



Part 1

Behaviour Curriculum

Ready. Respectful. Safe.

Duke Street Primary School Behaviour Curriculum

Welcome to Our Behaviour Curriculum

At Duke Street Primary School, we are proud of the positive behaviour and attitudes demonstrated by our pupils. We believe that behaviour, like all learning, must be **explicitly taught, modelled, and practised over time**.

Our Behaviour Curriculum defines the behaviours, routines, and habits we expect all pupils to learn. Through consistent teaching and reinforcement, we support children to become **independent, respectful, and safe individuals**, ready for the next stage of their education and life beyond school.

Our approach is underpinned by guidance from the Education Endowment Foundation, particularly:

- **"Improving Behaviour in Schools"**
- The importance of **explicit teaching of routines**
- The role of **consistent adult modelling**
- The need for **positive relationships and reinforcement**

Our expectations are built around three core principles:

★ **Ready**

★ **Respectful**

★ **Safe**

Teaching the Behaviour Curriculum (Reception – Year 6)

Strong relationships are central to successful behaviour. Staff prioritise building **positive, predictable, and consistent relationships** with all pupils.

Evidence-informed approach (EEF):

Guidance from the Education Endowment Foundation highlights that effective schools:

- Teach behaviour **explicitly, not implicitly**.
- **Model and practise** routines regularly.
- Use **consistent language and expectations across staff**.
- Provide **structured routines** that reduce cognitive load.

When and how it is taught:

- **Autumn Term 1:**
Explicit teaching of the full Behaviour Curriculum
- **Each Half Term:**
Planned revisiting and reteaching
- **Daily practice:**
Reinforced through routines (lining up, transitions, playtimes)

👉 This aligns with EEF guidance that behaviour improves when pupils **practise routines until they become automatic**.

While this curriculum is for all pupils, it will be adapted in different year groups depending on the pupils' ages and must consider individual children's SEND needs. Sensitivity must always be applied when teaching the Behaviour Curriculum.

Curriculum Content

The curriculum content will be covered in depth at the start of Autumn Term 1; it will be revisited at the start of each half term and referred to when required.

Behaviour

Children know that there are three behaviour expectations at Duke Street Primary School and they understand the expectations. These are to:

- Be Ready
- Be Respectful
- Be Safe

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Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

Be Ready

We are prepared to learn and take responsibility.

Children will:

- Arrive on time and begin learning promptly.
 - Bring correct equipment.
 - Listen and follow instructions.
 - Stay focused and try their best.

- Take responsibility for their learning.

 EEF Link:

The Education Endowment Foundation emphasises the importance of **clear routines and expectations** to support attention, reduce disruption, and maximise learning time.

Be Respectful

We treat others and our environment with kindness.

Children will:

- Use polite language and tone.
 - Listen to others.
- Respect everyone's right to learn.
- Value differences and show empathy.
 - Look after school property.

 EEF Link:

EEF highlights that **positive relationships and modelling respectful interactions** are key to improving behaviour and classroom climate.

Be Safe

We make choices that keep everyone safe.

Children will:

- Move safely around school.
- Follow instructions immediately.
 - Play safely.
- Use equipment appropriately.

 EEF Link:

EEF guidance stresses that **predictable routines and clear boundaries** help pupils feel safe and reduce behavioural incidents.

Key Routines (Explicitly taught)

Wonderful Walking

Children know that we walk around school using Wonderful Walking.

Children know that Wonderful Walking means:

- Calmly
- Quietly
- Single file

We know Wonderful Walking is used around school to keep everyone safe and to ensure that the learning of other children is not disrupted as we move around school.

Lining Up

Children know the expectations when lining up:

- Attention on the adult.
- Facing forward
- Calm and quiet

Contributing

Children know that we expect everyone to contribute in class and this means:

- Listening to the class teacher or whoever has been invited to speak.
- Considering responses before sharing
- Waiting to be invited to speak
- Sharing answers/contributions in a clear voice using full sentences
- Challenging contributions with kindness
- Building on what others have said.

Arriving at School

- Arrive at school on time.
- Use Wonderful Walking at all times.
- Greet staff and others with a 'good morning' or another polite welcoming phrase.
- Hang up coats and put things away in the right place.
- Know to sit down at the desk and complete the morning activity and if I need some extra help, speak to one of the adults and they will be happy to help.

