Dene House Primary School

Manor Way, Peterlee, Co. Durham. SR8 5RL. Tel (0191) 586 2937
Email address: office@denehouseprimary.co.uk
Website: www.denehouse-pri.durham.sch.uk

Behaviour Policy



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Lead member of staff: Mr L Blake (Head Teacher)

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'All staff have responsibility to provide a safe environment in which children can learn' (KCSIE 2026).

Dene House Primary School expects pupils to display the highest levels of conduct at all times, resulting in excellent outcomes for Behaviour and Attitudes. Central to our aim is the promotion of a culture incorporating strong relationships, high expectations and consistency.

School's ethos and the planning of a broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through clear systems of behaviour recognition and routine.

It is expected that all staff, including support staff, will adhere to this policy.

Rights Respecting

Our aims are underpinned by the principal values of the *UNCRC (United Nations Convention on the Rights of the Child).*

We believe in developing classroom environments that promote our Rights Respecting Ethos, encouraging '***expected'*** behaviour and establishing rules and routines that will ensure the mutual respect of children's rights.



Article 2 – Non-Discrimination - all children are entitled to all of their rights without discrimination of any kind

Article 3 – Best interests of the Child - the best interests of a child or group of children must be a top priority in all decisions and actions that affect children

Article 6 – Life, Survival and Development - all children have the right to survival and development, and governments must do all they can to ensure that children survive and develop to their full potential

Article 12 – Participation - all children have the right to express their views in all matters affecting them, and their opinions are given due weight in keeping with their maturity and evolving capacities. This right applies at all times.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools July 2022
- Keeping Children Safe in Education September 2026
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children,
  Paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
  This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault/ harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/violent behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence (Article 19) 
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) (Article 2) 
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching 
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing 
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  

Challenging discriminatory behaviour:

At Dene House Primary School we believe in creating a whole school culture that is safe and inclusive. We do not tolerate any type of discrimination, which include acts against anyone due to their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



All discriminatory behaviour will be challenged and incidents recorded on CPOMS. This includes, homophobic, transphobic, racist and misogynistic incidents. Support is provided to both victim and perpetrator and issues are addressed through direct teaching, such as PSHE curriculum.

Challenging sexual violence and sexual harassment:



We have a zero tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. All cases of sexual violence and harassment will be taken seriously – it will never be viewed by staff as 'banter' or 'children being children.' Staff and governors receive training and updates in line with KCSIE 2022 around challenging any incidents of sexual harassment. The school's RSE curriculum addresses issues such as discrimination and consent from an early age (see PSHE curriculum document). Details of our Trust's approach to preventing and addressing bullying are set out in our schools anti-bullying strategy.

Roles and responsibilities

Governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.



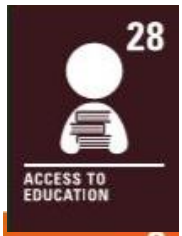
The Head Teacher

The Head Teacher is responsible for implementing a clear and consistent school behaviour policy based upon the advice within this Trust policy, with explicit guidance for staff on how to implement it. This must be reviewed annually and reported upon in the termly report to governors. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Class Teacher

The class teacher has prime responsibility for pastoral care. This includes:

- To value all aspects of their achievements and apply rewards and consequences fairly.
- Watching out for children who are behaving out of character.
- Looking for signs of distress and upset.
- Talking and listening to children to identify suspected occurrences of non-accidental injury/ abuse which if picked up will be reported to the Designated Safeguarding Lead (Mr L Blake) or Deputy Safeguarding Leads (Mrs L Watson, Mr Leyland, Mrs Coates, Mrs Campbell) for further investigation
- Following the school behaviour policy.
- Being fair and consistent when dealing with inappropriate behaviour.
- To encourage positive behaviour using the Rights Respecting ethos, deal appropriately with cases where children's rights are not met or enjoyed due to negative behaviour while explaining the importance of rights/rules within school
- To create a positive environment in the classroom and playground.









Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other as their example has an important influence on the children. Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Challenging discriminatory behaviour

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



Management of Behaviour

When managing behaviour all staff refer to three golden promises: *'Ready, Respectful, Safe'*

These promises are shared with pupils every moving up day and form the basis of our Class Charters

Outstanding behaviour is managed through:

- **Building relationships**
- **Pure Consistency**
- **Emotional Resilience**
- **Teaching behaviours**
- **Rewards**
- **Calm, stepped, fair interventions**

Building relationships

Successful behaviour management stems from strong relationships between adults and children. It is supported by strong relationships between the adults surrounding the children. Staff should build relationships through the following:

- Show genuine care and respect: Demonstrate a sincere interest in your students' well-being, both academically and personally. Show respect for their thoughts, ideas, and feelings. Use positive and encouraging language when interacting with them.
- Get to know your students: Take the time to learn about their backgrounds, interests, and hobbies. Engage in conversations with them outside of the classroom to understand their individual needs and aspirations, no matter how small. Remember something about them.
- Be approachable and accessible: Create an open-door policy where students feel comfortable approaching you with questions, concerns, or simply to chat. Greet every child as they enter school with a smile and their name.
- Be an active listener: Pay attention to your students when they speak and actively listen to what they have to say. Show empathy and understanding, and provide feedback that validates their thoughts and feelings.
- Use positive reinforcement: Acknowledge and celebrate students' achievements, both big and small. Offer praise and rewards for their efforts and improvements. Reward pupils who go above and beyond and refer to this regularly. Use whole class recognition boards for the behaviours we want to see, persistently catching children doing the right thing.
- Involve parents and guardians: Establish regular communication with parents or guardians to keep them informed about their child's progress and any incidents in school.
- Be a positive role model: Display positive behaviour, attitudes, and values that you want to instil in your students. Model good manners, respect, and kindness towards others.
- Correct poor behaviour in private using an agreed script

Pure Consistency

Consistency is crucial when managing behaviour. It helps establish clear expectations, ensures fairness and equity, provides predictability and stability for students, helps establish routines and structure, and builds trust and rapport. Our staff should be consistent when managing behaviour:

- Consistent language; consistent response: Referring to the agreement made between adults and children about behaviour, simple and clear expectations reflected in all conversations
- Consistent follow up: Ensuring 'certainty' through all levels of hierarchy. Never passing problems up the line straight away, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple rules/agreements/expectations: referencing and promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning this

- Consistently reinforced rituals and routines for behaviour around school: In classrooms, in shared areas on the corridor, in the playground
- Consistent environment: Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

Emotional Resilience (Staff)

By being emotionally resilient, staff act as role models to pupils, providing a powerful example of how to handle and navigate challenging situations. They will be better equipped to manage classes and stress levels, while empathising and understanding the emotional needs of pupils. Emotional resilience, when managing behaviour means:

- Calm and polite: Staff refuse to shout, always show utmost respect to learners regardless of the misbehaviour, correct poor behaviour in private to take the fame out of misbehaving, act cold rather than confrontational, use shades of disappointment rather than anger.
- Avoid Power Plays: Staff are alert to learners' attempts to control/divert conversations and use scripts to appropriately refocus discussions/have a way out.
- Absolute belief: No matter how challenging the behaviour has been, staff remain 100% convinced that the learner can put it right and enjoy success in the next lesson/following day.
- Assertiveness: Staff work hard to find the right balance between 'nice' and 'nasty' considering choices before responding.

Teaching behaviours

Teaching expected behaviours is essential for creating a positive and productive learning environment. As part of this staff should:

- Establish clear expectations: Clearly define and communicate your expectations for behaviour in the classroom. Explain what behaviours are acceptable and what behaviours are not. Use age-appropriate language and provide examples to help students understand.
- Model expected behaviours: Be a positive role model by consistently demonstrating the expected behaviours yourself. Show students how to behave through your actions and interactions with them and others.
- Use explicit instruction: Teach expected behaviours explicitly by explaining and demonstrating them step by step. Break down complex behaviours into smaller components and provide clear instructions on how to perform them. For example, demonstrate how to line up quietly or how to listen attentively.
- Utilise visual cues: Visual cues can help reinforce expected behaviours. Display visual reminders, such as posters or charts, that illustrate the expected behaviours in the classroom. You can also use visual cues like hand signals or gestures to remind students of appropriate behaviour during instruction.
- Teach social-emotional skills: Teach students essential social-emotional skills, such as empathy, active listening, problem-solving, and conflict resolution. Incorporate Zones of Regulation lessons and activities that promote these skills in the curriculum.
- Engage in role-playing and practice: Provide opportunities for students to practice and role-play expected behaviours. Create scenarios that require students to demonstrate the desired behaviours and allow them to act them out.
- Continually reinforce and revisit expectations: Regularly review and reinforce the expected behaviours throughout the school year. Remind students of the expectations, and provide ongoing feedback and support to help them meet those expectations

