



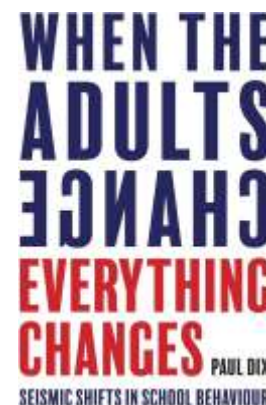
Great Dalby Behaviour and Relationships Policy 2025-2026

Reviewed	September 2025
Frequency of Review	Annual
Written by	Headteacher
Approved by:	Headteacher/ Local Advisory Board

Behaviour and Relationship Policy

Introduction

This policy is based on the principles outlined in Paul Dix's book "When the Adults Change, Everything Changes". We believe that the most important aspect in children feeling valued, safe, and secure is the sense of connection and trust with a member (or more than one member) of staff. At our school, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. This policy and our practice aim to ensure that this continues to be the case. Good behaviour in school is central to a good education and this policy aims to set out how we maintain a calm, safe and supportive environment, where pupils are taught how to behave well and appropriately within the context they are in. We aim to create a culture where staff and pupils flourish in a culture of safety and dignity.



Vision and Values

Our school is committed to creating a positive, inclusive, and respectful learning environment. We believe that children can succeed when supported by consistent, fair, and compassionate adults. Our behaviour policy is rooted in the following core values:

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty." (Dix, 2017)

The behaviour policy sets out to embed basic expectations with certainty whilst allowing professionals the autonomy to meet the needs of the individuals. The policy must have flexibility to adapt according to need.

Aims:

1. To provide a safe, happy, friendly, and respectful environment which encourages each individual to achieve their own potential.
2. To enable staff to support children with their feelings and behaviour through providing pupils with strategies to manage their own feelings and behaviour.
3. To maintain a calm and purposeful working atmosphere.
4. To ensure that all children and adults have a sense of belonging, feeling safe, secure, and valued.
5. To provide a clear, fair, and consistent approach to behaviour.
6. To foster, nurture, and value strong and healthy relationships.
7. To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

Approach

We believe that strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind, and be there to help and discipline (not there to punish) and children must understand and believe this.

Key Principles

Model the Behaviour You Expect

- **Role Modelling:** Adults should consistently model the behaviour they want to see in pupils. This means demonstrating respect, patience, and empathy in all interactions.

Maintain Emotional Control

- **Calm and Composed:** Stay calm and composed, even in challenging situations. Your emotional control helps de-escalate conflicts and sets a positive example for pupils.
- **Avoid Shouting:** Shouting can escalate situations. Use a calm, firm voice to address issues and communicate effectively.

Build Positive Relationships

- **Develop Trust:** Establish strong, trusting relationships with pupils. Show genuine interest and concern for their well-being and success.
- **Positive Interactions:** Focus on positive interactions and build rapport through consistent, supportive engagement.

Be Consistent and Fair

- **Apply Rules Consistently:** Ensure that rules and consequences are applied fairly and consistently. This helps pupils understand expectations and builds trust.
- **Clear Expectations:** Clearly communicate behaviour expectations and reinforce them regularly.

Use Restorative Practices

- **Restorative Conversations:** Engage pupils in restorative conversations to address and repair the impact of their behaviour. Focus on understanding, making amends, and planning for future behaviour.
- **Repair Harm:** Prioritise repairing relationships and addressing the harm caused by misbehaviour, rather than just administering punishment.

Encourage and Reinforce Positive Behaviour

- **Positive Recognition:** Regularly recognise and reinforce positive behaviour to encourage continued good behaviour. Catch pupils being good and celebrate their achievements.

Support and Develop

- **Provide Support:** Offer additional support and resources to pupils who need help with behaviour. This might include mentoring, adjustments in the classroom, or other interventions.
- **Professional Growth:** Engage in ongoing professional development to improve your skills in behaviour management and pupil interaction.

Create a Safe and Supportive Environment

- **Safe Space:** Ensure that the school environment is safe and supportive for all pupils. Address safety concerns promptly and effectively.

