

Richard Durning's Endowed Primary School

# Behaviour Policy



## Statement of Intent

This policy is linked with our PSHE, resilience and emotional health & well-being work. It was written in conjunction with staff, parents, governors and pupils. All children in school took part in a workshop where their opinions were sought on what they thought about the current behaviour in school, current and new rewards and consequences. This policy was updated Autumn Term 2025. Governors approved this policy January 2026. The policy is available to parents via the school website and explained at the New Intake Meeting for Reception Parents.

## Mission Statement

At Richard Durning's:

**'Each child is at the heart of all we do'**



The behaviour policy is underpinned by our School Values -

**Respect and Understanding:** Developing an understanding of others and fostering a respectful community.

**Resilience:** Building emotional and social strength.

**Responsibility:** Encouraging personal accountability and maturity.

**Aspiration:** Inspiring children to achieve their best.

## Our Aims and Ethos

It is the aim of Richard Durning's to develop positive behaviours and attitudes in pupils, towards themselves and others, enabling them to become effective, resilient citizens of our school community and in the long term, of the adult world.

At Richard Durning's all have a right to learn and work in a safe, caring environment. Every child has the right to feel special and to have their individual needs met. The school acknowledges that dysregulated behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

## Promoting Positive Mental Health, Wellbeing and Resilience

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **School Rules**

Our school rules are kept to a minimum. They reinforce the school's aims and values.

1. **To follow instructions with thought and care**
2. **To always show good manners**
3. **To care for and respect everyone and everything**

## **Our Approach to Behaviour**

### ***At Richard Durning's we will-***

Recognise that all children are individuals and have different social and emotional needs, which will be responded to in an appropriate and sensitive way, within an atmosphere of mutual respect and tolerance.

## **Encouraging Positive Behaviour and Staying Safe**

### ***We will actively encourage good behaviour by:***

- Promoting and reinforcing positive behaviour by using strategies from resilience lessons.
- Sharing expectations of behaviour with pupils and have these clearly displayed around school and revisited regularly. For example, through PSHE lessons and assemblies.
- Encouraging pupils to recognise and manage emotions using The Zones of Regulation, therefore creating an emotionally literate school.
- Helping children become increasingly self-aware, taking responsibility for themselves and their actions in age-appropriate ways.
- Promoting truthfulness in our communication and encouraging all children to tell the truth – take responsibility.
- Reinforcing behaviour choices, based on our clear, positive and consistent responses within boundaries.
- For individuals with SEND/SEMH to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries which are recognised as fair and consistent for all.
- Promoting an anti-bullying ethos throughout the school.
- Ensuring all members of the school community model excellent behaviour.
- If children have jobs to do around school or messages, they will be sent in pairs (at least).

## **Rewards and Recognition**

### **Whole-School Rewards:**

- Rewards to be given in the form of Dojos.
- If a class achieve 1000 collective points they will have a reward.

- Class teachers will have in class awards for individual achievements.
- Friday Achievement Assembly – hand writer and Star of the Week, plus any other achievements to share.

#### **Additional Rewards:**

- Verbal praise/ smiles.
- Adult attention.
- Choices and responsibilities.
- Extra play/rewards.
- Certificates/stickers.
- Providing written comments on work.
- Sharing exceptional work with parents and the rest of the school.
- Parent texts/Dojo message
- Sending pupils with good work or behaviour to the Headteacher for praise.

### **Dealing with challenging behaviour in school**

Since we are a primary school, pupils will be learning what appropriate behavior is. This means that at times, their behaviour may not be as we expect it to be. Also, there may be times in their journey through school when they are upset and are struggling to focus. We care and make sure our pupils know that we care, no matter what happens. We do what we believe is right for each pupil. This is why we talk to each pupil when they are calm and able to verbalise what has happened. During these times we remain calm and we do not raise our voice. We use a tone of voice to de-escalate situations. We use the shared language of The Zones of Regulation.

At Richard Durning's Endowed Primary School we will not tolerate child-on-child abuse. See Child on Child Abuse Policy.

In general, the school believes that positive reinforcement is more effective than consequences in encouraging and motivating pupils and should be used as a proactive incentive for success.

Where this is not possible or where it has failed, an appropriate consequence will be applied.

