



Dringhouses Primary School

Behaviour Support Policy

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: Spring 2026

Date of Review: Spring 2028

Reviewing Committee: FGB

Statutory/Non-Statutory

Policy Statement

Positive behaviour underpins our pupils' wellbeing, academic success and the effective teaching and learning at Dringhouses Primary School. We prioritise building secure, trusting relationships between children, adults, and peers. By promoting respect, self-discipline and positive attitudes to learning and others, we create a supportive, nurturing and caring environment. Proactive and preemptive behaviour support is more effective than blame or punishment, helping children feel valued. As adult role models, our actions shape the culture and relationships around us. In partnership with families, we help children develop emotional regulation and lifelong relationship skills.

We recognise that some children, particularly those with identified SEND or SEMH needs may struggle with cause and effect thinking, impulse control and emotional regulation. In line with our commitment to inclusive practice, this policy acknowledges the need for flexibility, differentiation and tailored approaches whilst still ensuring that all members of our school community feel safe, respected and valued.

Policy Aims

Encourage a positive, happy, calm and purposeful working atmosphere which is conducive to learning and emotional wellbeing.

Ensure our pupils are polite, happy and considerate of others' feelings by working in partnership with the school community to maintain high levels of pro-social behaviour throughout school.

To help all children develop self-discipline by learning to acknowledge and regulate their emotions and to accept responsibility for their behaviour.

To support the development of empathetic responses and an awareness of, and respect for, the perspectives and needs of others.

To help all children to develop non-abusive strategies for conflict resolution and to engage with restorative practice techniques.

To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or discriminatory behaviour.

To offer differentiated provision for children with SEMH needs or other SEND who require additional support to be able to meet behavioural expectations.

Legislation and Statutory Requirements

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

- Behaviour and discipline in schools (updated 2024)
- Searching, screening and confiscation (updated 2022)
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2025)
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school

It is also based on the SEND Code of Practice, Section 175 of the Education Act 2002, and Sections 88–94 of the Education and Inspections Act 2006.

Our School Rules

Ready | Respectful | Safe



Examples of what this looks like at Dringhouses Primary School:

Ready - Listening to others, tracking the speaker, taking part in the learning, standing quietly in a line, looking after your own things.

Respectful - Use good manners, speak kindly to each other, not talk when you are supposed to be listening, take responsibility for your actions, care and help others.

Safe - not hurting ourselves or others, use school property for its intended purpose, not running in the corridor.

We expect all members of our school community to demonstrate these core expectations. We will explicitly teach and model the behaviours that we expect at Dringhouses Primary School to ensure that it is a calm, positive, happy, safe and respectful learning environment for all including how to move around school safely, tracking the speaker and transitions within the classroom.

We endeavour to create a culture that is consistent and conducive to a positive school community through:

- Consistent prioritisation of positive and trusting relationships.
- Consistent language and responses.
- Consistent follow-up and ownership.
- Consistent positive reinforcement and modelling of good behaviours.
- Consistent routines.
- Consistent collaboration and communication with families.

We also utilise positive reinforcement strategies which can be public or private dependent on individual needs as some children including those with attachment needs/neuro-diverse can find praise unsettling. Strategies include:

- Saying thank you and using positive body language (smiling, thumbs up, nod)
- Classroom praise – ‘catching being good’
- Using children’s work as an example/sharing with another teacher or class
- House Points
- Dringy’s positives postcards which are sent home to families
- Displaying and celebrating children’s work
- Phone calls home - to maintain contact with families of pupils who need support
- Inviting a child to share success with the SLT team or another member of staff for praise and recognition

Sanctions

Pupils are held responsible for their behaviour. All staff are expected to address, not ignore, poor behaviour.

1. 1st reminder - an adult will remind a child of expectations and ask them to change their behaviour
2. 2nd reminder - an adult will now tell you how to behave and you may be asked to move to a different space in the classroom
3. 3rd reminder - behaviour has not improved and now a child will need to move to another classroom in the phase or to a space outside of their classroom to continue their learning until they are ready to return.

4. Timeout A - the behaviour continues so the child will now need to spend some of their lunchtime with a member of SLT to reflect, repair and reset.

These steps are displayed around school to support children in making good choices and adults remaining consistent when applying the behaviour policy. All children reset at the start of lunchtime unless alternative arrangements are agreed with SLT/SENCo. All staff: meet & greet, model positive behaviour, plan engaging lessons, use Ready-Respectful-Safe language, remain calm, follow up consistently. There are behaviours which will incur an instant TOA such as swearing, spitting, deliberately hurting others, playfighting (age specific) or continually displaying low-level disruptive behaviour over the course of a week.

If a Timeout A happens in the afternoon session, after lunch, the Timeout A will take place the following day.

If a child receives 3 Timeout As in a half term then the class teacher and phase leader will meet with the child's family.

If a child receives 4 Timeout As in a half term then a member of SLT and class teacher will meet with the child's family. A behaviour plan and/or 20:20:20 lunchtime arrangements will be put in place as a result of this meeting. Such arrangements will remain in place for the remainder of the half term.