Implementation

If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. This policy is developed to ensure guidance for staff (and information for parents) in order to promote safe, kind, and respectful behaviour in school.

Principles of Behaviour Management Relationships First

Building Positive Relationships: Staff prioritise getting to know each pupil as an individual, understanding their needs, and fostering a positive rapport.

Role Modelling: Staff consistently model the behaviour they expect from pupils, demonstrating respect, calmness, and empathy.

Consistent Expectations: School Rules

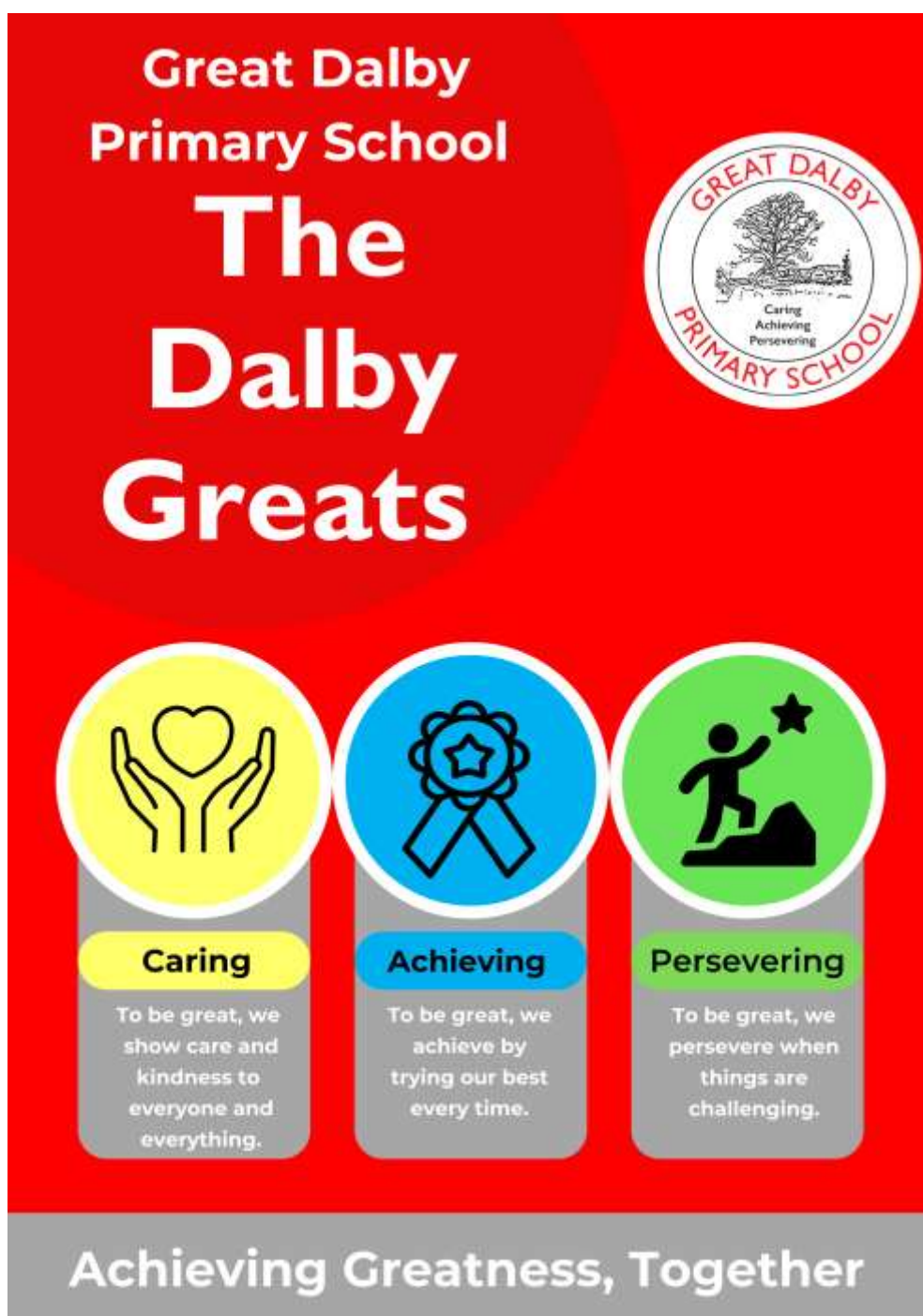
Clear and Simple Rules: Our rules are straightforward and consistently applied across the school. They focus on key behaviours.

