BEHAVIOUR AND DISCIPLINE POLICY
September 2026

Responsibility: Katie Keyte

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Behaviour Policy

This policy is the statement of principles, values, aims and strategies for the positive management of behaviour at Dovers Green School.

Good behaviour is essential for effective teaching and learning to take place. We believe that children and staff have the right to learn and teach in an environment that is calm, safe, friendly, peaceful and fair. We aim to create an outstanding, nurturing school community with strong values where the children want to attend and can learn and thrive. We place a strong emphasis on promoting the personal, social and emotional development of each child and support them to develop an understanding of their own feelings and that of others and to express their feelings in appropriate ways.

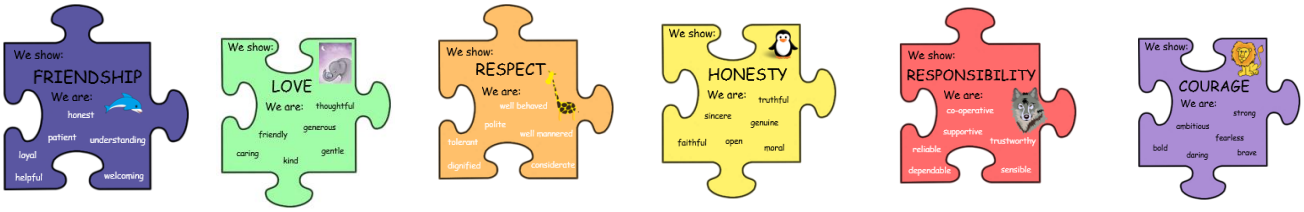
Good behaviour must be explicitly taught and carefully developed and supported. We know that high self-esteem promotes good behaviour, effective learning and positive relationships. To achieve this we value emphasising potential, rewarding success and giving praise for effort and achievement. Through adults acting as role models and well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

We believe good behaviour means that everyone in school:

- is careful and kind
- is polite and friendly
- is helpful
- is hardworking
- listens to each other
- is respectful and treats everyone with dignity

Our Values

These are the key values that underpin the work of the school and contribute towards the development of the whole child.



Our Aims

- To ensure that the behaviour in the school is as good as it can be building a trusting, safe, calm, nurturing, welcoming and purposeful environment where our children can learn and make as much progress as they can.
- To ensure that all members of the school community: staff, governors, parents, volunteers and all other stake holders adhere to the principles of this policy in the best interests of the children.
- For everyone to work consistently and fairly in the positive management of behaviour.
- To develop our children's self-discipline.
- To encourage our children to co-operate with one another and with adults in the school.
- To create a positive and stimulating learning environment, having high expectations of children's work and behaviour.
- To teach the children about appropriate behaviour choices and to encourage all children to know their responsibilities in relation to behaviour so that their own behaviour choices do not hinder the learning or well-being of others.
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- To promote acceptance and tolerance through reinforcement of our motto, 'We are all special but all different.'

To enable us to achieve our aims it is essential that the following aspects of behaviour are consistently promoted by all staff, whilst taking into account each child's level of understanding. We recognise that some children will need additional strategies to help them manage and regulate their behaviour and specific strategies will be identified on a behaviour plan or Individual Support Plan and shared with key adults.

We will endeavour to achieve this by:

- Explicitly teaching children the behaviour we expect and the rules and routines in school and on the playground.
- Adopting a consistent approach by all staff including consistent use of agreed language to promote positive behaviour across the school:
    - 'Remember our Corridor Culture.'
    - Give me 5.
    - The use of 1,2,3 for transitions.
    - Expected and unexpected behaviour.
    - Red and Green behaviour.
    - Using a 'Three Bubble' script to resolve conflict.
- Dedicating specific curriculum time to the teaching of PSHE and Zones of Regulation (Appendix 3)
- Clearly explaining to a child why they are being praised or why their behaviour is unacceptable.
- Raising staff awareness to the needs of individual children and providing training when necessary.
- Being aware of children's individual stages of development, SEND and circumstances and reacting in an appropriate manner.
- Implementing behaviour plans which set clear boundaries that have been agreed with individual children and their parents.
- Giving instructions positively rather than negatively (e.g. 'Please walk' rather than 'don't run.')

