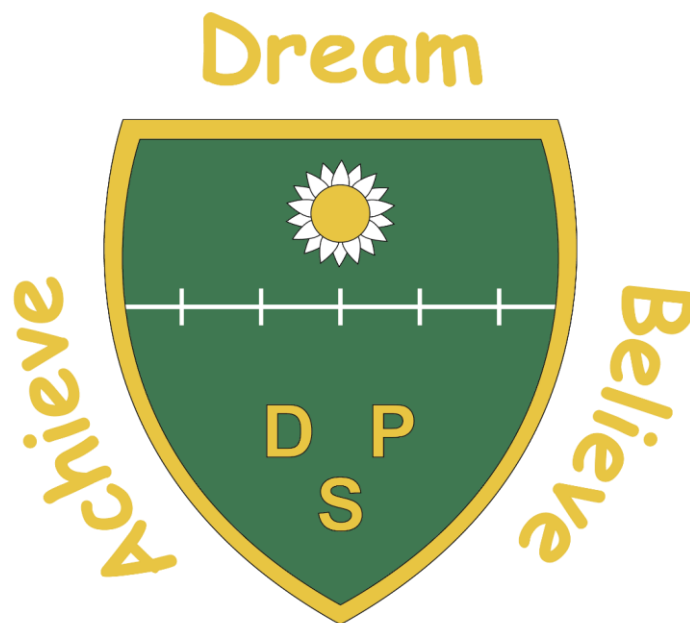


# Daisyfield Primary School



## Behaviour Policy

Date Adopted/Reviewed: Spring 2025

Chair of Committee Signature: \_\_\_\_\_

Next Review: Autumn Term 2027

TWO YEARLY REVIEW

## 1. Rationale

The purpose of the Behaviour Policy is to enable all stakeholders to contribute to developing a positive culture of respect for all. At Daisyfield we are clear about our culture – **‘Daisies do it like this.’**

## 2. Vision, Ethos and Aims

At Daisyfield Primary School, we believe that positive relationships and consistent adult behaviour underpin a safe, respectful, and inclusive learning environment. Our approach to behaviour is built on dignity, consistency, and the understanding that children thrive when they feel valued, respected and supported.

We focus on proactive, relational and restorative approaches to behaviour management, ensuring every child has the opportunity to succeed socially, emotionally and academically.

Our Aims are:

1. To create a school community, which is safe, purposeful, and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
2. To foster mutual respect and caring attitudes where achievements are acknowledged and celebrated.
3. To help children develop an understanding of responsibility and help them grow into self-disciplined young people who show respect for themselves and others.
4. To manage children's behaviour effectively by having a whole school approach to behaviour management which is clearly understood by children, parents and staff.
5. To make boundaries of acceptable behaviour clear and to ensure children feel safe and secure.
6. To promote a partnership of shared responsibility for behaviour.
7. To take any appropriate action to ensure all children access their entitlement to a full curriculum in a safe and secure environment.

## 3. Core Principles

Our approach is guided by Paul Dix's key principles in his book 'When The Adult changes, Everything Changes':

- **Relentless Routines** - Clear, simple, and consistently upheld expectations.
- **Consistent, Calm Adults** - Staff model emotional regulation and respect at all times.
- **Visible Kindness and Recognition** - Celebrating positive behaviour through relational approaches rather than material rewards.
- **Restorative Conversations** - Helping children learn from their mistakes and repair relationships.
- **Deliberate, Quiet Correction** - Managing behaviour with dignity, avoiding public shaming or confrontation.

## 4. Expectations

We expect all members of our school community to:

- **Be Ready** - prepared to learn and engage.
- **Be Respectful** - towards themselves, others, and the school environment.
- **Be Safe** - making choices that ensure the safety and well-being of all.

These expectations are simple, positively framed, and consistently reinforced by all adults. The children learn about these in class and during assemblies.

These have been developed into Our School Charter (see appendix 1 for class display).

