DALLAS ROAD COMMUNITY PRIMARY SCHOOL

BEHAVIOUR LEADERSHIP POLICY

Valued, Encouraged and Challenged to be the best we can possibly be.

2026- 27

Aims

At Dallas Road we aim to develop a positive culture where children are enthusiastic to learn, and learning is made irresistible. We strive to create a caring, supportive, structured environment where children develop independence and responsibility, whilst growing self esteem, self-discipline and resilience. Our approach to behaviour leadership provides the foundations for us all to be: 'Valued, Encouraged and Challenged to be the best we can possibly be',

Statement of Principles

We believe children have a right to an inclusive education in an environment that supports the promotion of positive learning behaviours. This is based on the principle that every child has the right to learn. We guide children to take responsibility and to be accountable for their choices.

The key principles and understandings that underpin our approach to behaviour are:

• Our attitude towards others and learning guides our behaviour choices.

• Children should be empowered to make choices and to take responsibility for the choices that are made.

• We give recognition to positive behaviour choices as we believe that this will help to nurture an ethos of positivity, kindness and co-operation.

• We emphasise accountability and the consequences of our choices.

• We recognise the importance of having the opportunity to redeem behaviour, to learn from mistakes and to make amends.

• At all times, labelling children and forging an identity for them as a consequence of their behavioural choices should be challenged.

• It is our aspiration that positive behavioural choices should be intrinsically motivated.

Of major importance to the policy is choice: At Dallas Road we refer to good choices (which lead to good outcomes) and choices which are not good (which may lead to negative outcomes).

There are two key reasons for the core principle of choice:

• It promotes self-management of behaviour and reflection.

• It prevents labelling children and focuses on the behavioural choices.

This understanding and aspiration is based on all members of the school community upholding a consistent approach and having high expectations to enable children to achieve and be the best they can be.

All members of the school community (children and adults) are role models of attitudinal and behavioural expectations.

Three Be's of Success

At Dallas Road we have developed ways of 'being' rather than creating a list of dos and don'ts to follow.

The Three Be's of Success have been generated by our pupils and underpin all expectations related to behaviour leadership and learning.

Be determined.

Be considerate.

Be the best you can be.

These ways of being are revisited regularly in all classes and in assemblies to review both meaning and the practical out-workings of how these attitudes are reflected in behaviour.

Behaviour Curriculum

At Dallas Road, we recognise that positive behaviour is not simply expected; it is explicitly taught, modelled, practised and reinforced over time. Just as we teach academic knowledge and skills, we teach the behaviours, routines and habits that enable children to learn successfully and contribute positively to the school community.

The Behaviour Curriculum provides clarity about the behaviours and conduct expected of all pupils and ensures that these expectations are taught consistently across the school. Through explicit instruction, modelling, practice and feedback, pupils develop the knowledge, habits and self-regulation skills needed to be successful learners and responsible citizens.

We recognise that children arrive at school with different experiences, strengths and developmental needs. By teaching behaviour explicitly, we provide all pupils with a shared understanding of what success looks like in different situations and contexts.

The Behaviour Curriculum is underpinned by the school's values and the Three Be's of Success. Through assemblies, PSHE, classroom discussions, relationships and everyday interactions, pupils are taught what our values look like in action. Staff explicitly model and reinforce these values, helping children understand how positive choices, respectful relationships and responsible behaviour contribute to a thriving school community.

Teaching Expectations

Behaviour expectations are taught proactively rather than assumed. Staff explicitly teach, model and revisit routines, behaviours and conduct throughout the school year, particularly:

- At the start of each term.
- Following school holidays.
- After periods of disruption.
- Whenever routines need to be re-established.

Teaching may take place through:

- Classroom practice and daily routines.
- Assemblies
- PSHE and Relationships Education.
- Class discussions and reflection.
- Adult modelling and coaching.
- Restorative conversations.

Children are supported to understand not only what is expected, but also why these behaviours contribute to a safe, respectful and productive school environment.