Timeout B (internal suspension) is given when a child has had 5 TOAs in a half term or when there has been a serious incident of physical behaviour, e.g. fighting or significant physical and/or verbal assault or damage to property. A child may also earn a TOB for abuse against protective characteristics, e.g. race, religion, sexuality or when an allegation of bullying is founded. A child will be expected to learn and work in the calm space opposite the SLT office for up to an hour (age dependent), where they will be supervised. If a member of SLT is not available then the child will work in a classroom different to their own. This time out of a class environment is accompanied by a break time and lunchtime spent with SLT on the same or following day depending on when the Timeout B was received.

Timeout C (fixed term suspension) is only used as a last resort, once other strategies and interventions have been tried and where behaviours are deemed to be a serious breach of school's expectations of being Ready, Respectful and Safe. All decisions are made in line with statutory guidance from the Department for Education (DfE) 'Suspension and Permanent Exclusion' (September 2024) and with our safeguarding duties under Keeping Children Safe in Education (2025).

Only the headteacher (or another member of SLT in the absence of the headteacher) has the authority to issue a fixed term or permanent suspension. This decision is always made at the headteacher's discretion, taking into account all the circumstances, the evidence available, the school's Behaviour Policy, and statutory guidance. The school will consider the needs of the pupil, including those with SEND and/or safeguarding concerns, before making suspension decisions. The use of suspension for persistent breaches will be balanced with proactive support for the child and family, targeted intervention and working collaboratively with outside agencies including the Local Authority.

A fixed-term suspension means that a pupil is not allowed to attend school for a specified number of days. It may be used for a serious one-off incident or repeated breaches despite intervention. Parents/carers will be informed immediately and work will be set for the child from day one. The local authority and chair of governors will also be notified of a suspension. For longer suspensions, arrangements will be made for the child to receive full-time provision from day six. The pupil and their parent/carer will have a reintegration meeting with a member of SLT before returning to class. A pupil cannot be suspended for more than 45 school days in a single academic year, whether from one or multiple suspensions.

Permanent Exclusion

Permanent exclusion will only ever be considered for the most serious or persistent breaches, or where allowing the pupil to remain would seriously harm the education, welfare, or safety of other children and adults in the school. Parents/carers, the Local Authority and governors are informed without delay. The governing body must meet to review the decision, and parents have the right to request an Independent Review Panel (IRP).

SEND, Vulnerability and Safeguarding Considerations:

- Before deciding to permanently exclude, the headteacher will consider whether the pupil has SEND, disability or mental health needs, whether reasonable adjustments could help, and whether the pupil is vulnerable or Looked

After. All decisions will be lawful, reasonable, proportionate and fair. Alternative/additional strategies and pastoral support will always be explored when a permanent exclusion is considered.

Appeals and Reviews:

Parents/carers have the right to make representations to the governing body about any suspension or exclusion. This is done via the school's complainant procedure, which can be found on the school's website. Where a pupil is permanently excluded, parents/carers have the right to appeal via school's exclusion policy and request an Independent Review Panel. The governing body will consider whether the decision was lawful, reasonable, and procedurally fair.

Use of Reasonable Force and Safety Plans

All members of school staff have a legal power to use reasonable force. This will always be a last resort and used only when other strategies have not been effective.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual/unique circumstances.

Examples include:

- Removing a disruptive child from a space in school if they refuse to follow instructions to do so.
- Preventing behaviour that disrupts a school event, trip or visit to happen safely and respectfully.
- Preventing a pupil leaving a classroom where it would risk their safety or disrupt others.
- Stopping a fight or preventing an attack on another pupil or staff member.
- Restraining a pupil at risk of harming themselves through physical outbursts.

Team Teach principles (Reducing Risk, Restraint and Restriction):

- Best interests of the child
- Reasonable and proportionate
- Action should be necessary
- Minimum force, for the shortest possible time
- Prevent injury, pain and distress
- Maintain dignity

It is always unlawful to use force as a punishment.

There may be incidents where the safety of adults is in danger as a result of a child's behaviour. The school is responsible for the safety and safeguarding of adults in this instance.

This may include but is not limited to:

- A child attacking a member of staff or another child (e.g. hitting, kicking).
- A child is at risk of causing injury to themselves.
- A child is deliberately damaging property (e.g. smashing windows, kicking holes in walls, breaking chairs).
- A child is at risk of causing injury through misuse of objects/furniture.
- A child attempts to leave the school premises where their safety would be at risk.

If a child is displaying challenging/aggressive behaviours, staff should:

- Complete a dynamic risk assessment by assessing the environment and prioritise the safety of themselves and other children.
- Use themselves as a barrier between the aggressive child and others.
- Ask other children to leave the space if needed.
- Send for help; if alone, use a school walkie talkie to call for support.
- Approach from the side, avoid direct eye contact, and remain at least a metre away.
- Do not crouch down to the child's level for safety reasons.
- Stand or sit side by side when speaking with the child.