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Teach learning behaviours
alongside managing
misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

Using Good Manners

- Always say 'please' when asking for something
- Always say 'thank you' when receiving something or when someone does something kind.
- Say 'good morning/afternoon' to adults when passing them.
- Show gratitude to others by thanking them for what they say.
- Use a calm and polite tone to show respect.

Playtime and Lunchtime Behaviour

- Walk to and from my classroom using Wonderful Walking
- Play safely without hurting anyone.
- Avoid play fighting.
- Be kind to others by including them in games and sharing equipment.
- Understand that someone who is kind behaves in a caring and helpful way towards other people.

- Understand the end of break and lunchtime whistles:
 - First Whistle - Stand still and wait quietly.
 - Second Whistle - Wonderful Walking into class lines

In the Dinner Hall

- Walk to the hall using Wonderful Walking
- Line up with respect, collect the tray and sit down sensibly.
- Talk using an inside voice.
- Use the knife and fork when required.
- Always use good manners, saying 'please' and 'thank you' when receiving food and drink.
- After lunch has been eaten, clear any rubbish into the correct recycling bin.
- Leave the hall, use Wonderful Walking

Completing Work in Books - *Behaviour for learning*

- Write in line with our Kinetic Letters handwriting scheme, joined up to be encouraged from the end of Year 2.
- Write the date at the top of every piece of work: long date for English, short date for everything else.
- Underline using a ruler.
- Start writing from the margin.
- Use one digit per square in maths books.
- Use a pencil and ruler to draw lines.
- Correct mistakes with one straight line through the error.



General Classroom Expectations

- When leaving seats to sharpen pencils, collect books and other items, do so calmly.
- Use the toilet at break and lunchtime, only if desperate will it be used during lesson time, or if adaptations are needed for specific needs. Greater flexibility will be given for EYFS and KS1 children.

- Keep the desk clear of distractions.
- Take responsibility for keeping the learning environment organised.
- Show active listening when the teacher, or someone who has been invited to speak, is talking.

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Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

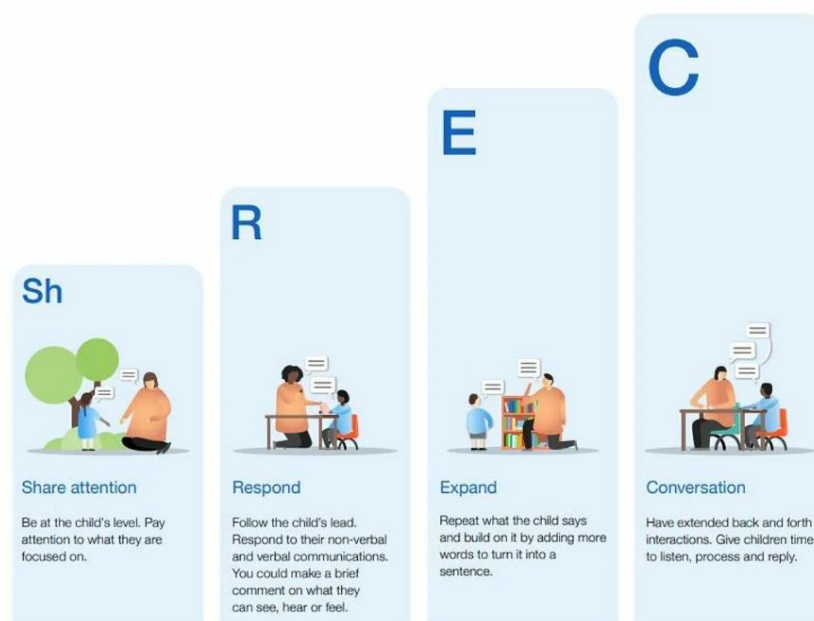
EYFS 'ShREC' approach

EEF's early years specialist Fliss James explains how educators can use the 'ShREC' approach to engage young children in high- quality interactions.

Prioritising communication and language development

[Research](#) tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about.

High quality interactions often look effortless, but they are not easy to do well. The ShREC approach provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice. We can use these strategies with every child, every day.



Consistency and Adult Behaviour

All staff will:

- Model expectations at all times.
- Use consistent language: **Ready, Respectful, Safe**
- Reinforce expectations through praise and correction.
- Address behaviour calmly and predictably.

EEF Link:

EEF research highlights that **consistent adult responses** are essential for behaviour systems to be effective.

Adaptation and Inclusion

This curriculum applies to all pupils but will be adapted for:

- Age and stage
- SEND needs.
- Individual circumstances

EEF Link:

EEF stresses the importance of **targeted support and scaffolding**, ensuring all pupils can successfully meet behaviour expectations.