- Be Your Best
- Be Kind
- Be Respectful
- Be Honest and Fair
- Be Safe



The Dalby Greats: School Values

At Great Dalby Primary School, we uphold a set of consistent values known as "**The Dalby Greats.**" These core values guide our behaviour, interactions, and expectations across the entire school community. They provide a shared framework that helps pupils understand what is expected of them and fosters a positive, respectful, and inclusive environment.



Five Pillars of Practice at Great Dalby Primary School.

Paul Dix's "Five Pillars of Practice" refers to five fundamental principles that underpin effective behaviour management in schools. These pillars are core strategies that, when consistently applied by all staff, help create a positive school culture and improve pupil behaviour. Here's a brief explanation of each:

Consistent, Calm Adult Behaviour: This pillar emphasises the importance of adults in the school setting remaining calm and consistent, especially during challenging situations. It highlights the idea that the behaviour of adults directly influences the behaviour of pupils. Consistency in responses and demeanour helps create a stable environment where pupils know what to expect.

- Model the behaviour you expect.
- Stay calm and consistent, especially in difficult situations.

First Attention to Best Conduct: This principle is about prioritising recognition of positive behaviour over negative behaviour. Instead of focusing on what pupils are doing wrong, staff should first acknowledge and praise those who are behaving well. This encourages others to follow suit and reinforces the desired behaviour.

- Recognise and praise positive behaviour first.
- Focus on what pupils are doing well.

Relentless Routines: Establishing and maintaining simple, clear routines is crucial. These routines create a predictable and safe environment, making it easier for pupils to understand and meet behavioural expectations. Consistency in routines also helps reduce anxiety and uncertainty among pupils.

- Establish and maintain clear, simple routines.
- Ensure everyone follows these routines consistently.

Scripting Difficult Conversations: When addressing misbehaviour, it's important to use pre-planned, calm, and consistent language. This approach helps prevent emotional escalation and ensures that all staff handle difficult conversations in a way that is fair and effective.

- Use calm, pre-planned language when addressing misbehaviour.
- Avoid emotional escalation; stay focused on the issue.

Restorative Follow-Up: After incidents of misbehaviour, restorative conversations should be used to help pupils reflect on their actions, understand the impact on others, and learn how to make better choices in the future. This pillar promotes accountability and supports the development of emotional intelligence and empathy.

- Use restorative conversations to help pupils reflect and improve.
- Focus on repairing harm and restoring relationships.

In summary, the "Five Pillars of Practice" provide a structured, consistent approach to behaviour management, ensuring that all staff work together to create a positive, supportive school environment.

Shouting

At Great Dalby Primary School, we advocate against shouting as a means of managing behaviour in the classroom. In line with Paul Dix's view, we believe that shouting is counterproductive and can escalate conflicts rather than resolve them.

1. Escalates Conflict:

Shouting often increases tension and anxiety in pupils, which can escalate the situation rather than calm it. It can lead to defensiveness and make it harder for pupils to listen and respond constructively.

2. Undermines Authority:

Consistent shouting can undermine a teacher's authority and control. It can create a chaotic environment where pupils become desensitised to the teacher's voice, reducing the effectiveness of verbal communication.

3. Damages Relationships:

Shouting can harm the teacher-pupil relationship. It may lead to feelings of resentment and fear, which can hinder trust and respect between the teacher and pupils.

4. Impedes Learning:

A shouting environment disrupts the learning process and can cause stress, affecting pupils' ability to focus and engage in their work effectively.