Behaviour in Different Contexts

In the Classroom

Pupils are taught to:

- Listen attentively and follow instructions promptly.
- Be ready to learn.
- Contribute positively to lessons.
- Work independently when appropriate.
- Collaborate respectfully with others.
- Take pride in their work and learning.
- Demonstrate resilience when learning is challenging.

Around School

Pupils are taught to:

- Move calmly and safely.
- Show respect for shared spaces.
- Demonstrate good manners.
- Treat others courteously.
- Care for equipment and resources.

At Social Times

Pupils are taught to:

- Play cooperatively and fairly.
- Include others.
- Resolve disagreements respectfully.
- Follow playground expectations.
- Seek support appropriately.

Online

Pupils are taught to:

- Use technology safely and responsibly.
- Communicate respectfully.
- Report concerns promptly.
- Understand that online behaviour should reflect the school's values and expectations.

Modelling and Practice

All adults are responsible for modelling the behaviours they wish to see. Through consistent adult behaviour, pupils develop a clear understanding of how to interact respectfully, responsibly and positively with others.

Staff will:

- Demonstrate courtesy and respect.
- Use calm and consistent language.
- Reinforce expectations positively.
- Provide opportunities to practise routines.
- Give clear and timely feedback.

Time invested in teaching and practising routines is recognised as a vital element of learning and contributes to the creation of a calm, purposeful and inclusive environment.

Developing Character and Self-Regulation

The ultimate aim of the Behaviour Curriculum is not compliance but the development of self-discipline, independence, responsibility and strong character.

Through consistent teaching and support, pupils learn to:

- Make positive choices.
- Reflect on their actions.
- Understand the impact of their behaviour on others.
- Repair relationships when things go wrong.
- Develop resilience and perseverance.
- Demonstrate the Three Be's of Success independently.

By teaching behaviour alongside academic learning, we help children develop the attitudes, habits and values that will support them both in school and throughout their lives.

Guidance & Responsibilities

It is the responsibility of everyone to uphold, teach and reinforce the school's Behaviour Curriculum. All adults consistently model the behaviours, attitudes and values we expect children to demonstrate, ensuring expectations remain clear, predictable and equitable across the school.

It is the responsibility of all to set high expectations for behaviour (incorporating engagement in learning, interaction with others, respect for property and development of leadership qualities).

All members of the school community have the responsibility to model, recognise and celebrate positive behaviour as well as to challenge unacceptable behaviour.

We avoid responding to unacceptable behaviour with anger. We respond calmly and speak to children in a respectful manner.

Our approach to achieving behavioural expectations is guided by the child's age, capacity to understand and potential to achieve.

Our direction when guiding behaviour is consistent, persistent and insistent.

All learning environments are expected to be well organised, well managed and well planned. They should promote independence, and children should be clear what is expected of them. The variety of children's learning needs and different starting points should be planned for. We recognise that when classrooms meet these conditions that they are most conducive to positive learning and behaviour.

When disputes between children arise, all parties involved should be given the opportunity to explain their version. They are encouraged to find a solution. No blame is attributed until the facts are determined.

Children have a voice which is supported and promoted by all staff. All children have the chance to raise issues around behaviour and to have discussions to seek solutions. This helps them to take responsibility for the behaviour of themselves and their peers.

In addition to timely face-to-face communication, it is the responsibility of all staff to record incidents of unacceptable or concerning behaviour electronically using CPOMS, ensuring that members of SLT, pastoral and other relevant parties are included as recipients of the record.

Members of the SLT and Pastoral team communicate daily and meet frequently to analyse whole school behavioural issues and trends, enabling shared understandings and a clear and consistent approach.

Recognition & Reward

We believe that children enjoy learning and are more successful when they are intrinsically rather than extrinsically motivated to achieve - we aim to support children in developing attitudes that lead to this. We recognise that when a child knows and understands the expectations on them, and these are attained or exceeded, then it should be acknowledged. We recognise achievement e.g. "Because you have – this will happen.", but do not provide incentives "If you do - you will get.".

Recognition is used to celebrate pupils who demonstrate the school's values in their learning, conduct and relationships. Adults make explicit links between positive behaviour and the values being displayed, helping children develop a deeper understanding of the behaviours and attitudes we wish to promote.

The following approaches should be used at the adult's discretion:

• Name added to recognition board

• Personal verbal praise

• Public verbal praise

• Sharing of positive behaviour/achievement with others (other staff, parents etc.)

• Wow cards.

• Visit to the head teacher & deputy head teacher..

Consequences

Consequences for unacceptable behaviour should be appropriate to the child's age and maturity. A consequence should be explained to the child and how it is appropriate for the unacceptable behaviour that has occurred. Each incident of unacceptable behaviour should be understood and dealt with in context. The following consequences are not a prescribed and inflexible procedure for all incidents. Serious incidents of unacceptable behaviour and habitual behavioural choices that impact upon the learning of others can be addressed without working through all stages.

• Reminder of expectations

• Eye contact - emphasising expectations.

• Suggest alternatives and share 'language of choice'.

• Verbal warning

• Minutes off the next playtime – (these can be earned back if noticeable behavioural and attitudinal change is apparent)

• Removal from the room to another appropriate space

• Loss of break time as a consequence or to make up for lost learning time

• Speak with member of SLT regarding behavioural choices.

• Extended time out of class

• Parents contacted – we will contact parents regarding one-off serious incidents or if we identify a concerning trend in behaviour

• Dealing with incidents and finding resolution

Each incident of reported unacceptable behaviour is investigated to its fullest and all those involved are given voice to explain what happened from their points of view. As the details of the incident become clear, the nature of appropriate consequences or next steps are determined.

Restorative approaches are grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed. A restorative reflection allows participants to talk about an incident and together negotiate what needs to happen to repair harm and move forward.

At all stages a child will be given the opportunity to turn their attitudes and behaviour around. Once positive choices have been established, consequences have been served and a resolution achieved then the 'slate' is wiped clean.

Emotion Coaching

We have developed an Emotion Coaching response to support our children to understand, regulate and reflect on their behaviour. This approach supports mental health and develops strong and trusting relationships throughout the School Community. The Emotion Coaching sequence enables children to recognise a range of emotions that they may encounter and develop strategies to manage their behaviour; this may also include managing their behaviour differently in the future.

Developing an Emotion Coaching Culture

The purpose of Emotion Coaching is to help children begin to build new connections that lead to a deeper understanding of their emotions and healthy responses to them in the moment. Emotion coaching provides opportunities for negative emotions to be acknowledged as valid and normal. The behaviour may not be acceptable, but this approach allows staff to see negative behaviour as a teaching opportunity.

Emotion Coaching complements the Behaviour Curriculum by helping pupils understand the connection between emotions, behaviours and choices. Through adult support and guided reflection, pupils develop the self-regulation skills needed to demonstrate the behaviours and values expected across school.

Staff recognise that behaviour can be influenced by safeguarding concerns, trauma, adverse childhood experiences, mental health needs, communication difficulties and SEND. Supportive interventions will be considered alongside consequences to address underlying needs as well as behaviour itself.

Equality

Dallas Road is committed to building a community based on British Values, mutual respect and understanding.

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

SEN and additional needs of some pupils

We will make reasonable adjustments in the application of the Policy for some pupils when circumstances mean it is necessary to do so. Where a reasonable adjustment is made in terms of the Policy for an individual pupil the SLT and Pastoral team will work with the parents and class teacher to create an Individual Behaviour Plan. The class teacher will ensure that they communicate the details of the Individual Behaviour Plan to all staff.

Where appropriate, pupils may receive additional teaching, modelling and practice of behavioural expectations through the school's Behaviour Curriculum alongside any personalised provision.