Curriculum Progression from EYFS to Year 6

EYFS (Reception)

Focus: Modelling, routines, and simple rules

Ready

- Comes into school and settles with support.
- Begins to follow simple instructions.
- Joins carpet and table activities.
- Starts activities with adult guidance.

Respectful

- Uses kind hands and words (with reminders)

- Begins to share and take turns.
- Listens for short periods.
- Starts to understand feelings of others.

Safe

- Walks with adult guidance
- Keeps hands and feet to self (with reminders)
- Plays alongside others safely.
- Follows simple safety instructions.

👉 *Key approach:* High adult modelling, repetition, visuals, immediate feedback

Key Stage 1 (Year 1 & Year 2)

Focus: Building independence and consistency

Ready

- Enters classroom and begins tasks with minimal prompting.
- Listens and follows simple instructions.
- Brings basic equipment.
- Shows increasing focus in lessons.

Respectful

- Uses manners regularly.
- Listens to others and takes turns.
- Begins to resolve simple conflicts.
- Shows awareness of others' feelings.

Safe

- Moves safely around school (reminders still needed)
- Plays safely and follows playground rules.
- Responds to adult instructions quickly.
- Uses equipment correctly.

👉 *Key approach:* Practise routines, consistent reinforcement, praise for independence

Lower Key Stage 2 (Year 3 & Year 4)

Focus: Responsibility and self-regulation

Ready

- Starts learning promptly and stays on task.
- Brings correct equipment consistently.
- Listens and follows multi-step instructions.
- Shows resilience when learning is challenging.

Respectful

- Speaks politely and uses appropriate tone.
- Listens carefully and responds thoughtfully.
- Includes others and shows empathy.
- Takes responsibility for behaviour and apologises sincerely.

Safe

- Moves around school independently and sensibly.
- Makes safe choices during play.
- Follows rules without reminders.
- Understands consequences of unsafe behaviour.

👉 *Key approach:* Encourage reflection, develop independence, reinforce accountability



Upper Key Stage 2 (Year 5 & Year 6)

Focus: Independence, leadership, and role modelling

Ready

- Is fully prepared for learning every day.
- Organises themselves independently.
- Maintains focus and supports others to do the same.
- Takes pride in work and presentation.

Respectful

- Models' Wonderful manners at all times
- Listens actively and challenges respectfully.
- Demonstrates empathy and supports younger pupils.
- Resolves conflicts maturely.

Safe

- Acts as a role model for safe behaviour
- Makes responsible choices independently.
- Supports others in making safe choices.
- Understands wider safety (including online and community safety)

👉 **Key approach:** Promote leadership, responsibility, and preparation for transition

Whole School Progression Overview

Stage	Adult Support	Independence	Focus
EYFS	High	Low	Learning routines
KS1	Moderate	Developing	Consistency
LKS2	Reduced	Secure	Responsibility
UKS2	Minimal	High	Leadership

Golden Thread Across School

At every stage, children are explicitly taught to:

- ★ **Be Ready** – prepared, focused, organised
 - ★ **Be Respectful** – kind, polite, inclusive
 - ★ **Be Safe** – making good choices
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Implementation Notes for Staff

- Teach explicitly in **Autumn 1**, then revisit each half term.
 - Model behaviours constantly.
 - Use consistent language: **"Are you being Ready, Respectful, Safe?"**
 - Adapt for SEND and individual needs.
 - Use real-life practice (lining up, transitions, playtime)
-

Final Statement

At Duke Street Primary School, we believe that:

Behaviour is taught through **clear expectations, strong relationships, and consistent practice.**

By aligning our approach with evidence from the Education Endowment Foundation, we ensure our Behaviour Curriculum is both **research-informed and impactful**, supporting all children to be:

★ Ready

★ Respectful

★ Safe



Duke Street Primary School



Behaviour Policy Part 2

Date: June 2026

Next review: June 2027

The school contact for behaviour: Katie Parkinson

Opening Statement

This document is a statement of the aims and strategies for ensuring positive behaviour at Duke Street Primary School.

Duke Street became a Nurturing School in 2009; a decision made through a process of consultation with the Staff, Headteacher, Governors, Parents and Children. It continues to be discussed annually by staff and governors.

This policy outlines the underlying philosophy, purpose, nature, organisation, and management of pupil behaviour at Duke Street Primary School. It aims to produce a consistent approach to handling behaviour in school.