## *Daisies Do It Like This!* *School Charter*

*This is  
what we  
do!*



*This is  
how we do  
it!*

*Be Ready*



*Be Ready*

*We are always  
prepared to learn  
and engage with  
known adults.*

*Be Respectful*



*Be  
Respectful*

*We are always  
respectful  
towards ourselves,  
others and our  
environment.*

*Be Safe*



*Be Safe*

*We always make  
choices that keep  
us safe and look  
after the well-  
being of all.*

## 5. Relentless Routines

### Routine 1

All staff will:

- **Meet and Greet** every child warmly at the door.  
We do this to make our children feel welcome. Our leaders are present on the main gates to model the expectation for all. Adults smile and use an appropriate verbal greeting.

### Routine 2

All staff will:

- Use **clear and consistent** language to reinforce high expectations through positive interactions where children receive **Praise in Public (PIP)** and **Support in Private (SIP)**.
- Praise should be **specific, targeted, public and sincere**.
- **Reprimand** should be **calm, private or re-directions** that only the child who it is intended for can hear. e.g. '(Insert child's name), I need you focused on the task now.' If the child says they were then respond '(Insert child's name), OK, maybe you were. I need you focused and working hard now. Thank you.'
- Children will be spoken to **calmly** with **respect as staff do not shout, express negativity, use sarcasm or derogatory tones**.

### Routine 3

All children will:

- Model respectful and calm behaviour at all times by walking around school with **Safe Steps**. This means that the children will walk through school. This helps to keep our busy school environment calm and safe. This will be visible, consistent and will happen every single day.

### Routine 4

All staff will:

- Follow the **Signal, Pause, Insist** expectation when teachers require their attention. The signal across KS1 and KS2 is a clap. EYFS use a bell.

## 6. Recognition and Encouragement

We focus on intrinsic motivation with a few external rewards. Staff will use:

- **Team Points** - Points are awarded to individuals and groups e.g. 'Fatima has received a point for super English work or behaviour in class has been amazing today 5 points to each group. Adults love giving praise and the points serve to emphasise the recognition. Teachers are able to use these points creatively and with humour. At the end of the week, classes undertake a calculation to work out who has won. There is no other prize than having the greatest amount of points.
- **Stickers/Wristbands** – Children receive stickers to celebrate their efforts
- **Post Cards Home** - Celebrate success through post it messages, postcards home to celebrate success and encourage parental engagement.
- **Daisies Do It Like This** – The child who consistently follows the rules, goes above and beyond with their behaviour and demonstrates 'Daisies Do It Like This' will receive an award in assembly on a Friday morning. They will have their photo taken and it will be displayed on the Daisyfield Hall of Fame. All children on the Hall of Fame will then receive a treat at the end of the term. This may be Hot Chocolate/ Ice Cream (seasonal) with the HT or an extra playtime.
- **Hall of Fame** – Display in the hall of children who have received the 'Daisies Do It Like This'.
- **Recognition Boards** – Each class has a board to build a culture of collective strategy of positive recognition. On the board the teacher writes the focus for the class e.g. 'One Voice' so that children are encouraged to listen rather than speaking over their peers. The teacher adds their name to the board over the course of the day/week. Pupils are encouraged to nominate a peer to

demonstrate that they are also meeting this expectation. Children who may have received private reprimand are still caught demonstrating positive behaviours and added to the board. At the end of the day/week the aim is for all children to have their name on the board.

- **Golden time** - Golden Time will be organised in classes. The class will vote for what they want to do.
- **Pupil Leadership Team (PLT)** - Offer leadership opportunities and responsibilities to reinforce positive contributions within the classroom and across school.

**Rewards – Child Version** (see appendix 1 for class display)



## 7. Promoting Regulation of Behaviour

At Daisyfield, we monitor children's behaviour and attitudes, recognising that it is possible to be warm, kind and friendly as well as having very high expectations, strictly enforced.

At the start of each day we use the Zones of Regulation to help children to build an inclusive, safe, supportive school environment that supports learning and develops well-being for all. The zones are a common language for communication, problem solving and supporting emotional understanding. They increase children's self-awareness and social and emotional skills.

