



Dorney School

Behaviour Policy

2026-27

Respect Collaborate Grow

Policy Type	Statutory
Updated and reviewed by	Sharifah Lee
Updated in	September 2026
Chair of Governors	
Headteacher	 Mrs S Lee
Review	Annually

Behaviour Policy

It is a primary aim of Dorney School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The behaviour policy is designed to support all members of the school in working together to create an environment where everyone feels safe, secure, valued and respected. We use positive reinforcement where possible.

We also recognise that all behaviour is a form of communication.

We believe in striving for the highest standards in everything we do. Our shared vision is 'to be the best we can be'.

We aim to achieve this by:

- Creating a love of learning and an enjoyable experience of school life.
- Ensuring all children feel included and accepted at school, irrespective of background, beliefs, race or gender. Our PSHE curriculum specifically teaches children to respect each other and celebrate differences.
- Encouraging independence and a lively enquiring mind.
- Developing confidence to try new tasks without fear of failure.
- Supporting children and celebrating their achievement.
- Helping children understand the wider world in which they live.
- Encouraging respect for others and different ways of life.
- Ensuring children acquire knowledge and life skills to become valuable and responsible citizens.
- Promoting the language and behaviour of a growth mind-set to raise expectations and results

Our behaviour policy is very much in line with Government guidelines for schools. We do this through the following expectations:

- All pupils to show respect and courtesy towards all school staff.
- All pupils to show respect towards each other.
- All parents to encourage their children to show this respect.
- All parents to support the school's authority to discipline pupils when necessary.

- The head teacher creates the culture of respect by supporting the authority of staff to discipline pupils; ensuring that this happens fairly and in a consistent manner across the school.
- That each teacher and staff demonstrate a high level of skill in behaviour management and in securing a positive attitude towards all aspects of learning from every pupil.

Dorney Values – RESPECT, COLLABORATE, GROW

Every member of our school is valued and respected, and should be treated fairly and well. We strive for the highest standards; each one of us aiming 'to be the best we can be'.

We achieve this by:

- Everyone has the right to be accepted at school
- Ensuring learning is fun
- Encouraging independence and deep thinking
- Building confidence to tackle new learning challenges
- Celebrating all achievement
- Broadening our thinking; developing a global perspective and understanding
- Developing our understanding and appreciation for cultural and religious diversity and using frequent opportunities to celebrate this diversity.
- Developing skills and attitudes to ensure full participation and positive contribution to life in modern Britain.

Classroom Environment

Positive behaviour management is key to successful learning outcomes. A positive attitude towards learning minimises disruptive behaviour.

As staff we give attention to what we want to see. Examples such as 'Well done for...' 'I like the way you'... 'Thank you for....' We use frequent opportunities to give '**precise praise**' that makes it clear what we want to see.

At the heart of a positive, high achieving school with confident self- assured learners is the development of a supportive classroom culture. The nurture of children's social, emotional and behavioural needs alongside their academic needs is critical to their success as learners, their aspirations and their readiness for the next stage of their education.

Positive behaviour management will create a successful learning environment and support an atmosphere of respect and dignity, enabling all children to feel safe and secure.

Within this context, our teachers promote a positive mental attitude towards all forms of learning. The development of pupils' learning dispositions is key to the independent learning and a lifelong thirst for self-development. Learning dispositions are developed alongside the delivery of the curriculum and include: resilience, responsibility, resourcefulness and reciprocity (as described in Guy Claxton's Building Learning Power) and the ethos of Responsible Learning.

Teachers will ensure that pupils take it in turns to be responsible for duties and routines in class to give all pupils a sense of communal responsibility and ownership for their classroom environment. This is important for building a positive culture and developing good social skills. Duties may include being class or book monitors, and these roles are agreed between the class teacher and pupils, and is subject to the teacher's discretion.

Positive reinforcement of good behaviour is much more powerful than the use of sanctions.

To enable successful teaching and learning in a context in which respect and courtesy 'are the norm'; requires a fair and consistent approach. Positive reinforcement of appropriate behaviour is key. Praise when used effectively (precise and descriptive) promotes and encourages good behaviour, raises a pupil's self-esteem and clearly communicates expectations and standards to all other pupils.

At Dorney School we use:

- A Personal, Social, Health and Economic (PSHE) curriculum to learn about mutual respect and acceptance.
- Pupils will be chosen by their class teacher and classmates to have additional responsibilities at school. These positions promote trust and pride at being members of a pupil leadership team. Teachers will ensure selection is equitable, democratic and fair and as many pupils as possible will get the opportunity to hold such positions during their time at Dorney School. Some of these positions are (and are not limited to) members of the School Council, Eco Council, and House Captains. Pupils will be encouraged to be good role models for others to aspire to be. They will wear specially designed lanyards so that their role is visible at school. The lanyards will be kept safe at school at the end of each school day.
- Labelled praise voiced – staff congratulate children's achievements and their considerate behaviour as often as necessary.
- Smiley face may be used on the board to recognise children who are being positive role models.
- House points may be awarded. At each termly assembly the house with the most points be rewarded with a non-uniform day for the House, as agreed with the school captain team.
- Sometimes children are given stickers for achievements and good behaviour where appropriate.