A separate anti-bullying policy exists outlining how we deal with bullying in our school. Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying and any other forms of intimidation will not be tolerated. At Duke Street everyone is expected to treat others with kindness and respect and to care for each other.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

What the law says:

The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and which

- regulate the conduct of pupils.

When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact- see separate policy
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for 1 Section 89 (1) of the Education and Inspections Act 2006 5 breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. 6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008).

Aims

The aim of Duke Street Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce school rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Expectations- refer to part 1 of policy

A Positive Nurturing Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We aim to teach children the life skills necessary to solve their own problems as they move through school and to build resilience. These skills are also taught through our PSHE curriculum and through individual restorative discussions. Good behaviour arises from good relationships and from setting clear expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Duke Street Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a restorative approach with a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.

- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Nurture Group

Children identified with a social, emotional, attachment or behaviour need will be assessed and considered for allocation in our nurture group. Children in these groups engage in activities that address their particular behaviour or social needs.

Although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

As a school we believe in a nurturing approach where every child feels listened to. The commitment of staff to the emotional well-being of the pupils is a particular strength of our school. All pupils know that they are safe and secure - and that their contributions and achievements are respected and valued.

Special Educational Needs and Disability and Behaviour.

Behavioural difficulties in themselves are no longer seen as an SEND, but rather as symptomatic of a possible unmet SEND.

It is imperative that staff have an understanding of factors affecting behaviour and that they liaise with the SENDCo and Outreach Team.

In managing behaviour difficulties, the school will have regard to the Code of Practice for children with special educational needs and will strive to ensure that children's special learning needs are identified and met. Support will be sought from external agencies for children identified as having special needs resulting in emotional and behavioural difficulties. Support will involve devising an individual programme building self-esteem, behaviour recovery, behaviour monitoring and taking responsibility. Children will be encouraged to be involved in setting their own individual targets and be part of the review process.

It is imperative that any sanction is applied fairly and the consequences fully explained (sanctions will be differentiated to the needs of the children, particularly those with SEND).

Positive behaviour management plans are considered for children with ongoing behavioural difficulties linked to SEND in order to provide proactive support and consistent approaches.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for Positive Behaviour Management Strategies and Laying the Foundation for Positive Classroom Behaviour (Appendix 1). Also, in appendix 2 there are Behaviour Management Tips for the Classroom and Classic errors made by teachers when it comes to instilling order in the classroom.

All class teachers should operate a stepped approach to sanctions, providing children with choices and allowing them to identify the next consequence. Children for whom this approach is not appropriate, will have an individual behaviour plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Rewards may involve:

- Verbal praise, positive comments, smiling at children and 'catching them being good'
- Verbal praise to parents about their children
- Stickers, raffle tickets, marbles, class / individual dojos and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g., free time)
- Positive feedback to parents
- Whole class rewards
- House points (results given in weekly Good News Assembly)
- Child of the Week certificates, English worker of the week, Maths worker of the week
- 'It's Good to be Green but great to be Gold!' section on behaviour chart / weekly stickers
-

Discipline in schools

Teachers' powers Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Duke Street Primary School, it may be necessary to employ a number of sanctions to enforce school expectations, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm - children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences - A logical consequence is a sanction that should 'fit' the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the expectations, reinstates the limits, and teaches alternative behaviours. Indoor supervision can be used to discuss with the child in a restorative way, what happened, what they should have done and what they will do next time whilst they are completing extra work in a sensible way.

If a child is given an Indoor Supervision form, then a form will be completed and sent home with the child (see appendix 4). The child should then return the signed form the following day. If a parent is not available to collect their child, the information will be shared via Class Dojo. This is the same for reflections (see appendix 5) and again parents will be informed.

This data will be used to share with parents when needed and also generate whole school data on a termly basis. This will then be monitored closely throughout the school year.

Fresh Start - although persistent or serious misbehaviour needs recording, every child must feel that following any consequence there is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained (sanctions will be differentiated to the needs of the children, particularly those with SEND or ACEs. If the

class/school expectations are not met, then appropriate consequences are issued (see appendix three).

Recording, Monitoring and evaluating behaviour

Recordings of children receiving an indoor supervision / reflection time or any general behaviour concerns should be logged on CPOMs. All staff members have received training so they are aware how to log incidents, and these should be assigned to a member of the SLT. All serious incidents will also be logged on CPOMs.