How to speak to the child:

- Use minimal, calm language (e.g. 'I can see that you are angry and it's okay to feel that way.' / 'I'm here when

you're ready.').

- Ignore secondary behaviours and remain silent if necessary.
- If the child is alone in a room and not yet calm, remain outside the room within sight.

Staff must not act out of anger or frustration or in order to punish a child. Physical intervention is always a last resort and should cease as soon as possible.

Types of force may include:

- Leading a child by the hand/arm.
- Moving a child using safe guiding holds (e.g. hand on the back or shoulders).
- In more extreme cases, using restrictive holds for which staff have received specific training.

Recording and reporting:

- Any use of reasonable force must be recorded on CPOMS by the staff involved and reviewed by SLT.
- Parents must be informed.

Training:

- Staff are trained in de-escalation techniques (Team Teach).
- The use of physical intervention is always a last resort.

Please refer to the school's Positive Handling Policy for further detail on safe physical intervention procedures.

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.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. This also includes bullying related to LGBTQI+
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

Reporting and responding to an allegation of bullying

All reported allegations will be taken seriously and investigated quickly and fairly and will involve all parties: this will be recorded on CPOMS by staff. Victims and perpetrators will go through a restorative approach to re-establish well-being between those involved and ensure harmony and safety. Sanctions imposed will be in accordance with the school's Behaviour Policy. Staff will be informed of the allegation and response so that they can monitor the behaviour of the person who has been identified as a bully and ensure the physical safety and emotional wellbeing of the child who has been bullied. Families of the children involved will be made aware of the investigation, its outcomes and the steps being put in place to ensure that all parties can move forward

positively. If the incidents continue, further interviews/meetings /support/sanctions may take place with both bully and victim. Additional external support may be sought via outside agencies e.g. Educational Psychologist, Behaviour Support.

If a parent/carers is not satisfied with the way that the allegation of bullying has been handled, then please refer to the Complaints Policy.

Off-site behaviour

Sanctions may be applied when pupils misbehave off-site, including on trips, travelling to/from school, in uniform, or when identifiable as pupils of our school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also support the pastoral needs of staff accused of misconduct.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- DPS Physical Intervention and Restraint policy

Appendix 1 | Templates

All templates available on Google Docs, under 'Templates'

'Timeout A Letter' TEMPLATE

Date:

Dear Parent/Carer of:

Notification of a Timeout A Consequence

As you know, it takes us as a community of parents and school staff working together to create a respectful learning environment for all our pupils.

This is to notify you that your child was given a 'Timeout A Consequence' for

This is letter number **1** of this term.

- Please be aware that, after three Timeout A letters in a half term, parents/carers will be asked to attend a meeting with the class teacher and team leader.
- If a child receives four Timeout As in a half term then a member of SLT and class teacher will meet with the child's family. A behaviour plan and/or 20:20:20 lunchtime arrangements will be put in place as a result of this meeting. Such arrangements will remain in place for the remainder of the half term.

If you have questions concerning your child's behaviour or our school behaviour policy, please feel free to contact me during school hours.

Thank you.

Yours sincerely

Mrs C. Scott-South
Headteacher at Dringhouses Primary School

‘Timeout B Letter’ TEMPLATE

Date:

Dear Parent/Carer of:

Notification of a Timeout B Consequence

As you know, it takes us as a community of parents and school staff working together to create a respectful learning environment for all our pupils.

This is to notify you that your child was given a ‘Timeout B’ Consequence. This results in an internal suspension for 1 session (8:35- morning break, morning break to lunchtime, lunchtime to afternoon break) as well as 1 playtime and 1 lunchtime with SLT.

The reason that your child got a Timeout B was

This is ‘Timeout B’ letter, number ... of this term.

- A further ‘Timeout B letter’ will result in parents/carers being attending a meeting with the class teacher and a member of SLT where a behaviour plan and/or 20:20:20 lunchtime arrangements will be put in place as a result of this meeting.

If you have questions concerning your child’s behaviour or our school behaviour policy, please feel free to contact me during school hours.

Thank you.

Yours sincerely

Mrs C. Scott-South
Headteacher at Dringhouses Primary School

'Timeout C (Fixed Term Suspension) Letter' TEMPLATE

Date:

Dear,

I am writing to inform you of my decision to suspend for a fixed period of **TIME**. This means that **NAME** will not be allowed in school for this period. The exclusion begins **on and ends on**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend has not been taken lightly. **NAME** has been suspended for this fixed period because **REASON**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, without reasonable justification. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours **on and ends on** and you are unable to show reasonable justification.

You are invited to a reintegration meeting **at on** with a member of the Senior Leadership Team.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact Luke Zwalf on/at hello@dringhouses.co.uk, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

We will meet and welcome back to school on at.

Thank you.

Yours sincerely

Mrs C. Scott-South
Headteacher at Dringhouses Primary School