### **Graduated Response to Behaviour - Within Lessons**

We encourage positive behaviour/children are given the chance to self-correct by using the following actions, which will also allow them to learn from mistakes:

- 1) Giving one verbal reminder – link to Zones of Regulation
- 2) Teacher makes a note of child's name privately & speaks to them in their own time.
- 3) Time out – sent to another adult to consider their behaviour (report to home – verbal or phone & CPoms)
- 4) Involve/inform the Head teacher/senior staff – meeting with parents & monitor (CPoms).

Steps can be missed out if teachers' judge the incident to be of a serious nature. If the staff judge an isolated incident to be serious then the head teacher will inform parents immediately.

#### ***Examples of serious incidents may include -***

Physical assault against a pupil/adult

Verbal abuse/ threatening behaviour (including swearing)

Bullying

Racist abuse

Damage to property

Theft

Sexual misconduct

Persistent disruptive behaviour

### **Zones of Regulation**

## The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The Zones of Regulation is a framework using four colours—Blue, Green, Yellow, and Red—to help children (and adults) understand and manage their emotions and alertness levels, teaching them to identify feelings, triggers, and use personalized strategies (a "tool kit") to self-regulate for different situations, aiming for a calm, focused **Green Zone** but acknowledging all zones are normal.

Here's a breakdown of the zones:

- **Blue Zone:** Low, slow-down emotions like feeling sad, tired, sick, or bored; the body and mind move slowly.
- **Green Zone:** The desired calm, happy, focused state for learning and appropriate social interaction.
- **Yellow Zone:** Heightened emotions like excitement, frustration, anxiety, or feeling wiggly; requires self-monitoring.
- **Red Zone:** Extremely heightened, intense emotions such as anger, rage, terror, or extreme elation; often out-of-control behaviour.

### How it works:

1. **Identify:** Learn to recognize which zone you're in (e.g., "I'm feeling blue").
2. **Understand:** Recognize what triggers you and how your body feels in each zone.
3. **Strategize:** Use coping tools (like deep breaths, sensory input, or talking) to move from a Yellow or Red Zone back to Green, or to manage being in Blue when needed (like for sleep).

The goal isn't to stay in the Green Zone, but to learn to navigate all zones appropriately for different tasks and situations, fostering emotional regulation and problem-solving.

### Behaviour at Playtimes and Lunchtimes

The same expectations of behaviour operate at lunchtimes and playtimes.

**At Richard Durning's we want children** to enjoy positive playtime, develop social skills, to have the opportunity to interact, build tolerance and inclusion, to relax and to be able to play with peers in a less structured, positive environment. Children should not be left alone in the building and they must ask for permission to come back in for toilet/coats etc.

If an incident happens at break/lunchtime, the adult dealing with it needs to de-escalate the situation (using strategies stated in this policy and referring to Zones of Regulation) and find an appropriate time to inform the class teacher. This maximizes learning time within the classroom.

### **Resolving Behaviour Issues – Outside**

1. The welfare staff initially will resolve any behaviour issues. If the children are playing roughly or inappropriately, they will be asked to stand separately for “time out” or removal of game/activity. There will be a discussion around the Zones of Regulation and how children can self regulate.
2. If it is of a concern or a recurring problem, they will bring it to the class teacher’s attention during the break time or straight after – always aiming for this information to be passed on the same day & CPom.
3. Any issues of a high concern (such as fighting, racist language, bullying) must be brought to the Headteacher’s attention to be dealt with.

### **Resolving Behaviour Issues – Hall**

The member of staff on duty is responsible for managing any behaviour issues and same actions apply.

At lunchtime, we expect the children to sit nicely in their seat, use good manners, use appropriate volume. Staff may put calming music on in the hall. Children may ask if they can have their pudding and if they can be done – some gentle encouragement to try food might occur. There will be children who staff might need to monitor their intake – staff will be aware of these children.

When the children have finished eating, they will take their trays/lunch boxes back and wait in their seat sensibly until the member of staff in charge leaves the hall with the first group. We expect the children to tuck their chairs in and tell a member of staff as they sensibly leave the hall. Children must go straight out and if they need to come back in the building, they must ask for permission. If children are coming in to do jobs/for a period of time, they must always be in pairs/small group.