The Zones of Regulation provide an easy way to think and talk about feelings and sort emotions into four coloured zones, all of which are normal feelings expected in life.

|  |   |
|--|---|
| <b>Blue Zone:</b><br><br>Sad<br>Bored<br>Tired<br>Sick               | <b>Green Zone:</b><br><br>Happy<br>Focused<br>Calm<br>Proud                 |
| <b>Yellow Zone:</b><br><br>Worried<br>Frustrated<br>Silly<br>Excited | <b>Red Zone:</b><br><br>Overjoyed/ Elated<br>Panicked<br>Angry<br>Terrified |

Staff check in with the children and support them to transition into the green zone which is where they need to be in order to learn. If assistance is needed, support is sought from the DSL using a CPOMS card.

## 8. Responding to Behaviour

Children are all expected to participate in learning in a number of ways e.g. hands up, no hands up, choral response, mini-whiteboards and independent practice. Children are reminded how we want them to participate with questions that support their means of participation e.g. 'Without calling out, can anyone tell me ...', 'With a hand in the air, can anyone tell me ...'

When behaviour does not meet expectations, staff will:

1. **Give a Gentle Reminder** - A non-confrontational cue to reset behaviour.
2. **Offer a Private, Calm Correction** - Using a neutral tone and minimal words.
3. **Provide a Clear Choice** - Encouraging self-regulation (You can choose to continue, or you can take some time to reset).
4. **Use a Restorative Approach** - Engaging the child in a structured conversation to understand their actions and repair relationships.

## 9. Restorative Conversations

After an incident, staff will support children through reflective and restorative conversations:

- What happened? (Fact-based, without blame)
- What were you thinking at the time?
- Who has been affected, and how?
- How can we make things right?
- What will you do differently next time?

These conversations help children take responsibility and develop emotional intelligence.

## 10. Supporting Behaviour for All

We recognise that some children require additional support. Strategies include:

- Personalised support plans developed with staff, parents, and the child.
- Mentoring and coaching to help children regulate emotions.
- Alternative strategies such as movement breaks or safe spaces.
- Trauma-informed practices to understand and respond to children's needs.

### EYFS

In the Foundation Stage children also follow a hierarchy.

1. A warning is given and the child is left to try again.
2. The child is taken out of the area/activity and given something else to do.
3. The child is sat on a chair for time to settle down – no activity, using a timer.
4. Parents are informed of any serious incidents.

For throwing things or hurting other children time out is given straight away.

In the classroom, teachers:






1. Manage child's behaviour through projecting non-verbal confidence e.g. warmth and calm presence around the room.
2. Project their voice calmly using an everyday voice and another more corrective tone that communicates a level of firmness.
3. Maintain eye contact – scan the room front to back – side to side to show all children that their attention is required.
4. Insist on high expectations e.g. Use the bell (EYFS) or clap (KS1 and KS2) to gain attention.
5. Challenge and affirm using positive framing e.g. Thank you, that's great. Everyone is listening and ready to go. Well done.'
6. Supervise actively during tasks – circulate the room to pick up on any difficulties, reinforce learning, tasks and time cues.
7. Encourage, re-direct or push learners on.
8. Support the children to make good choices; support them to make this a habit.
9. There are times when teachers must manage lesson disruption. Teachers evaluate the disruption and determine a course of action.