Rewards

Rewards, in addition to verbal praise and feedback in books, are a very powerful tool for teachers/adults in school to use to encourage positive behaviour:

Dojo points: Awarded daily for adhering to Class Charters and when pupils go above or beyond the expected. Linked to the three golden promises and PRIDE. Points should not be awarded for expected behaviours.
Scratchcards: Awarded when pupils cross the 50 and 100 point threshold. Parents informed via Dojo
Head Teacher's award: Awarded for exceptional pieces of work that demonstrate attainment or progress. Parents informed via Dojo.
Star of the week certificate: Awarded to pupils who epitomise our rights respecting values. Parents informed via Dojo

Sanctions

Sanctions can be particularly effective if they are seen by the peer group and the perpetrator to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of a 'code of behaviour' via Classroom Charters and the school rules. In many cases of challenging behaviour there are perpetrators and victims. Teachers should talk to the suspected victim, the suspected perpetrator and any witnesses (if appropriate) before making any decisions regarding sanctions.

If any undesirable behaviour is confirmed, a **reflection** activity is completed with a member of the Senior Leadership Team. This enables children to look at '***expected***' and '***unexpected***' behaviours, identify strategies to self-regulate their emotions/feelings and adapt their behaviour to make better choices in the future.

Help, support and counselling will be given as is appropriate to both the victims and the perpetrator. Some of the ways in which we support victims are

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher or learning mentor, if they choose.
- Informing the victims' parents/guardians, so support can be continued in the home setting.
- By offering continued support when they feel they need it, for an extended time after the incident.
- Arranging for them to be escorted to and from the school premises if necessary and appropriate.
- Arranging for an apology to be made by the offender within the context of restorative approach.

We support and discipline the perpetrators in the following ways:

By talking about what happened to discover why they offended. Depending upon the nature of the incident a discussion may be held on a 1:1 basis, some issues may be addressed through 1:1 , whole class or whole school targeted work/intervention. Great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The pastoral team should make every effort to create a climate in which any sanctions will:

- have the greatest positive effect
- lead to improved behaviour.
- be fair and proportionate.
- be communicated to parents where appropriate.
- fall within a stepped approach.

Consequences for misbehaviour



A calm, fair and stepped approach

All adults in school use a behaviour ladder which follows a stepped approach when handling misbehaviour:

Step 1: A reminder of our rules – Ready, Respectful, Safe
Step 2: A clear verbal warning – think carefully about your next step
Step 3: Last Chance – A private chat with scripted intervention with timed consequence
Step 4: Time out – A few minutes to reflect and regulate - outside classroom in sight of class teachers with a timer
Step 5: Reflection – The rest of the session (AM/PM) will be spent with a member of the SLT reflecting on the situation and considering how to repair relationships/damage. Parents informed.

If a child is persistently appearing in reflection then a CPOMs chronology will begin where incidents of poor behaviour will be recorded, along with the consequences given and any other actions taken. We do this for the following reasons:

- We have a clear picture of behaviour problems across the school for our most challenging children.
- Sometimes the information facilitates early intervention.
- We can spot patterns in behaviour.
- Staff can take collective responsibility for promoting good behaviour at school.
- We have precise information for outside agencies.

Should poor behaviour not improve then SLT will work through the following steps:

- Behaviour Improvement Plan/Behaviour Contract
- Pastoral Support Plan
- Internal exclusion (usually to a team leader's class)
- Managed Move
- Fixed term suspension (please see *Policy and Guidelines for Exclusion of Pupils* document)
- Permanent exclusion (please see *Policy and Guidelines for Exclusion of Pupils* document)

We always give every child the opportunity to 'get back on track' as quickly as possible – but if this does not happen it becomes necessary to work through these steps quickly.

Consequences for serious misbehaviour

For more serious incidents, as defined at the beginning of this policy, the 5 step approach will not be appropriate. Instead an investigation of the incident will take please and a more serious consequence will be issued, usually one of the following:

- Internal exclusion (usually to a senior leader's class)
- Fixed term suspension (please see *Policy and Guidelines for Exclusion of Pupils* document)
- Permanent exclusion (please see *Policy and Guidelines for Exclusion of Pupils* document)

Factors we consider before issuing a consequence:

- Severity of the incident
- Historic/recent behaviour of the child
- Age of the child
- If the child has a special educational need
- Mitigating circumstances (e.g. – if the child was provoked)
- The response of the child following the incident of poor behaviour
- Anything else which the child wishes to tell us

These factors do not mean the poor behaviour is acceptable, instead they offer a context to the poor behaviour which must be considered before consequences are issued.