A member of the SLT should report all serious incidents to parents and this should also be logged on CPOMs. A behaviour intervention or Individual Behaviour Plan (IBP) should be created for children exhibited extremely challenging behaviour and relevant provisions should be in place to monitor the effectiveness of strategies used.

For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term suspension, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term suspensions and permanent exclusions' below).

Behaviour to be monitored by SLT and data shared from CPOMs on a regular basis. Data should be used to identify children receiving Indoor Supervisions on a regular basis and necessary provisions to be put in place.

Fixed-term suspensions and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to suspend /exclude a child from school. The headteacher may suspend / 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 to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the headteacher suspends /excludes a child, then the parent/s should be contacted immediately, giving reasons for the suspension / exclusion. At the same time, the headteacher should makes it clear to the parents that they can 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 (LA) and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The governing body itself cannot either suspend / exclude a child or extend the suspension / exclusion period made by the headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

The school will provide suitable full-time education for a suspended / excluded pupil from the sixth school day of any fixed period suspension /exclusion of more than 5 consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. E-cigarettes / Vapes
 - g. Pornographic images
 - h. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - i. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Positive Moving and Handling and Power to use reasonable force – see separate policy (Mr Reay updated in line with updated guidance 2025)

Roles

The Role of pupils – Refer to part 1

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, 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 school expectations and work with class teachers to improve behaviour where necessary.

A Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance are included as appendix 5.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action.

If the school has to use reasonable sanctions to deal with a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

Duke Street Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Duke Street Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They should encourage a calm and responsive atmosphere, avoiding shouting.

Teachers should deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of setting down 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.

Role of the Headteacher

It is the responsibility of the headteacher 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 the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Lastly, it is the headteacher's responsibility to keep records of all reported serious incidents of misbehaviour and if reasonable force has been used. They have the responsibility for giving fixed-term suspensions / exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Appendix 1: Positive Behaviour Management Strategies

- Pay attention to the kind of behaviour you want to continue.
- Follow the whole school behaviour management system and be consistent
- Find something legitimately reinforcing and encouraging to say to your child every day.
- Be consistent no matter what! (Major earthquakes or similar events might be a reason not to be consistent.)
- Let your child know what your behavioural expectations are and be sure that he / she understands them.
- Avoid sarcasm, negativity
- Be neutral emotionally when dealing with inappropriate behaviour. If you get upset and angry, you are no longer in control.
- Don't ask: Why did you do that? You will probably get a shrug and "I don't know". Instead ask, "What do you think you should have done? or how could you do that better?"
- Separate the behaviour from the child. "I like you, but not the way you behave."
- Be fair, yet firm
- Reward and remark about good behaviour frequently. "I like the way you are sitting quietly and working so hard."
- Be a good model. They will do what you do a lot faster than what you tell them to do.
- If you have to reprimand your child about anything, it is important to use the next possible time to give him/ her some kind of positive reinforcement.
- Respond immediately to behaviours whether they are good or bad.
- Your children should know and understand consequences for good or inappropriate behaviour.

Laying the Foundation for Positive Classroom Behaviour

Classroom behaviour is one of the trickiest issues teachers face today. Disruptive behaviour results in lost curriculum time and creates a classroom environment that is not always conducive to learning. One key to nipping behavioural problems in the bud is to promote positive behaviour before problems arise. This takes some planning, but the following article will provide you with practical tips to help you lay a foundation for positive classroom behaviour.

It probably won't surprise you that classroom control/discipline is rated among the top four challenges teachers face in schools today. In fact, almost half the teachers polled said that discipline was a serious problem in their schools. Not surprisingly, when the public was polled on the same issues, they ranked classroom control/discipline as the number one challenge.

Unfortunately, teachers face not only the challenge of managing pupil's behaviour while teaching the curriculum. They also face many conflicting theories about how to manage it: logical consequences, behaviour management and assertive discipline, to name just a few. Of course, there is no one "correct" way to encourage positive classroom behaviour. But if you begin with a good foundation, it is possible. Here are a few time-tested suggestions that can help you build that foundation.

Think About Your Approach

Take some time to think about the strategies you plan to use to encourage positive classroom behaviour. Clarifying your strategies will make it easier for you to lead the class confidently and effectively.

Visualise Possible Challenges

Imagine possible classroom challenges and review your strategies for dealing with them. Having clear-cut strategies will help keep you grounded when these challenges do arise.

Make Your Expectations Clear from the Beginning

Make sure that pupils know what you expect of them. The classroom rules you present should be positive, specific and concise. They should be displayed in every classroom and also around school. You should also spell out what will happen if pupils do not meet expectations.