- Promoting self-discipline by praising good behaviour and raising self-esteem by for example recording a child's name on the 'Caught Being Good 'boards around the school.
- Being positive role models for the children.
- Giving children the opportunity to carry out a special responsibility.
- Using rewards for good behaviour such as extra play, time on a laptop etc.
- Emphasising the need for parents' co-operation in supporting decisions made in school.
- Involving the children in the making of rules so that they understand the reasons for them. (see Appendix 2 – guidelines)
- Encouraging verbal or written apologies.
- Providing appropriately scaffolded and supported work to meet the needs, abilities and learning style of all children.
- Involving outside agencies when necessary such as Educational Psychology Service, STIPs etc.,
- Listening to children's concerns.
- Using known strategies such as circle time and circle of friends to promote understanding of acceptable behaviour.
- Not tolerating any form of bullying, victimisation or discrimination (See Anti Bullying Policy)
- By following set guidelines such as de-escalation strategies (Appendix 1).
- Providing support for parents who request it.
- Ensuring all staff have information about children's behaviours.
- Using Restorative Practices
- Talking to the child about the incident to raise awareness of the consequences of his/her behaviour using the Three Bubble Conversation model.



- Explaining the choices the child can make; stop the inappropriate behaviour and continue to work with other children or continue and accept the consequences of his/her behaviour.
- Displaying the rules/expectations, not only in classrooms but around the school, including Forest School and the playground so that the children are reminded of what is expected.
- A culture of Growth Mindset to teach the children resilience.
- Support and Interventions are in place such as ELSA, Drawing and Talking, Lego and sand therapies for children who need help in managing, understanding and regulating their behaviour.

We encourage positive choices and good patterns of behaviour by:

- Visual class reward charts/systems
- Individual rewards as appropriate.
- Verbal/written praise.
- Celebration through for example, Dovers Diamonds.
- Communication with parents.

- Opportunity for responsibility.
- Privileges – such as an extra 5 minutes playtime or free choice of classroom activities.
- Sending to the Headteacher.
- Recognition of good behaviour, kindness etc for example 'Caught Being Good' boards.

Consequences of inappropriate behaviour

There are certain behaviours we do not tolerate and we view these behaviours as being inappropriate rather than considering the child to be naughty or bad. Therefore we do not use these terms when speaking to children, parents or amongst staff. We need to be sure we have seen the behaviours and not make assumptions about a child's behaviour. Once the children are taught our rules we expect them to follow them and appropriate consequences will be imposed if they refuse to do so and these will be according to the level of understanding and the development of each individual child. We use the principle that most behaviour is a form of communication and therefore endeavour to find out what the child was trying to communicate.

We have the following code when giving consequences to children:

1. We never use physical punishments or threats.
2. We ensure that the child understands exactly what unacceptable behaviour has taken place.
3. We are consistent in giving consequences.

We believe that the consequences should be meaningful to the child and that the child should be encouraged to use 'The Three Bubble conversation' model or other Restorative practices, to empathise, think about what they have done and how they can rectify the situation

If a child displays exceptionally challenging behaviour over a period of time this will be monitored using an ABC chart or other relevant strategy and then where necessary a Behaviour Plan or Individual Support Plan and/or risk assessment will be put in place.

At all times a child must know that their behaviour does not affect our relationship with them. At Dovers Green we aim to create a non-judgemental environment where all children know that it is acceptable to make mistakes and learn from them. Concerns about behaviour are logged on CPOMS so that we can monitor and track an individual's behaviour and put in strategies if appropriate.

If a child is disrupting the learning of others it may be appropriate to remove them from the situation by:

1. Taking a 'brain break' either inside or outside the classroom.
2. Taking them to work in another classroom for a short period of time.
3. Taking them to see a member of SLT.

Responses to Sexism, sexual harassment, online sexual abuse, racist, sexist, homophobic or discriminatory behaviour and peer-on-peer abuse

We want everyone to feel included, respected and safe in our school and we must act on the assumption, '**It is happening here.**' We will not tolerate verbal abuse, which includes name-calling and sexist comments. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be and know that their concerns will be taken seriously. Adults understand the importance of challenging inappropriate and abusive behaviours between children and learners, and not allowing them to become normalised.

The school's response will be:

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

Please refer to our Safeguarding Policy for further information.

Exclusion

In rare cases it may be necessary to exclude a child. The decision to exclude, either temporarily or permanently, can only be taken by the Headteacher.

A decision to exclude would only be taken as a last resort after all strategies and sanctions in this policy have been exhausted, or if allowing the child to remain in school would seriously harm the education or welfare of the child, other children or staff.