5. Alternative Approaches:

Dix promotes using calm, consistent, and positive communication strategies. He emphasises the importance of maintaining composure and using non-verbal cues to manage behaviour. His

approach focuses on restorative practices and positive reinforcement, rather than punitive measures.

Shouting is an ineffective method for managing classroom behaviour. Instead, we advocate for calm, deliberate interactions and restorative approaches that build relationships, maintain a positive learning environment, and address behavioural issues constructively.

When Shouting Might Be Necessary

1. Immediate Danger

If a pupil or others are in immediate physical danger, a loud, firm voice may be required to quickly gain attention and prevent harm. For example, if a pupil is running in a way that might lead to injury, or if there is a serious safety issue, raising your voice can help to stop the dangerous behaviour immediately.

2. Urgent Situations

In situations where quick action is needed to avert an emergency or significant risk, shouting might be necessary to ensure that instructions are heard and followed promptly. This includes emergencies such as a fire drill or when immediate intervention is required to prevent a serious incident.

Rewards

Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom.
- A note or phone call home.
- Team points
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.

Recognition Boards

Recognition Boards are a tool used to encourage positive behaviour and teamwork within the classroom. Each board focuses on a specific positive behaviour and highlights the collective effort of the entire class. When a pupil demonstrates the desired behaviour, their name is added to the board as a form of public recognition.

These boards emphasise team success rather than individual rewards. At the end of the day or week, the board is reset with a new behaviour focus. This simple, visible tool helps create a positive, inclusive classroom environment where all pupils feel valued and motivated to contribute.

Positive Note: Headteacher Award

At Great Dalby Primary School, we use positive notes from the Headteacher as a way to reinforce and celebrate pupils' achievements and positive behaviour. These notes are sent home to recognise and commend pupils for their exemplary actions, efforts, and improvements. By acknowledging their successes, we not only boost their self-esteem and motivation but also strengthen the partnership between school and home. Positive notes help to build a supportive and encouraging school environment, fostering a culture where good behaviour is celebrated and valued.



Positive Note: Star of the Week Award

At Great Dalby Primary School, our "Star of the Week" award is closely aligned with our core values of Caring, Achieving, and Persevering. Each week, the class teacher selects a pupil who exemplifies these values through their actions and behaviour. The award recognises pupils who demonstrate care for others, achieve their best, and show perseverance in their efforts. By linking the award to these values, we reinforce our commitment to fostering a supportive and respectful school environment where pupils are celebrated for embodying our shared principles.



Referring the behavioural Incident: Picking Up the Tab

In Paul Dix's approach, "**Picking Up the Tab**" refers to the idea that teachers should address and manage the behaviour of their pupils directly rather than passing the responsibility onto others or external systems, whenever possible and appropriate. If a pupil is sent to another teacher in school as part of time out, the other teacher does not need to discuss the behaviour. They are to supervise the pupil until the teacher and pupil have time to discuss the behaviour. This means that teachers should take personal responsibility for resolving behavioural issues and helping pupils understand and correct their actions. The focus is on accountability and learning from mistakes, rather than simply facing punishment. This approach fosters empathy, responsibility, and a sense of community within the school.

There may be times when the behaviour is serious and requires support or the need for it to be escalated to the Headteacher.

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or senior leadership team.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Any of these behaviours will result in an instant move to time out, involvement of the Headteacher and or SLT as well as an additional consequence.

These incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT).

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully. See exclusion policy for more information. Decisions to exclude children are made on an individual basis

Stepped Consequences:

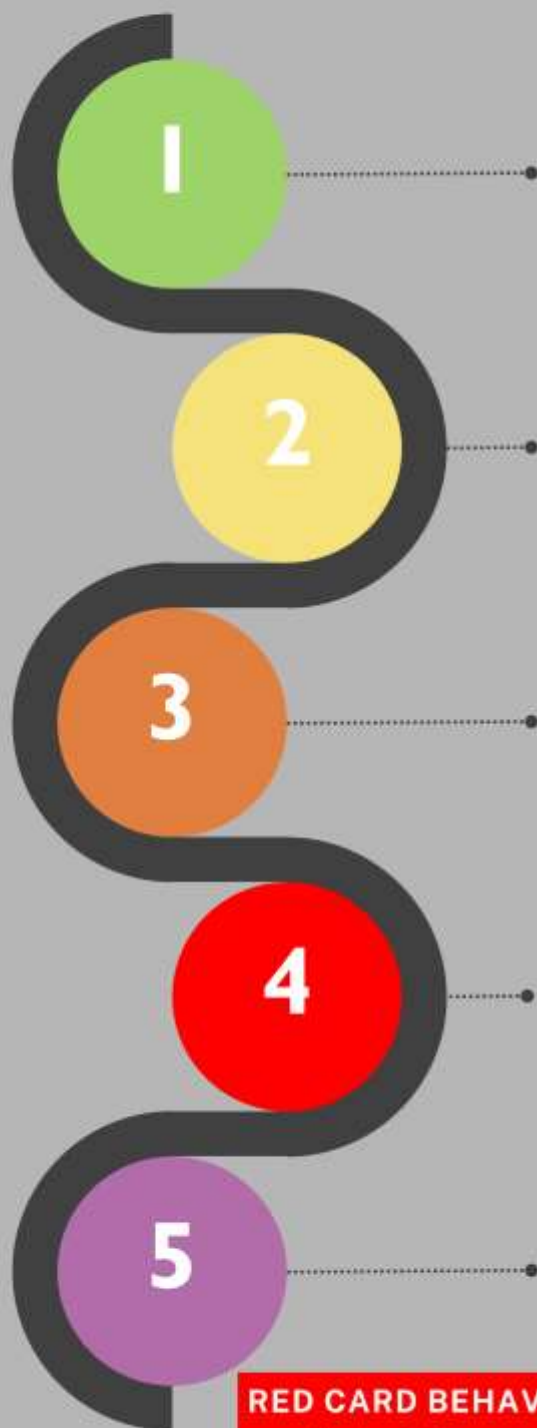
At Great Dalby Primary School, we used stepped consequences as a response to negative behaviour. We use a set of steps which are focused on small but certain consequences and a restorative, not punitive ending: Reminder, caution, Last chance (Two minutes), timeout and repair.

	Steps	Actions
1	Reminder	A discreet reminder of the expected behaviour, focusing on the five school rules. Be Your Best Be Kind Be Respectful Be Honest and Fair Be Safe Delivered privately, wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last Chance (Two minutes)	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to their previous examples of good behaviour. Use the 30 second scripted intervention.

		Attach 'Stay behind for two minutes after class' to this step. These two minutes are owed when the child reaches this step. It is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time Out	Time out might be a short time outside the classroom, in an area of the classroom, or at the side of the field of play. It is a few minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat in the classroom at breaktime, on the playground or in a more formal meeting.

Great Dalby Stepped Consequences

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REMINDER

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Delivered privately, wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.

CAUTION

A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.

LAST CHANCE (2 MINUTES)

Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to their previous examples of good behaviour. Use the 30 second scripted intervention.

Attach 'Stay behind for two minutes after class to this step. These two minutes are owed when the child reaches this step. It cannot be removed, reduced or substituted.

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Time out might be a short time outside the classroom, in an area of the classroom, or at the side of the field of play. It is a few minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves.

REPAIR

This might be a quick chat in the classroom at breaktime, on the playground or in a more formal meeting.

RED CARD BEHAVIOURS

All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include: • **Fighting** • **All forms of bullying** • **Racist, sexist or homophobic comments** • **Inappropriate name calling** • **Using abusive/offensive language** • **Physically striking adults**. Parents will be informed via telephone or an in person meeting.