## Behaviour Escalation

|   |
|---|
| First Instance – Remind and Support   |
| <ol style="list-style-type: none"> <li>1. Non- verbal reinforcement or a private word with a child.</li> <li>2. Frame correction as positive reinforcement e.g. '(Insert child's name), I'd like you looking this way and listening, thanks'</li> <li>3. Give them the benefit of the doubt e.g. '(Insert child's name), I need you focused on the task now.' If the child says they were then respond '(Insert child's name), OK, maybe you were. I need you focused and working hard now. Thank you.'</li> </ol>  |
| Second Instance – Support in Private  |
| <ol style="list-style-type: none"> <li>1. Intervene to prevent the unwanted behaviour from continuing e.g. '(Insert child's name), you can either face forwards, concentrating on your work, or I will move you to the front table.'</li> <li>2. Then narrate the consequence e.g. '(Insert child's name), you've continued to talk after the warning, which disrupts our learning, so you must now move to the front of the class and complete the work there.'</li> <li>3. Follow through with the consequence to show that certain behaviours will definitely lead to consequences.</li> <li>4. Re-focus the learning if needed for all children to move past any disruption by recapping what had been covered so far.</li> <li>5. At the next available opportunity (same day) discuss the child's behaviour with the teacher using a script as follows:<br/> <i>'I noticed you are ... (having trouble getting started/ struggling to get going/ wandering around the classroom)</i><br/> <i>It was the rule about ... (working hard) that you broke.</i><br/> <i>You have chosen to ... (catch up with your work at lunchtime)</i><br/> <i>Do you remember last week when you ... (got that positive note)</i><br/> <i>That is who I need to see today.</i><br/> <i>Thank you for listening.'</i><br/> OR<br/> <i>Walk and Talk</i><br/> <i>'You own your own behaviour. You are better than the behaviour you are showing today (and I can prove it). Do you remember last week when you helped me tidy up/ led the group/ gave me that excellent homework? Remember mum's face when she got the note. That is the person I know, that is the person I need to see today. Thank you for listening.'</i> </li> </ol> |
| Third Instance – Escalated Support in Private/ Coaching Support (SLT)   |
| <ol style="list-style-type: none"> <li>1. If reminders and positivity have not had the desired effect and the child is not meeting basic expectations have another private word.</li> <li>2. Private, low-key explanation of the rule broken (calm but firmer still). Re-iteration of expectation to the child, showing disapproval of behaviour.</li> <li>3. The adult will discreetly contact SLT using the CPOMS card to promptly come to class.</li> <li>4. The child is taken outside the classroom for a behaviour coaching conversation, to explore what has gone on, attempt to get to the heart of the problem, clearly and very firmly reiterate the expectation and also make clear that one further episode of behaviour will result in a conversation with the CT, SLT and their parents.</li> <li>5. Teacher discreetly records the incident on CPOMS using the format of the conversation.</li> </ol>  |
| Fourth instance – Serious Class Teacher/ SLT Behaviour Management   |
| <ol style="list-style-type: none"> <li>1. If the unacceptable behaviour continues, the HT should be contacted and asked to come to class. There will then follow a formal coaching session with the HT outside the classroom and the child will spend the remainder of the lesson completing their task away from the class.</li> <li>2. Parents will be invited in to meet with the class teacher and HT. At this meeting, behaviour actions and targets may be agreed and a report card may be introduced for a period of 1 or 2 weeks. A review meeting will be agreed with parents at the end of the monitoring period to review improvements.</li> <li>3. This must be logged on CPOMS.</li> </ol>   |



**Consequences – Child Friendly** (see appendix 1 for class display)

|   |   |  |
|---|---|--|
| 1 | <br>Remind and Support               |  |
| 2 | <br>Support in Private (SIP)         | <br>Walk and Talk |
| 3 | <br>SIP/ Coaching Support (SLT)      |  |
| 4 | <br>Headteacher and Family Meeting |  |

**Severe Behaviour**

Any behaviour which is extreme such as fighting and vandalism should be referred to the Headteacher straight away. This will result in a formal meeting with the parents and potentially lead to an isolation/ fixed term exclusion for a period of time. The LA will be informed. Following discussion, a decision will be made to determine if the child will be placed on a formal report card which must be signed daily by the class teacher, AHT/HT and parents.