### **Persistent or Unacceptable Behaviour**

After following these steps, most children will self-correct. However, if this is not the case, following actions will happen – the order will depend on the situation/child:

1. Internal exclusions – working/accessing the curriculum away from the rest of the class for an AM/PM/whole day
2. Formal meetings with the parents
3. Formal monitoring strategies put in place, e.g. Behaviour Report
4. Individual Behaviour Plan created, if appropriate
5. Contacting external behaviour support services, if necessary
6. Exclusion

### **Exclusion Procedures**

#### ***“Fixed term exclusion”***

The school will always work with parents to avoid exclusion. However, continued unacceptable behaviour or serious incidents may result in a fixed-term exclusion.

In exceptional circumstances, a fixed-term exclusion may be issued immediately. Following exclusion, the school will work with relevant support services in line with Lancashire County Council guidance.

A reintegration meeting will be held following any exclusion

#### ***“Managed Transfer”***

A managed transfer is a formal, voluntary agreement for a pupil to move to another mainstream school as an alternative to permanent exclusion. This process requires agreement from parents/carers, the pupil and both schools and may include a trial period and support plan.

### ***“Permanent Exclusion”***

Permanent exclusion is a last resort and will only be considered when all other strategies have failed, or in exceptional circumstances involving a serious one-off incident.

### **School Trips and Off-Site Activities**

Whilst children represent school off the premises or at sports fixtures, we expect them to comply with all school rules and be good ambassadors for the school. If a teacher believes a child’s behaviour is of a serious and unacceptable nature, they have the right to enforce a relevant sanction through discussion with the headteacher, for example, return to school from the trip, missing the next fixture.

### **Use of Reasonable Force and Restrictive Physical Intervention**

Physical intervention using minimum force necessary may only be used when a child is in danger of/or causing injury to him/herself or others. Staff should not put themselves in danger or risk injury. All incidents of restraint should be reported to the Headteacher immediately and this will be formally recorded. Staff witnessing restraint should also report their observations to the Headteacher. Physical restraint will always be used as a last resort and staff will try a wide range of strategies before restraining any child. It will only be used if there is a risk of the child harming themselves or others or risk of damaging property. Any use of physical restraint will be reported to parents. The school follows current Department for Education guidance on the use of reasonable force and restrictive interventions. This section will be reviewed and updated in line with any further statutory guidance published by the government.

### **Conduct of Adults on School Premises**

The Headteacher also has the authority to exclude any adult, including parents or guardians from the school premises if a serious incident has occurred. All incidents of aggressive, abusive, violent behaviour towards staff will be recorded and advice will be sought from the Local Authority. If necessary, police action will be taken.

### **Bullying**

Bullying will not be tolerated and will always be investigated. Please contact the school if you have any cause for concern. The school actively works hard to promote a “no bullying culture.” For more information, please refer to the school’s Anti-Bullying Policy. This policy clearly outlines what bullying is, the procedures school will take if bullying occurs. Children are encouraged to “tell” an adult if they are either bullied or know that it is happening to anybody else.

### **Racial Harassment and Equal Opportunities**

Racial harassment will not be tolerated and will always be investigated. We will not tolerate discrimination in any form. All incidents will be taken seriously and dealt with quickly. We actively promote a positive, caring atmosphere for all children in our school and aim to foster all races and religions. All incidents of racism are recorded and reported to the Governors and the LEA.

### **Confiscation and Searching**

Any items deemed to be illegal, or which could potentially danger pupils and/or staff will be confiscated immediately. Staff can search without permission for any items deemed to be illegal. If found these will either be destroyed, police contacted and / or parents depending upon the item. Power to search without consent for prohibited items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, any article likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules, for example, a phone.

### **Roles and Responsibilities**

**Governing Body** – sets the principles underpinning the behaviour policy.

**Headteacher** – implements the policy and sets expectations for behaviour.

**Staff** – follow the policy and manage behaviour consistently.

**Parents** – support the school by ensuring their child behaves appropriately.

Where a pupil is excluded, parents must ensure their child is not present in a public place during school hours without reasonable justification and must follow Local Authority guidance. Failure to do so may result in a penalty notice being issued by the Local Authority in line with current legislation

## **Beyond the School Gates**

Anything which is in this policy is covered in all out of school activities. This includes trips, visits, clubs or when children are representing the school in any way. The teacher may also discipline for misbehaviour if there will be repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **Complaints Procedure**

This policy should be read alongside the school's complaints policy which outlines clearly the procedure if a parent wanted to make a complaint. This policy can be found on the school's website or from the school office.

This policy was re-written December 2025

This policy was approved by Governors January 2026

Next renewal date: January 2027