30-Second Intervention

Paul Dix's concept of the "30-Second Intervention" refers to a brief, focused interaction with a pupil to address minor misbehaviour without escalating the situation. The idea is to use calm, consistent, and concise language to quickly redirect the pupil while maintaining a positive relationship. This approach is designed to be non-confrontational, helping to keep the classroom environment calm and minimising disruption. 30 second interventions limit a teacher's formal on to one conversations for poor behaviour in class to 30 seconds. Children who demonstrate undesirable behaviour will require more time outside of lessons.

Key Elements of the 30-Second Intervention:

1. **Stay Calm and Positive:** The adult remains calm and uses positive language, focusing on what the pupil should do rather than what they did wrong.
2. **Be Brief and Direct:** The intervention is kept short—around 30 seconds—focusing on the specific behaviour that needs to change.
3. **Remind and Redirect:** The adult reminds the pupil of the expected behaviour and redirects them towards making the right choice.
4. **Avoid Escalation:** The goal is to correct the behaviour without causing a confrontation. The adult maintains control and avoids getting drawn into an argument.
5. **Leave with a Positive Note:** End the intervention with a positive or encouraging statement, reinforcing the pupil's ability to make better choices.

Example:

"James, remember our rule about respecting others' space. I need you to focus on your work now. I know you can do it. Thank you."

The 30-Second Intervention is a quick and effective way to manage behaviour while preserving the positive atmosphere in the classroom.

Micro-scripts

Dix also introduces the idea of creating 'micro-scripts' so that responses to poor behaviour can be removed from a teacher's emotional reaction, and also sets up a consistent response. This ensures that all staff members handle situations in a similar manner, providing consistency for the pupils.

Micro-scripts are pre-planned responses to specific situations in the classroom. They help ensure consistency in how situations are handled, and can be particularly useful in managing behaviour.

Here are some examples of 30-second scripts based on Paul Dix's approach, which can be used to address minor misbehaviours quickly and effectively:

1. **Redirecting Off-Task Behaviour:**
"Lucy, I need you to focus on your work right now. You're smart, and I know you can do this. Let's get back on track. Thank you, for, listening."
2. **Addressing Disruption:**
"Tom, that's not how we behave in class. I need you to sit quietly and listen. I know you can make the right choice. Let's do it now. Thanks."
3. **Reinforcing Expectations:**
"Emma, remember our rule about raising hands. I know you've got great ideas, so let's hear them the right way. I'm looking forward to hearing what you have to say."
4. **Acknowledging and Correcting:**
"Liam, I saw that you were talking during the lesson. I need you to stay focused so we can all learn. I believe you can do it. Let's make it happen."

5. Encouraging Better Choices:

"Mia, it's not okay to shout out in class. We need to keep it respectful. I know you can contribute in a positive way like you did yesterday. That is what I need to see today."

Further examples:

"You need to understand that every choice has a consequence. If you choose to...this will happen. If you choose not to...then this will happen. I will leave you to make your decision."

"Do you remember yesterday, you helped me to...That's the (child's name) need to see today. That's the (child's name) you can be all the time."

"I don't like your behaviour, but I believe you can be successful."

"I am not leaving. I care about what happens. You are going to be brilliant."

"What do you think you could do to avoid this happening next time?"

"(Child's name) it's not like you to..."

These scripts are brief, clear, and positive, focusing on what the pupil can do to correct their behaviour while reinforcing the expectation that they are capable of doing so. The key to effective micro-scripts is to rehearse them until they become automatic. This way, you're prepared to handle common classroom situations in a calm and consistent manner. It's also important to tailor these scripts to your own teaching style and your pupil's needs.

Consequences:

At Great Dalby Primary School, we believe in primarily using positive behaviour management and restorative practices to address and correct pupil behaviour. However, we recognize that there may be situations where additional consequences, such as losing playtime, are necessary to address specific issues effectively. These measures are considered carefully and are implemented as part of a broader approach that includes understanding the impact of behaviour and reinforcing positive actions. Our goal is always to support pupils in making better choices while maintaining a respectful and nurturing environment.