Model Positive Behaviour

Occasionally, you may have to remind yourself to follow your own rules. For example, if you ask pupils not to drink beverages in class, refrain from keeping a cup of coffee on your desk, even if you do not drink it during class.

Encourage, Encourage, Encourage

When you praise pupils who are excelling, don't forget to encourage those who are trying, but struggling. These pupils often lack confidence and need more positive reinforcement.

Show Respect

Showing respect for your pupils includes listening to their needs and preserving their dignity. It also means living up to their expectations of you, such as greeting them at the beginning of class or returning corrected homework in a timely fashion.

Be Consistent

Be sure to address behaviour in a consistent manner. Be wary of shifting strategies when

misbehaviour occurs. To pupils, this may show a lack of decisiveness. Follow the strategy in place as this will ensure consistency across the school.

Keep pupils busy and challenged

Busy pupils are far less likely to exhibit disruptive behaviour. Be sure that children are working at appropriate levels; boredom and frustration often lead to pupils struggling with their behaviour.

Listen to suggestions

Ask pupils to make suggestions about what should be expected of them and how misbehaviour should be addressed. Children are often more responsive to expectations they helped create.

Creating an environment in which pupils know and follow the rules is challenging, but not impossible. With a little patience and perseverance, you can lay a foundation for respect and positive behaviour in your classroom that lasts all year.

Appendix 2

Behaviour Management Tips for the Classroom

The first few days are the most important ones of the year.

Remind the children of key expectations on a regular basis and ensure the children are clear on the whole school behaviour management strategy. Be sure that you're consistent in keeping the rules so the children know that they are important. Have fun and let children know you care about them.

Don't make any expectations for your class that you are not willing to follow through with.

Always be consistent and fair and let your pupils know that you mean what you say.

Never get into a power struggle with your pupils.

Always listen to both sides with a non-judgmental and non-confrontational attitude.

Have a good balance of discipline and humor with the children.

In order to gain their respect, you need to convey your genuine enjoyment to be with them. Pupils understand that you are sometimes tough on them because you care enough to wish they try harder and get better. Try to find a way to show I care in some meaningful way. Humour is important to have for your own perspective and for the children. It keeps the days lively and enjoyable.

It's not what you teach, but how you teach it that makes all the difference.

If what you are doing in your classroom is exciting and motivational, classroom discipline problems disappear. Pupils do not want to get in trouble because they do not want to miss out on what is going on in your room.

Not every pupil will like you. And, you won't like every child.

Try to find at least one thing you can respect each child for - even if it's just showing up at school.

Children will quiet down when the teacher is quiet and waiting for their attention.

Wait for the attention before moving on to the next lesson or set of instructions.

Children love choices and challenges!

Whenever possible, give pupils choices - whether it's a long-range project on a country they select, or colouring a map with crayon, marker, or coloured pencil! Try to give as many "small" choices as possible, even if it seems insignificant.

Watch the body language for both yourself and the children.

With the pupil, it can give you clues as to what the real problem is; for the teacher, you need to convey that not only are you listening, but you are hearing what the child is saying. Then have them help in the solution.

Appendix 3

Behaviour Policy display.

Each session starts at green.

Yellow is warning.

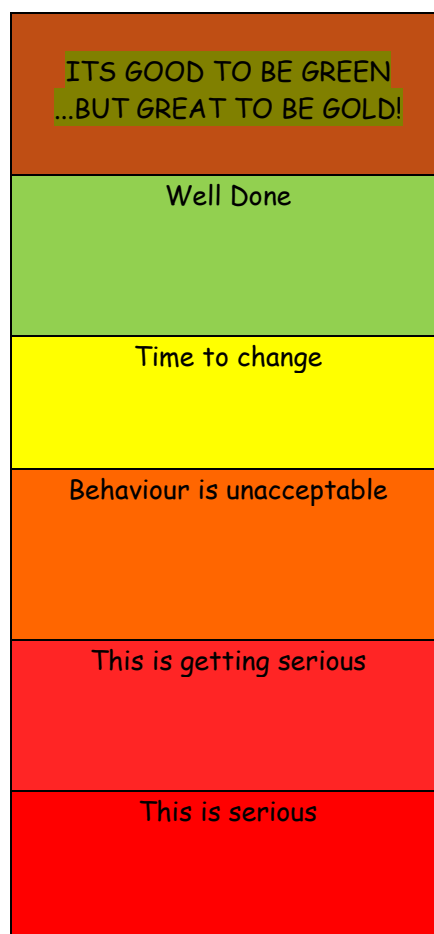
Orange - Indoor Supervision - Adult who issued the indoor supervision to have a restorative conversation with the children during their break. Notification letter should be handed / emailed to parents and incident to be logged on CPOMs.