At all times, the Surrey exclusions guidelines would be followed.

A child returning to school following an exclusion will be helped to behave appropriately.

Physical Restraint

When a child's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the child is able to take back control themselves. Any restraint will follow Surrey County Council Guidelines and the school's Physical Restraint Policy.

This Policy will be implemented in conjunction with our School Aims, the Learning and Teaching Policy, The Anti Bullying Policy and the Safeguarding policy.

Appendix 1 **De-Escalation Strategies**

- Structuring the Environment — Where we choose to speak to the child, whether we sit or stand, can communicate the nature of the discussion, e.g. warm and friendly or cold and business-like and may help the child to modify their own behaviour.

- Planned ignoring — By not giving the attention to minor, harmless attention seeking behaviour, these behaviours are likely to die out. Don't forget that it is equally important to praise appropriate behaviour.

- Prompting — Gentle reminders to a child of what they need to stop doing or to prepare for can help the child to adjust to a change. This can be verbal or sensory input. Be careful to avoid "nagging" the child.

- Active Listening — Sometimes listening to what the young person has to say and exploring and acknowledging their feelings through the use of reflective responses can help a young person to feel that someone else acknowledges the reality of their feelings, that they are not alone and that someone cares. Sometimes this can be enough for a young person to stay in control.

- Backing Away — This is not the same as backing down; you are not giving in, simply giving the young person time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already aroused is likely to exacerbate the situation. Alternatively, allow the young person to back away through offering them a verbal or physical way out.

- Humour — Often suggested as a way of taking the heat out of a situation, but care is needed. Humour can be experienced as critical, demeaning and a superficial reaction to real feelings. If this is the case the young person is likely to become more annoyed rather than less. So use humour with great care.

- Affection — If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to head off a crisis. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them.
  NB: Be aware of the meaning of touch for the child.

- Hurdle Help — Where the child is stuck then providing assistance can help overcome feelings of failure or inadequacy.

- Non-verbal Interventions — Nods or looks to signal a change of behaviour is needed. Proximity control is using an adult's physical presence to help children modify their own behaviour. Touch control – a gentle touch on the arm may be enough for the child to stop.
- Redirecting — Trying to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble.

These last two strategies can be used when none of the above are making a difference and the child is still agitated.

- Directive Statement — A clear instruction to the child to stop a certain behaviour or start something else.
- Time Out — Requiring children to move away to another or quieter area to calm down.

Whatever strategies you use, take care to **remember:**

- Talking quietly and in a low-key manner can reduce the "heat" in a situation.
- Consider your body language, avoid threatening body posture and be aware of the non-verbal messages your body is communicating.
- Be positive about the young person; do not call them names or make derogatory remarks.
- Don't make promises you can't keep.
- Don't make threats you can't keep.
- Do the things that you have promised.
- Consider the level of eye contact you make with the young person. Too much could be threatening, too little could make it appear that you don't care or you are frightened/uninterested.

Emotional Containment phrases…

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)



It's fine…
e.g. It's fine, you don't need to get upset, we can just can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.

It's not a problem…
e.g. It's not a problem we can come back to that work and complete it during finishing off time.

It's ok…
e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr Piper will know and he will understand.

You're letting me know that…
e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

You're telling me that…
e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

It seems that…
e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be…)

You want me to know that…
e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).

It feels like/as if…
e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

…Let's sort it out/ do it together…
e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together

…We can fix this…
e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this I believe you can/in you
e.g. You can do this, all you need to do is walk straight to Mrs … to pick up the work, and we will come straight back out to your work station.

I can understand that…has upset you/made you feel…because you thought/felt
e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?

…I need to keep you safe
e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...
e.g. I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be…
e.g. When you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.

Let's think of a way you can let me know next time?
e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?

… we just need to keep you safe.
e.g. You can be angry, we just need to keep you safe.

…It's ok you're safe.

