Fix It Ticket

Name: _____ Date: _____



What happened?

How did it affect others?





What can I do to fix it
or make it better?

What can I do next
time?



Dundale Primary School & Nursery - Home School Agreement

DUNDALE SCHOOL

The School will:

1. Provide a safe, therapeutic and happy environment.
2. Encourage children to do their best at all times.
3. Listen and give pupils a voice.
4. Support individual special educational needs and mental health needs.
5. Achieve high standards of work and behaviour by providing opportunities for all children to develop positive social relationships, self-esteem and a sense of responsibility.
6. Be open and welcoming and offer opportunities for parents to be involved in the life of the school
7. Keep you informed about your child's progress.
8. Provide information to help you support your child's learning at home.
9. Listen to concerns raised appropriately by parents, carers and children, and respond in a timely manner.

PARENTS / CARERS

I/We will aim to:

- Positively promote Dundale's school values at home.
- Ensure that my child attends school, and arrives on time ready to learn.
- Encourage my child to use pro-social behaviours to resolve problems or difficulties rather than using verbal or physical aggression in line with the school's behaviour policy.
- Model respectful behaviour towards all members of the school community.
- Keep the school informed of any concerns that might affect my child's work or behaviour
- Report daily child absences to the main office.
- Support my child's learning by attending parents' evenings and reading regularly with my child at home.
- Support the school approach to online safety and not deliberately contribute to or upload or add any images, video, sounds or text that could upset or offend any member of the school community
- Support online safety by monitoring smart device usage.
- Take my child on vacation during the holiday period and not during term time.

CHILDREN/PUPILS (this will be discussed with the children at the beginning of each term)

I will do my best to:

- Be a responsible member of the school community and follow the school rules 'Be' rules and Values of ***Inclusive, Respectful, Reflective, Active Learner, Ambitious, Resilient.***
- Follow the Dundale Way.
- Come to school regularly and on time.
- Wear the Dundale school uniform and be tidy in appearance.
- Do my school work and homework as well as I can.
- Take responsibility for my learning and challenge myself, learning from my mistakes.
- Help to look after the school and surroundings and keep it clean and tidy.
- Follow the school rules when using the internet to keep me safe.
- Follow the rules regarding smart devices and mobile phones.
- Move around the school sensibly and safely.
- Listen carefully to what school staff ask me to do.

Appendix H - Dundale Oops Poster

Oops... If you have forgotten how to be the ‘best you can be’...



An adult will quietly remind you.



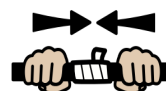
An adult will suggest a change to help you.



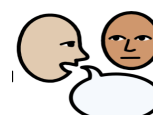
You will be given some thinking time to reflect.



You will be given some time to repair the situation.



Your teacher will talk to your grown-up.



Mr Davis, Mrs Whitehead, Miss Greenhill, Mrs Hodgson or Mrs Ellis will come and help you to be the best you can be.



Appendix J - Searching & Confiscation



- i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
- ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
- vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.