- Certificates are awarded at a weekly Certificate Assembly congratulating and highlighting positive attitudes, whole class attendance, achievements, politeness and good manners.
- In recognition of a particular task or behaviour the children share their successes with others – peers, their class and other staff.
- The children regularly visit the Headteacher to show their work or share good behavioural news. The children receive a special award (Headteacher sticker) in recognition of their success.
- Achievements by the class or whole school are included in the Headteacher's newsletter to parents.
- Each class may develop their own classroom agreement or rules especially at the start of each academic year. This enables the class to reflect collectively upon the classroom environment they wish to create. It also helps them to agree upon appropriate and inappropriate classroom behaviours; including behaviour that supports their learning. Class rules may be displayed as a form of reminder.

Dorney School has moved away from a visual system that rewards or sanctions pupils, as recommended by best practice and external consultants. Poor behaviour will not go unnoticed or unchallenged but the way the behaviour is supported is designed to teach children how to make good choices, reflect on their poor choices, and appropriate sanctions as necessary.

Generally, pupils will be reminded twice to make appropriate choices, and if the instructions are not followed, the pupil will spend an appropriate amount of time outside the classroom, supervised by staff. There may be loss of privileges because of their actions. Parents may be notified, and a behaviour support plan may be used if the behaviour continues or continues to disrupt learning. Professional advice will be sought if the behaviour persists especially if the behaviour is due in part to a child's additional, special needs. Each action and sanction taken by staff is carefully recorded so that we are confident that the plans we have in place for each child is effective and robust.

Staff will also encourage pupils to reflect using a range of strategies that could help a pupil think things through with the aim to improve their behaviour and the choices they make. These strategies are personalised for each pupil to enable the best outcomes.

Some examples of poor behaviour (but not limited to) :

- Hurting/harming others deliberately
- Teasing others with the aim to hurt their feelings
- Not following adult instructions
- Stealing or taking things without permission
- Vandalising or destroying property
- Lying or not owning up
- Answering back to adults

- Bullying (please read the section on Bullying)
- Use of bad language/swearing
- Being disrespectful to adults and other children through actions and gestures

Class behaviour log

Significant or regular poor behaviour is recorded on Cpoms, the school's electronic management system. The Headteacher is notified immediately and this record is monitored carefully to observe behaviour patterns or necessary interventions. This record may be shared with parents if the school becomes concerned with a pupil's behaviour. This record may be passed on to appropriate agencies/authorities or may even be passed on to the child's next school. This will only happen if there are serious concerns about a child's behaviour. The reason for this is to enable the best, specific support by the appropriate bodies and authorities.

Prevention Strategies

Prevention and de-escalation are the goals of successful behaviour management. Most class-based staff are qualified Mental Health first aiders and have been trained on dealing with childhood trauma. Our school also uses the Zones of Regulation approach which teaches pupils how to regulate their behaviour.

Some strategies may take the form of:

- Eye contact, a gesture
- Understanding that a child may benefit in being in a calm area to regulate their behaviour
- Finding out the reason(s) that may have influenced the behaviour, for example, an additional need, a family bereavement or parents' separation
- Providing for a child's emotional needs and using the expertise of external agencies where necessary
- Refocusing a child on their work when in danger of going off task
- Praising role models in the class to reinforce the desired behaviour required
- Humour can be used to de-escalate (sarcasm must never be used).
- A calm voice should be used by all adults at all times (respect and courtesy being modelled)
- Providing opportunities for children to take responsibility for their behaviour. When a rule has been broken, the pupil should be given the opportunity to put the situation right (restorative justice).
- Closely monitoring the children's behaviour patterns is very important as persistent poor behaviour may be due to an underlying need of the child.
- Organised and agreed intervention/support strategies or groups, for example, nurture groups
- Contract with Headteacher or senior leader

Every teacher knows their children's learning needs, which include any emotional, social, medical and behavioural needs. Pastoral care and support are of paramount importance.

Necessary behaviour support programmes are developed to support individual children and intervention programmes are shown on the child's Individual Support Plan. The plan may involve receiving support for social skills and some pupils may require support from external agencies such as specialist teachers, CAMHS (Children and Adolescent Mental Health Service), Educational Psychologists. Good communication is key to successful provision.

Persistent Poor Behaviour

If poor behaviour continues then the Headteacher becomes involved and parents are seen. It may be at this point that a 'Contract of Good Behaviour' or a similar contract is set up between home and school. This is set up and monitored by the class teacher or Headteacher. The contract is signed by the child, their parents and the Headteacher. All staff are then made aware of this contract to enable a whole school approach to supporting the child. Monitoring begins with the child reporting to the Headteacher at regular, agreed intervals. This is reported and reviewed with the class teacher and parents.