Strategies to promote positive behaviour

Strategy	**Explanation**	***Coded Messages (This is what they adult is providing or supporting the child to develop)***
General praise	Praise appropriate behaviour often –this will reinforce it	Coded message(s): ***Positive identity, self-esteem, resiliency building, confidence, motivation***
Proximity Praise	Praise child /children nearby who are displaying the appropriate behaviour. When the identified child complies they should then be praised. Using a full praise statement will help the target child to understand what you would like to see. It can be a beneficial strategy to use alongside tactically ignoring if safe to use.	Coded message(s): ***Indirect boundary setting, providing expectations, reminders, motivation, self-esteem***
Tactical ignore	Ignore where possible very low level primary and secondary behaviour. I.e. pencil tapping, muttering under breath. If the behaviour becomes unsafe to pupil or to others you must intervene.	Coded message(s): ***Boundary setting, limiting attention around communicating behaviours you want to reduce***
Non-Verbal signal	Open, positive body language. The look, Thumbs up, Smile.	Coded message(s): ***Reminders, non-verbal direct praise, belonging, motivation, valued, confidence, resilience***
Rule/expectation reminder	What's our rule about……. (Kind hands, moving around the classroom)	Coded message(s): ***Reminders, boundaries***
Direct Praise	Target praise i.e. Tom you are sharing really well –give attention for appropriate behaviour as frequently as possible.	Coded message(s): ***Self-esteem, developing confidence, emotional literacy and social skills development, raising pupil profile, motivation, role model***
Positive expectation reminder	Reminders of expectations rather than drawing attention to inappropriate behaviour i.e. remember to put your hand up and wait to be asked before answering question.	Coded message(s): ***Reminders, solution focused, clear expectations, boundaries***

Simple verbal direction	Give assertive direction using few words and a low slow tone i.e. 'sit down thanks' or 'books away,' assume compliance and allow take up time, tactically ignoring secondary behaviour and remaining focussed on what needs to be done.	Coded message(s): ***Boundaries, consistent expectations, reminders***
Simple Question	Where should you be? What should you be doing?	Coded message(s): ***Reminders, boundaries,***
Distraction	Divert Childs attention to something of interest to the pupil and away from inappropriate behaviour i.e. 'we need to get this finished, so that we can be on time for playtime, let's see how quickly we can do it'	Coded message(s): ***Distraction, boundaries, self-regulation support,***
Warning and choice **2nd Warning and choice**	State expectation clearly and consequence for non-compliance e.g. 'Jenna, back to the classroom now or any lesson time you miss will have to be made up in your own time tomorrow' Face saving/take up time must be given and the adult to move away as above	Coded message(s): ***Boundaries, consistent expectations, reminders, legitimate control, face saving time, giving the child a way back, structure***
Logical consequences	If the pupil does not comply then the logical consequence should be applied (see above). Thinking time can also be used – to encourage child to develop the skill to identify a positive action to take next time.	Coded message(s): ***Boundaries, clear expectations, natural consequence***
Voice Level Volume Monitoring	Adults to be mindful of voice level (whole class, teacher, and individual voices). Adults can use resources such as class volume visuals, different setting voices e.g. indoor/outdoor voice and reinforce and recognise positive behaviours.	Coded message(s): ***Praise, confidence building, consistent expectations, consistent boundary settings, feeling valued, developing a sense of belonging.***

Appendix 2

Guidelines for Procedures

At the beginning of the academic year the children will be reminded why we need rules and each class will establish a set of rules or a class promise to make their classroom a happy place. Rules to be displayed and continually referred to and reinforced.

Moving Around School

The expectation is that:

- Children always walk in school.
- Children walk into assembly and sit quietly, listening to the music.

Early Morning Coming Into School

- Unless it is raining, children wait on the playground until it is time to come in (between 8.40 and 8.50)
- If it is wet, children wait under the terrace until the teacher is ready.

Playtime

- Rules displayed outside and reinforced in class.

Happy Playtimes

We play together and look after each other.
We share our toys and games with everyone who wants to play.
We always tell an adult when we feel worried or sad.
We listen carefully to the grown-ups.
We know that the bell means that it is time to put the toys away.
We stand still when we hear the whistle and walk to our lines silently when we are told.

- Children collect a band from the teacher on duty if they need to go to the toilet.

Procedure for end of play:

- Bell — Children to come on to the playground, come off apparatus and tidy the toys away.
- Whistle — Children 'Freeze.' Adults highlight children standing well. Groups of children identified to walk into the classroom.

Assembly

- Children should come into the hall quietly and sit quietly listening to the music.
- At the end of assembly, the children should be encouraged to sit without talking until they are told to go.

Lunchtimes

- Lunchtime is a social time but children are expected to talk **quietly** in the dining hall.

Appendix 3

Zones of Regulation