## Report Card

## Report Card

Name: ..... Class: ..... Date: .....











|           | Session 1 | Break | Session 2 | Session 3 | Lunch | Session 4 | Session 5 | Sign & comment |
|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|----------------|
| Monday    |           |       |           |           |       |           |           |                |
| Tuesday   |           |       |           |           |       |           |           |                |
| Wednesday |           |       |           |           |       |           |           |                |
| Thursday  |           |       |           |           |       |           |           |                |
| Friday    |           |       |           |           |       |           |           |                |

This card must be given to your teacher to be completed at the end of the lesson and checked by the Assistant Headteacher/ Headteacher at the end of each day.

## Supporting Regulation

When children are struggling to regulate, the class teacher uses the managing my emotions chart to support children to regulate.

KSI Managing My Emotions

| Well-being score | Feeling Face  | Senses  | Questions           | Write or draw your answer |
|------------------|---|---|---------------------|---------------------------|
| 5                |  |  | What can you hear?  |                           |
| 4                |  |  | What can you see?   |                           |
| 3                |  |  | What can you feel?  |                           |
| 2                |  |  | What can you smell? |                           |
| 1                |  |  | How do you feel?    |                           |

KSI Managing My Emotions

| Well-being score | Feeling Face  | Senses   | Questions           | Write or draw your answer |
|------------------|---|--|---------------------|---------------------------|
| 5                |  |  | What can you hear?  |                           |
| 4                |  |  | What can you see?   |                           |
| 3                |  |  | What can you feel?  |                           |
| 2                |  |  | What can you smell? |                           |
| 1                |  |  | How do you feel?    |                           |

The class teacher will consult with the SENDCO regarding further strategies to support the child. Contact with external agencies for advice and support for the child may be made. Some children require an ABC chart to look for patterns in behaviour. Once completed, this is logged on CPOMS.

#### ABC Chart

**Name:**

| Date | Time | Where | A – Antecedent<br>(What activity / event occurred before the challenging behaviour?) | B – Behaviour<br>(What did the child say or do?) | C – Consequence<br>(What did you do?) | Initials |
|------|------|-------|--|--|---------------------------------------|----------|
|      |      |       |  |  |                                       |          |
|      |      |       |  |  |                                       |          |
|      |      |       |  |  |                                       |          |
|      |      |       |  |  |                                       |          |
|      |      |       |  |  |                                       |          |

This must be logged on CPOMS. To support de-escalation each class has a copy of the following managing emotions chart to support children to regulate.

### **11. Bullying/ Harassment**

At Daisyfield Primary School there is a zero-tolerance approach to bullying, sexual harassment and sexual violence. The school will ensure that all incidents are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection, safeguarding and child on child policies for more information.

## **12. Staff Development and Consistency**

- All staff receive training on relational and restorative approaches.
- Regular discussions ensure consistency across the school.
- Leaders model and support staff in implementing this policy effectively.

## **13. Parental Partnership**

We work in partnership with parents and carers by:

- Communicating regularly about behaviour expectations.
- Engaging parents in solutions rather than focusing on punishments.
- Offering guidance on behaviour strategies at home.

## **14. Conclusion**

At Daisyfield Primary School, behaviour management is about building trust, respect, and responsibility. When adults change their responses, children learn, grow, and thrive in a culture of kindness, consistency, and high expectations.

This policy ensures that every child feels safe, valued, and inspired to be their best self.

## Daisies Do It Like This! School Charter

*This is what we do!*



*This is how we do it!*

Be Ready



We are always prepared to learn and engage with known adults.

Be Respectful



We are always respectful towards ourselves, others and our environment.

Be Safe



We always make choices that keep us safe and look after the well-being of all.

### Rewards

|                     |                             |
|---------------------|-----------------------------|
| <br>Team Points     | <br>Wristbands              |
| <br>Stickers        | <br>Daisies Do It Like This |
| <br>of ne           | <br>Recognition Board       |
| <br>Post Cards Home | <br>Golden Time             |

### Consequences

|   |  |
|---|--|
| 1 | <br>Remind and Support   |
| 2 | <div> <br/>Support in Private (SIP) </div> <div> <br/>Walk and Talk </div> |
| 3 | <br>SIP/ Coaching Support (SLT)  |
| 4 | <br>Headteacher and Family Meeting   |