Pink - class teacher / Adult covering PPA to inform parent and record on CPOMs identifying: Who? What happened? What you did to resolve incident? Impact?

Red - SLT involvement. Reflection time to be put in place and SLT member to log on CPOMs

Child to complete restorative and apology guide document in nurture or with member of SLT - to be uploaded onto CPOMs. Parents to be informed by telephone call or letter.

Gold - IT'S GOOD TO BE GREEN BUT GREAT TO BE GOLD' -to recognise the children who always make the right choice / show the best versions of themselves.



Please note, these expectations relate to ALL the children in the school, not just the children in your class.

Please follow behaviour management system across the school to ensure consistency.

IT'S GOOD TO BE GREEN BUT GREAT TO BE GOLD!		
1.Well Done	2.What this behaviour looks like	3.Consequence
WARNING! Time to change	Behaviour which may include; Fidgeting/ distracting others Shouting out Talking when adult talking Interrupting Refusal to do as an adult ask Getting out of seat or place Wandering the classroom Non-completion of school work that could be reasonably expected Poor effort / attitude to work	One chance to change: Non- verbal warning Verbal warning Send to a designated area in the classroom / if no space outside the classroom 5 min loss of break time – supervised by class teacher Restorative conversation with teacher or TA Complete / redo work during break time
Behaviour is unacceptable	Behaviour which may include; Any of the above after the restorative conversation: Noisy movement around school Running in the hall / school building	Indoor Supervision – designated supervisor to log on CPOMs and resolve If incident occurs session 2 to spend 15 mins in the Rainbow Room at lunch time (eat dinner

	Being inside when should be outside Not clearing up after lunch Not sticking to the Zoning rules Answering back to any adult Name calling/ leaving people out Not telling the truth	there – nurture staff to CPOMs and resolve) If repeat offender for light orange (third occasion during the week, class teacher to inform parents and log on CPOMs) If assistance is needed – inform department lead
This is getting serious	Refusal to follow instructions Deliberate breaking/ throwing of equipment Dangerous behaviour(swinging PE bags, mock fighting) Aggressive/ threatening words Answering back to an adult Leaving the classroom without permission	Inform department lead Class teachers to inform parents on the same day- CPOMs also Class teacher to put behaviour management tracker in place (ask member of SLT to check / assist if needed) Class teacher to consider nurture provision
This is serious Reflection Time – member of SLT to be involved	Parents will be contacted if you: Any of the above after the warning Physically hurting another person (biting, punching, pushing, hitting, pinching, kicking) Spitting/Swearing Being rude or abusive to any member of staff – including supply members Fighting or encouraging others to	Department lead to be informed and communicate with SLT Contact parents Arrange reflection time and child to complete reflection and apology document with member of SLT or nurture. Incident to be logged on CPOMs. Time of reflection to be decided by member of SLT.

	Stealing	Consider behaviour interventions for high profile children
	Intimidation/Aggressive behaviour	
	Repeated low level poor behaviour above at an unacceptable level for a continuous period.	
	Bullying in any form	
	Damage of any school property	
	Racist Incidents	
	Behaviour that seriously affects the safeguarding of other children	

Every child to have a fresh start by returning to green once a consequence has been completed

Appendix 4



Indoor Supervision

Date.....

Dear Parent / Carer,

This letter is to inform you that your child..... received an indoor supervision today for

.....

As a result, your child had a restorative conversation with

If you would like to discuss further, please contact your child's class teacher.

.....

Indoor Supervision Notification

Child's name.....

Class.....

I have received notification of the indoor supervision issued to my child.

Signed..... (Parent / Carer)

Date.....

*If received by email, please reply to class teacher to confirm receipt of email.

Appendix 5

Duke Street
CHORLEY
Lancashire
PR7 3DU
2023

Dear #####,

Reflection

I am writing to let you know that ##### has spent time in reflection today, following his /her #####

Your child has had a restorative conversation with..... and has identified what went wrong and what should happen next time.

Yours sincerely

Mr A Kidd / Mrs S Ridley
CO-HEADTEACHERS

Reflection Notification

Child's name: _____ Class: _____

I have received notification of the reflection issued to my child.