Reasonable Restraint

It is very rare that restraint or reasonable force will be used on a pupil at school. Even though all members of school staff are authorised by law to use force, the school does not have a non-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate and a student's actions are putting themselves or others at risk. Most class based staff at Dorney School are trained to use restraint (Step Up training) and are trained to use the approach of de-escalation (Step On Training) and minimum restraint safely. There will always be a minimum of two members of staff if restraint has to be used. All incidents are recorded on Cpoms and parents are informed. A briefing will between the Headteacher and parents will be arranged and a support plan for the pupil may be written as necessary.

Playtime, lunchtime and school clubs

The development and nurture of a child's social, emotional and personal development needs in the classroom is of paramount importance as it impacts on all other areas of school life, particularly during playtime, lunchtime and school clubs. **We always deal with poor behaviour promptly.** The playground and lunchtime teams have their own record log for poor behaviour. They are trained regularly and will communicate their concerns with the class teacher, or senior leader in the first instance. Consequences for poor playground behaviour follows class equivalent as detailed above and may be logged on Cpoms. Depending on the level of concern, parents may be informed and a meeting may be organised between parents and the teacher, or Headteacher.

Playtime

Children are encouraged to play co-operatively and look after each other.

It is the responsibility of the member of staff on duty to supervise safe activities and to resolve any behavioural or medical problems. Any concerns are reported to the relevant class teacher, and should be recorded on Cpoms.

Lunchtime

- Lunchtime Supervisors seek to praise positive behaviour and acknowledge good behaviour. This will be reported back to class teachers and pupils may earn certificates and stickers for displaying positive behaviour or for being kind and helpful.
- Behaviour and medical issues at lunchtime are managed by the Lunchtime Supervisors. This will be recorded in the Medical book or Cpoms as relevant.
- Lunchtime Supervisors are informed of individual children's behaviour or medical needs to ensure appropriate pastoral support for each child.
- If there is a cause of concern or emergency a member of the Senior Leadership Team will always be available to support or resolve the situation.

School clubs

All behavioural expectations and procedures are applicable to all after school clubs including ***Wrap around care 4 U***. The children have a responsibility to keep themselves and others safe and to follow the school rules at all times.

If this does not happen, the Headteacher is informed and parents may be notified. This may result in the child's club place being removed.

Safety and Bullying

The safety and well-being of the child are paramount. Our aim is for every child to feel safe and be able to keep themselves safe. If a child's behaviour endangers the safety of others, the member of staff stops the activity and prevents the child from taking part for the rest of the session. Any necessary actions will be managed by class teachers and senior leaders. Depending on the severity of the situation, parents may be notified. A log of any safety issues will be kept on Cpoms.

Bullying can be verbal, mental or physical. **All incidents are treated seriously as no form of bullying is tolerated at Dorney School.** Our aim is for our school environment to be free from any form of bullying, harassment and discrimination. (see Dorney Anti-bullying policy). All staff are trained in the use of "peer mediation" and restoration for resolving conflict.

This policy should be read in conjunction with the school's anti-bullying policy.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the agreed class rules are enforced and that their class behaves in a responsible manner during lesson time. We aim for all children to show a positive attitude to their learning.

The class teachers in Dorney School have high expectations of the children and strive to ensure that each child works to the best of their ability.

The class teacher treats each child fairly and enforces the agreed classroom code consistently. Our aim is for all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

The class teacher may use a range of strategies and incentives to encourage positive and good learning behaviours. Some of these strategies may include (but not limited to) earning extra house points, Dojo points (an electronic points system), earning marbles/smiley faces for extra playtime, and earning stickers. The class teacher will decide what is best for their class and/or each pupil.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on Cpoms so that behavioural patterns can be monitored. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher, SENCO, or Headteacher.

The class teacher liaises with external agencies, as necessary, to support the progress of each child.

The class teacher reports to parents on the progress of each child in their class, in line with the whole-school agreed arrangements. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports staff in implementing the policy, by setting the standards of behaviour.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the school system.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher has the power to permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the '**Home–School Agreement**' which is signed annually at the start of the school. This covers a range of ways to support their child and is signed by the teacher, parent and child. Our aim is to work closely with home to achieve the best learning outcomes for each child. We will inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the school's complaints procedure (see policy on the school website).

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

An occasion may arise where a child's behaviour seriously compromises the safety of staff and pupils. This may lead to a fixed-term or permanent exclusion. This is not a decision that will be taken lightly as it may have significant or long-term impact on the pupils and their family. This will only be sanctioned as a last resort. Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be re-instated, the Headteacher must comply with this ruling.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Please refer to the Exclusions policy for more information. This can be found on the school website.

Monitoring

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

Application

This Behaviour Policy is for the whole school community. If it is to be effective everyone in school should have the same expectations of behaviour and use the policy with confidence and consistency.

Review

The governing body reviews this policy every year. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations