

St Denys Primary



Creativity, Choice, Challenge



Achievement for All

St. Denys Primary School
Behaviour Policy

February 2026

“We aim to create a calm, positive atmosphere that is conducive to high quality learning and where all children feel safe, valued and secure.”

The Governors have stated that they believe that high standards of behaviour lie at the heart of a successful school and that this is achieved through positive behaviour management, in accordance with the following agreed principles:

- St Denys is an inclusive school and it is important that all members of the school community feel free from discrimination of any sort.
- Our whole school community have the right to feel safe at all times in school
- All pupils are supported to achieve their potential, both academically and socially. They are also provided with support to overcome any barriers to learning that they may face.
- Effort and achievement are both recognised and celebrated.
- A range of rewards, consistently applied, are in place to encourage good behaviour in both the classroom and around school.
- We recognise that behaviour is a form of communication and our approach is focussed on trying to identify the reasons and causes of a pupils behaviour.
- Staff consistently provide good role models for pupils in terms of good manners, mutual respect and behaviour, as do parents\carers when on the school site.

Our Aims

We are an inclusive school where everyone is valued for who they are. Respect is central to our ethos and community. We recognise that behaviour can only be managed effectively if there is a positive approach applied consistently by all. We aim to ensure that all children have the opportunity to develop excellent behaviour for learning and the aims set out below support this.

- ❖ Positive behaviour will be taught, modelled, encouraged and recognised.
- ❖ Our Learning Powers will be used consistently to reinforce behaviour expectations
- ❖ Everyone will adopt a fair and consistent approach.
- ❖ We will seek the support and co-operation of parents / carers.
- ❖ Where possible a problem-solving approach will be adopted using the principles of restorative practice.
- ❖ All strategies and action are based trauma informed approach

How do we intend to do this?

Our behaviour expectations are underpinned by our Learning Powers and our St Denys Way Curriculum (see separate document). Respect is fundamental to everything we expect. Children understand that respect is; tolerance, valuing others feelings and views even if you don't always agree with them, listening and being kind and courteous.



Clear expectations	<ul style="list-style-type: none"> • Shared explicitly and regularly with children and adults, including through our Personal, Social and Health Education and Emotional Literacy programme. • Agreed through the whole school and within individual classes • Consistently reinforced and modelled by adults • Children receive recognition and positive reminders for following these • Personal reminders given as needed • Expectations remain consistent throughout the school day and are reinforced by all adults in school e.g., at playtimes and lunchtimes, during after school clubs, in classrooms and assemblies.
House system	<p>Developing a sense of community, belonging and teamwork throughout the school.</p> <ul style="list-style-type: none"> • Each child and member of staff within the school will be a member of a House: Carpathia, QEII, Titanic and Habana. • Where possible, siblings and family members will always be placed in the same House. • Y6 House Captains act as important role models to others • Staff will award House points, through the use of stickers in Rainbow and Key Stage 1 and Class Dojo points in Key Stage 2, when they feel a child has excelled personally or academically in any area of school life. This ensures that there is a high sense of achievement and high level of value attributed to the system. • Throughout the year, there will be other opportunities for House competitions including the annual Sports Day event, during which further House points can be earned. • House points are totalled up each week and shared with the whole class during Celebration Assembly each Friday. A running total is kept each week for a term and the winning House has a 'House Treat' (previous treats have included treasure hunts, craft sessions, fun physical activity sessions).
Whole school celebrations and rewards	<ul style="list-style-type: none"> • Excellent effort and work is celebrated through the 'Learner of the Week' award that is presented every Friday. The children have their work displayed in the playground and outside the Headteacher's Office for all to see and a certificate and text is sent home. • Special mentions are given in Celebration Assembly every Friday: children receive a sticker and names are written in the special book for all to read. Parents receive a text to let them know this has happened. • Children are invited to share successes with the wider school community (e.g., Headteacher, Deputy Headteacher, other adults within school) when they have achieved personal goals.

Individual incentives	<ul style="list-style-type: none"> • Verbal praise and recognition • House points given by all adults in the school contributing to individual child's sticker chart or Class Dojo points. Adults will qualify to the child why they are receiving the house point. • Children will come to the Headteacher's office to celebrate special work and be given a Headteacher sticker. • If a child has a particularly special day for any reason, then a note/card will be sent home or a phone call home or the parents told in the playground at the end of the day.
Class-based systems	<ul style="list-style-type: none"> • Within individual classes, additional systems and incentives may be in place supporting the aims and principles of this behaviour policy and taking into account the needs of individuals within the class For example: • Class points: a class incentive negotiated with pupils may be given on completion of agreed points total, a morning or afternoon session is chosen. E.g. DVD, sports, toast, safari zone etc • Class teachers have the option to have group point systems in place if they wish. <p>Class based use of certificates, superstar charts, dojo winners, stickers.</p>
Restorative Justice strategies – understanding consequences	<ul style="list-style-type: none"> • Wherever possible a problem-solving approach through the use of Restorative Justice strategies, ensuring pupils are made aware of how their actions have made others feel, will be adopted by children and adults to resolve differences. Consequences may still need to be enforced but the decision is shared and explained. • We will build on children's self-esteem and understanding of their own and other's needs through positive reinforcement, supporting the development of intrinsic motivation and our Personal, Social and Health Education and Emotional Literacy programme.
Engagement with parents / carers	<ul style="list-style-type: none"> • We will seek the support and cooperation of parents / carers. • We will involve parents / carers for feedback on positive behaviour as well as share any concerns • Celebrations of Learning termly enable children to share their work and achievements with their parents / carers

Supporting individuals	<ul style="list-style-type: none"> • Positive praise of nearby children showing the required behaviour • A clear instruction to the child, describing the required behaviour • A reminder of potential consequences of not using positive behaviour • Adult applies the appropriate consequence, following the principles of the behaviour policy and Restorative Justice strategies (e.g. 1:1 discussion, removal from the situation, discussion with parents/carers, meeting with Headteacher / Deputy Headteacher). • Where demonstrating positive behaviour becomes a persistent difficulty for an individual, which is affecting their work, then a behaviour log will be kept and an individual behaviour plan may be put in place.
Incidents of complex behaviour difficulties	<p>E.g.</p> <ul style="list-style-type: none"> ➤ Blatant refusal to cooperate ➤ Overt racism (parents informed – see bullying policy) ➤ Threatening behaviour, intimidation or bullying (parents informed –see Dealing with Bullying policy) ➤ Leaving school premises <p>The Headteacher or Deputy Headteacher will become involved and parents will be informed.</p> <p>Extreme violence and/or verbal assault may require a more resolute response which may include internal suspension, fixed suspension or permanent exclusion.</p> <p>School Governors will be informed and may become involved in incidents of serious behaviour issues.</p> <p><u>Racist Incidents</u> Any racist incident will be dealt with straight away. All such incidents go against the aims of our school and are taken seriously.</p> <p>All incidents would be reported to the Headteacher and would be recorded appropriately.</p> <ul style="list-style-type: none"> • Incidents would be dealt with as soon as they occur by the adult present. Parents would be informed.

Safe Touch and Physical Intervention

(Safe and appropriate touch is perfectly normal and is used within the school to comfort as well as keep children safe. The school staff would always be acting as an appropriate parent ensuring that pupils know that the staff member is there to help and support them. This support may involve the need to touch the pupil to check an

injury, administer first aid or console them when they are upset. The support may also require touch to ensure the pupil is in the correct place, does not present a danger to themselves or to others or need help in regaining control over their emotions.)

When would physical intervention, including guiding, escorting and restraining, be used?

- Physical Intervention can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, physical intervention is used for two main purposes – to reduce the risk of harm or damage.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and would always depend on the individual circumstances. Where physical intervention has been used, parents would normally be informed and the school would complete a risk assessment and an Individual Behaviour Plan for the pupil so that future need for physical intervention may be reduced.
- The following list is not exhaustive but provides some examples of situations where physical intervention can and cannot be used. (Restrictive interventions, including use of reasonable force, in schools 2026” Guidance Document April 2026)

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to leave and they are putting themselves or others in danger or damaging property.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.
 - It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

We follow DFE and L.A. guidelines on restraint (Restrictive interventions, including use of reasonable force, in schools 2026” Guidance Document April 2026) and only use actions that are reasonable, proportionate and necessary.

Any use of physical intervention is recorded in-line with DFE guidance.

Many of the staff in the school have been trained in techniques to de-escalate and manage challenging behaviour through Securicare Training.

Policy Reviewed and ratified by Governors, February 2026