The Role of all Teaching and Support Staff

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to self-regulate behaviour. All teaching and support staff at Dallas Road are social, emotional, and learning role models for pupils.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly. They expect their classes to behave in a responsible

manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour and strive to ensure that all pupils work to the best of their ability. Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the culture across the school. The Headteacher monitors records of all reported serious incidents. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a pupil from School.

The Role of Parents

At Dallas Road, we work collaboratively with parents. We share the school's behavioural expectations, and we expect parents to read these and support them. We expect parents to support their child's learning, and to cooperate with the school. We work hard to build a supportive dialogue between home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The Role of Governors

The Governing Body has the responsibility for establishing the Behaviour policy and reviewing its effectiveness. The Governing Body supports the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school Behaviour 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. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Persistent Unacceptable Behaviour

If unacceptable behaviour persists, after involvement of parents, personalised provision will be put into place. This will include a personal, social and emotional assessment along with pastoral support from specialist teaching assistants. This will be shared with parents. If continued further this could result in fixed-term suspension or permanent exclusion.

Exclusion and Suspension from School

The school follows Lancashire County Council guidance and the process of exclusion that we follow is based on a legal framework. Following a fixed term suspension, support is provided to ensure a good understanding of what has happened and how it could have been avoided, so that reintegration into school is smooth and measures are in place to support the child.

A suspension is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit.

Reasons for fixed term suspension:

Serious breach of the school's rules or policies.

Serious risk of harm to the education or welfare of the pupil or others in the school.

Suspension may be the result of repeated unacceptable behaviour or a serious single incident.

Permanent exclusion

Permanent exclusion means a child is expelled. Lancashire County Council must arrange full-time education from the sixth school day. If the Headteacher excludes a child, s/he informs the parents verbally, immediately, giving reasons for the exclusion. Parents and the child are then informed in writing providing an explanation of the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

Misbehaviour Outside of School

Schools have the power to discipline pupils for misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will respond to these incidents if a child is:

taking part in any school-organised or school-related activity.

travelling to or from school. wearing school uniform.

in some other way identifiable as a pupil at the school that could have

repercussions for the orderly running of the school.

that poses a threat to another pupil; or

that could adversely affect the reputation of the school.

In all of these circumstances the Headteacher will refer to the school's behaviour policy and also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Through our Online Safety Curriculum, we teach children about the importance of personal information and how to use devices safely, securely and responsibly. When children make poor choices online, we will investigate and act if this negatively impacts on behaviour or learning in school.

Screening and Searching Pupils

If a member of staff is concerned that a child may be in possession of an item that may cause offence, harm or have a negative impact on others they are encouraged to confiscate such items and hand them to a member of the school leadership team. Such items, if appropriate, will be returned to the child (or parent/carer of the child) at a suitable time determined by the headteacher. The law protects staff from liability for damage to, or loss of, any confiscated items.

School staff can search a pupil for any item with their consent. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search for and confiscate, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item which includes:

Weapons or knives

Alcohol, illegal drugs or medicines

Stolen items

Tobacco and cigarette papers

Pornographic items

Fireworks

Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Criminal law

Some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed, they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement from the Headteacher.

Reasonable Force and Restrictive Interventions

The school follows the Department for Education guidance, *Restrictive interventions, including use of reasonable force, in schools* (April 2026).

All members of school staff have a legal power to use reasonable force in certain circumstances. Reasonable force means using no more force than is necessary, for the least amount of time required, to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.

- Damaging property.
- Causing disorder amongst pupils at the school, whether during a lesson or otherwise.

The decision to use reasonable force will always be based on the specific circumstances of the incident. Staff will consider whether the intervention is necessary, proportionate and in the best interests of the pupil and others involved. Whenever possible, staff will use prevention and de-escalation strategies before resorting to restrictive interventions. Staff will also take account of individual vulnerabilities, including SEND, medical conditions, communication needs, trauma, mental health needs and any relevant risk assessments or behaviour support plans.

Headteachers and authorised members of staff may use reasonable force when conducting a search for prohibited items where legislation permits. Reasonable force may be used to search for legally prohibited items, but not solely for items banned under school rules.

Following any significant incident involving the use of reasonable force, the school will:

- Record the incident as soon as practicable, normally on the same day.
- Record details of the incident on CPOMS, including antecedents, de-escalation strategies used, actions taken and any follow-up support required
- Inform parents as soon as practicable and normally on the same day where required.
- Review the incident to identify learning, support pupil and staff wellbeing and consider whether amendments to risk assessments or behaviour support plans are required.

The Headteacher and governing body will monitor records of restrictive interventions to ensure that practice remains lawful, proportionate and in the best interests of pupils, and to identify any patterns, training needs or additional support required.

Child on Child Abuse

At Dallas Road, all staff know that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing

up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse

Child-on-child abuse may include:

- bullying (including cyberbullying)
- prejudice-based and discriminatory bullying
- abuse within intimate personal relationships
- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images
- upskirting
- initiation/hazing type violence and rituals.

Discriminatory Behaviour

Dallas Road does not tolerate discriminatory behaviour, including racism, sexism, homophobia, biphobia, transphobia, disability-related harassment, religious discrimination or prejudice towards any protected characteristic. Such incidents will be recorded, investigated and addressed appropriately, and may also be treated as safeguarding concerns where applicable.

Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or

because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our school's first priority but we are aware that emotional bullying can be more damaging than physical; our school will make judgements about each specific case.

Prevention

We ensure we are aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. A variety of teaching approaches are used to ensure we choose the method that will work best for our pupils, depending on the particular issues they need to address. Dallas Road has an ethos of good behaviour where pupils treat one another and the school staff with respect because they understand that this is the right way to behave. We use our values Education themes to develop the children's emotional vocabulary and understanding of the value of all aspects of their education. All adults and children in our school have a clear understanding of how our actions affect others; this permeates the whole school environment and is reinforced by staff and older pupils who set a good example to the rest.

References The Equality Act 2010 The Children Act 1989 (re: safeguarding children and young people)

For more details refer to the Anti Bullying Policy

Online Behaviour and Conduct

Online behaviour is subject to the same expectations as behaviour in school.
Pupils must use technology safely, respectfully and responsibly. Behaviour online (in or out of school) that impacts safety, learning, wellbeing or the school's reputation will be responded to in line with this policy.
Online bullying, harassment, sharing inappropriate material, or misuse of social platforms/devices will be investigated as any other behaviour incident.
All pupils are taught safe and responsible use of technology through the Online Safety Curriculum.

Monitoring and Reporting

All staff have access to a secure online system – CPOMS – allowing staff to record instances of unacceptable behaviour with the relevant staff immediately and securely. This system allows staff to track and monitor the behaviour of individual children within school, which allows us to better support our children.

Staff Induction, Development and Support

All staff and volunteers are asked to read our Behaviour Policy prior to starting at Dallas Road with key points discussed and exemplified.

Staff are provided with regular training and advice and are able to identify particular training needs through their appraisals and the school's annual self-evaluation process.

Personal Social and Health Education

The PSHE curriculum will address issues of self-awareness, positive self-esteem and confidence. Children are encouraged to respect each other and develop independence, responsibility and relationships. We aim to value achievements and develop strategies to deal with the challenges of life now and in the future. PSHE is also supported through assemblies.

The PSHE curriculum supports the development of self-awareness, self-esteem, confidence, respect, responsibility and positive relationships. PSHE, assemblies and the Behaviour Curriculum work together to develop pupils' understanding of citizenship, relationships, self-regulation and personal responsibility. Children are encouraged to develop strategies that help them navigate the challenges of life both now and in the future.

Review and monitoring

Monitoring is the responsibility of the Headteacher, named Governor and senior leadership team. The Governing body monitors the behaviour policy on an annual basis. The school is aware of its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special education needs and disability (SEND).