Uncompleted Work:

At Great Dalby Primary School, we may address incomplete work resulting from poor behaviour choices by sending it home. The work must be completed and returned by the next day. If the work is not completed at home, it will be made up during break or lunchtime at school. This approach ensures that pupils are held accountable for their actions while minimising disruption to teaching time. This is a quick and effective method for catching up on lost learning. This strategy reinforces to both parents and pupils that there are clear expectations and consequences for not meeting them, supporting a collaborative approach to maintaining high standards of learning and behaviour.

Restorative Conversation

Our restorative approach aims to build a positive school environment by addressing conflicts and behavioural issues through constructive dialogue and relationship-building. Rather than focusing solely on punishment, we use restorative conversations to help pupils understand the impact of their behaviour, repair harm, and reintegrate positively into the school community. Restorative conversations are a key component of our behaviour and relationship policy. They provide an opportunity for pupils whose behaviour has fallen below an acceptable standard to engage in a conversation with a teacher or other appropriate adult in the school.

Purpose

Restorative conversations are conducted when a pupil's behaviour falls short of expected standards. These conversations help the pupil recognise their actions, understand their effects on others, and work towards making amends.

Aims of the Restorative Conversation

1. To ensure that the pupil recognises where their behaviour or conduct has fallen short of the standard.
2. To understand how such behaviour impacts adversely on others in the school community.
3. To identify the steps that the pupil must take in future to ensure their conduct is appropriate.
4. To identify any barriers that the pupil faces in meeting standards of acceptable behaviour and how these barriers can be removed.

Steps for Conducting Restorative Conversations

Preparation: Gather all relevant information about the incident, including perspectives from all involved parties.

Environment: Select a neutral and quiet location where both the pupil and the adult can feel comfortable.

Conversation Structure:

- **Opening:** Explain the purpose of the conversation and the expected outcomes.
- **Understanding the Incident:** Ask the pupil to describe their perspective and feelings about the incident. Use open-ended questions to explore their thoughts.
- **Discussing Impact:** Help the pupil understand how their behaviour affected others, encouraging empathy.
- **Resolution:** Work together to identify steps for making amends and improving future behaviour.
- **Support:** Discuss any support the pupil may need to meet behaviour expectations, such as additional resources or adjustments.

Restorative Questions

To guide the conversation, use the following restorative questions:

- **What happened?**
Helps the pupil recount the incident in their own words.
- **What were you feeling/thinking at the time?**
Encourages the pupil to reflect on their emotions and thought processes during the incident.
- **What have you felt/thought since?**
Allows the pupil to express any changes in their feelings or understanding after the incident.
- **How did this make people feel?**
Prompts the pupil to consider the emotional impact on others involved.
- **Who has been affected? How have they been affected?**
Helps the pupil identify and acknowledge those impacted by their behaviour.
- **What should we do to put things right?**
Guides the pupil in considering ways to repair the harm caused.
- **How can we do things differently in the future?**
Encourages the pupil to think about alternative behaviours and strategies to avoid similar issues.

Our restorative approach is designed to foster a supportive and empathetic school environment. By focusing on understanding, repairing harm, and building relationships, we aim to guide pupils towards positive behaviour and a strong sense of community.



Lunch times and Break Times:

This approach to behaviour management, as outlined in *When the Adult Changes, Everything Changes*, can be effectively applied to lunchtime and break times to ensure a positive and well-managed environment. At lunchtime, all staff will use the agreed behaviour management systems outlined in this document.

Suspension and Exclusions:

In certain circumstances, the Head Teacher may decide to suspend or permanently exclude a pupil from school on disciplinary grounds. This decision can be made in response to behaviour occurring both inside and outside of school. Permanent exclusion will only be used as a last resort. A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

For further details, please refer to the Exclusions and Suspensions Policy.

Conclusion

Our policy aims to maintain a high standard of behaviour while recognising the importance of positive relationships and consistent adult behaviour. Most pupils self-regulate and behave well daily; this policy seeks to support all pupils in meeting and exceeding behaviour expectations. At Great Dalby we want to ensure a safe and nurturing environment. This policy aims to create a consistent and supportive environment that prioritises positive relationships and restorative practices.