Signed: _____ (parent/carer) Date: _____



Reflection and Apology Guide:

Purpose:

- To support pupils when reflecting on their behaviour through a restorative conversation
- To support pupils as they develop meaningful apologies.

Directions:

1. Staff to ask the child the following questions and record their responses.
2. Pupil to reflect through restorative conversation and to recognise when an apology is needed- and if so, how to do this in a meaningful way.
- 3.
4. The apology should be reviewed and then delivered.

Qualities of a good apology and sample:

Good Apologies

1. Identify what you did wrong
2. State why it was wrong or the harm it caused
3. Highlight what you will do differently in the future.
4. Express care / empathy (linking to our school core values)

Example:

John, I'm sorry that I've hurt your feelings. It was wrong of me to laugh at your mistake. Everyone makes mistakes sometimes and we need people around us that help us and not put us down. In the future, I will do a better job of encouraging you and helping you when you need it. You make our class a better place



Questions to ask during restorative conversation

In your own words, tell me what happened. Please make clear your involvement.

First....

Next....

Then....

Why do you think this happened?

How were you feeling at the time?

Who do you need to say sorry to?

Talk to me about your actions:

Did you hurt them physically?
Emotionally?

How did you make them feel?

Why were your actions wrong?

What will you do in the future?	
What steps can you now take to repair your relationship with the person involved?	
How are you feeling now, after talking about the incident?	
Moving forwards, are there any strategies or skills that you need to work on to help you be 'your best self' in the future?	

*After having a restorative conversation with the child, give them an opportunity to write their apology on a piece of paper. They don't need to do this as there will be an opportunity to speak directly with other the other child / children involved but some may prefer to record it this way.

Duke Street Primary School



Home-School Expectations 2025/2026

The school - We, both as individual members of staff and as a whole school, will:

- provide the highest standard of primary education, giving all children equal opportunity to fulfil their potential;
- care for your child's safety and happiness in a supportive and caring environment;
- encourage children to try their best at all times. Reward them for compassion, kindness and effort as well as achievement;
- encourage children to believe in themselves, feel valued and support their spiritual, moral, cultural and social development;
- teach your child to develop a positive attitude to others and show zero tolerance towards any incident which is not in line with inclusion or equality;
- encourage the children to understand the importance of a healthy lifestyle;
- support children to engage with home learning;
- contact the parents/carers if there are any concerns with the attendance, progress, social behaviour;
- inform you of your child's progress and attendance regularly;
- provide information to you about our school life, events and activities.

The Parents/Carers - As a parent of a pupil at Duke Street Primary School I/we will:

- encourage my child to be in school for 8.45am so they can engage with Early Bird Maths work and at the latest 8.55am for registration;

- ensure my child has a full clean uniform and PE kit every day and a suitable school coat to wear if needed;
- make sure my child attends every day and notify the school of reasons for any absence before the start of each school day;
- not take my child out of school for family holidays during term time;
- make arrangements for my child's safe return home at the appropriate time;
- support my child's learning at home and their participation in any school trips and visits;
- read with my child ideally every night but at **least three times every week**. Facilitate their access to Numbots / TTRS for 3-5 minutes daily
- support the school's policies and guidelines for learning, attendance, equality and good behaviour;
- let the school know about any concerns that might affect my child's work or behaviour. Log home reading in the school diary provided.
- read all information sent home via letters, Parentmail / Email and Dojo as this gives me important details of school life;
- attend any meetings about my child's progress.

The Child - As a pupil at Duke Street Primary School I will:

- come to school every day and be on time;
- wear my uniform and be tidy in my appearance;
- follow our school and class rules;
- always try my best, both in class and learning at home;
- be polite, kind and helpful to others;
- be well behaved and sensible;
- speak without shouting, walk quietly through school;
- take care not to hurt anyone by what I say or do;
- respect other children's culture, race, feelings, beliefs and values;
- respect school equipment and care for my own and other people's belongings;
- tell a member of staff if I am sad, scared or worried;
- take school letters straight home and give them to my family;
- expect to be treated kindly, be listened to, be helped, be happy, feel wanted, be safe, and to be educated in line with my personal goals.

Together we will:

- develop your child's confidence, self-esteem and love of learning;

- work to support any special needs of your child;
- share any concerns or problems that might affect the child's work, behaviour, attendance;
- take pride in our school and contribute to its success and good reputation;
- ensure that we all take care of the school environment and equipment;
- celebrate the achievements of every child.