Violent / Aggressive Behaviour

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical intervention strategies may be used, (Team Teach). The child should be removed from the situation as soon as possible and a member of the Senior Leadership Team will be informed immediately. Immediate action to involve parents will be taken. We will then work with parents to devise an action plan that meets the child's needs. In some cases this may involve other agencies, such as social services, the Educational Psychologist etc. A school mentor can be allocated at any stage, where deemed appropriate.

Use of reasonable force

(https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

See Physical Interventions Policy

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

The responsibilities of lunchtime supervisors (Article 12, Article 31)

- Provide excellent supervision of the children.
- Engage with children in a friendly, positive manner.
- Follow the school's calm, fair and stepped approach to behaviour management
- Report any poor behaviour which includes refusal, disrespect to adults, violence, bullying, homophobia or racism to a member of staff, who in turn reports on CPOMs
- Report any persistent poor behaviour to a member of staff.
- If a child is causing a concern with health and safety, or safeguarding, or refusing to follow instructions, a member of staff should be sent for.
- Attend short, regular briefings with the HT/DHT to discuss any issues occurring.

Behaviour Outside of School Premises

School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including on-line conduct, that school might sanction pupils for, include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Behaviour Contracts

A Behaviour Contract is sometimes appropriate when relationships have broken down between the teacher/pupil/parents. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals. The pupil must fully participate in the negotiation - this offers him/her responsibility and can lead to a heightened sense

of self confidence and awareness for the pupil. The utilization of 'good communication skills' is necessary during the negotiation if all parties are to have ownership of the contract. Behaviour Contracts will normally be issued as a routine, following a fixed term exclusion.

Behaviour/Emotional Difficulties



School recognises that some children in school are affected by a lack of (or poor) discipline resulting of problems within the family unit. In addition, some children are slower to develop social skills conducive to learning, these children are supported appropriately within school to reach the levels of behaviour ***'expected'***.

Emotional and behavioural difficulties take many forms, i.e.

- A pupil may become withdrawn and unable to make friends;
- A pupil may be unable to concentrate on class work or homework;
- A pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. In school, staff have undertaken training in the Zones of Regulation, a programme which helps children to identify and use coping strategies when dealing with their own challenging emotions. Counselling may also be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract. The use of Behaviourist Psychological Approaches often leads to short term improvements which in turn improve the teacher-pupil relationship and self-motivation. Close liaison with all concerned individuals and agencies, e.g. parents, teachers, Attendance Improvement Team, Schools Psychological Service, Social Services, etc. is essential for effective modification of the pupil's behaviour.

Health related causes of Behaviour/Emotional Difficulties

Many instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems such as hearing loss, visual impairment, depression, anorexia, or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause emotional/behavioural difficulties. Indeed the treatment itself can sometimes cause side effects that may lead to emotional/behavioural difficulties. This is often severe in the case of treatment for childhood cancers when treatment inevitably leads to prolonged periods away from mainstream school. In such instances there must be close co-operation between the School, parents and the DHA if potential problems are to be minimised. The School recognises the importance of staff training in this area.
A school mentor can be allocated at any stage, where deemed appropriate.

Outside agencies

School has a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help, however on certain occasions help may need to be sought from outside agencies, including Educational Psychologist and Crisis Support. Temporary placements in specialised learning environments may sometimes best meet a child's need, for example, enhanced provision.

Differentiated Approach

For most pupils, our Behaviour Policy and our stepped approach to poor behaviour works well. However, for some pupils, when we apply the Behaviour Policy, they are not always able to make successful corrections to their behaviour. For these pupils, alternative systems can be put in place, for example, incorporating more steps, creating safe spaces in the classroom for time out or allowing additional sensory breaks during lessons (expecting smaller chunks of learning time at a time)

Training

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised on a needs driven basis to help us support behaviour to the best of our ability and so that all staff are kept up to date with latest information and guidelines.

The school will continue to follow government guidelines surrounding safety of pupils and staff in school and will review and revise this behaviour policy accordingly.