

Last reviewed September 2026

Next review: September 2027

Positive Learning Behaviours and Wellbeing Policy

Charles Dickens Primary School and Nursery has unashamingly high expectations of pupil's behaviour and expect parents and carers to work with us to ensure their child behaves. Having a calm and safe environment for our children and staff is a non-negotiable.

What can you expect from the school?

1. Each staff member will be consistent with their high expectations of behavior.
2. Each child is taught the CDPS Character Curriculum. This covers the most minute social skills that we as adults can take for granted. E.g how to interrupt politely, how to disagree with someone in a constructive way, how to use a knife and fork, how to tell someone you're unhappy with their actions and more. The learning within the curriculum is progressive but is recapped each year. Children receive verbal positive reinforcement based upon their understanding and implementation of this learning.
3. Each child is taught our Well-being curriculum which helps pupils to understand, articulate and then regulate their emotions. These lessons are reinforced at home with animations.
4. The school has strong systems and routines that teachers and staff practice with the children. Each class has non-negotiables which include having a lining up order, not calling out, asking permission to use the toilet (unless it is an emergency,) respecting each other at all times, not talking when others are talking. When around the school the pupils are expected to walk on the stairs and not to talk to ensure the communal areas are safe. All of the above expectations are taught to the children and reinforced through positive praise.
5. All staff have up to date trauma informed training.

Positive Praise

The use of praise and positive encouragement is to be used to promote the correct behaviours. Children are given praise on an individual and group basis through:

- non-verbal (smiles, thumbs up, etc) and verbal praise
- positive and constructive feedback on work
- Star of the Week awards – given for positive attitude, effort and achievement

- Friend of the Week awards- for being a good role model, help others, being friendly, positive.
- House Captains – voted for by pupils
- peer mentor-children can apply for this role
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- house points can be used to reward individuals or whole groups

What we expect from the pupils

Children always try to do their best.
Children will be kind, polite and safe at all times.
Children will respect the adults and follow the directions given.
Children will be proud to be part of the school.
Children will expect consequences and learn from their mistakes.
Children will be honest at all times.

How can families help?

To be aware of our behavior expectations.
Support the school and individual staff with enforcing the behavior expectations.
Accepting when their child has done something wrong and speaking to them about this behavior to prevent it from happening again.
Never undermining an adult's decision in front of a child.
Speaking positively about the school and its staff in front of the children.
Monitoring their child's online use.
Not allowing their child to have a Smartphone or watch whilst in primary school.
Not allowing children to use social media.
If you have a concern, verbally speak to your child's class teacher in the first instance.

What does this policy look like in school?

Adult dos and don'ts for promoting positive behavior for learning

Adults in the school will not shout- nothing is gained by being verbally aggressive or modeling a lack of control.

Reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence if needed. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence). The situation will be recorded on the school's behavior tracking system known as CPOMS.

Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible').

We describe the behaviour and the impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at Charles Dickens. You will need to miss some of your play whilst...."

Teaching staff will start lessons promptly and punctually – empty time leads to misbehavior.

Have a clear seating plan – make it clear that lessons are about learning not socialising.

Use a lining up order. Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere. Children will use their lining up order when lining up.

Adults will insist on children answering you politely e.g. "Yes Miss XXX". Likewise, use children's names rather than pronouns such as 'you', 'sweetheart' etc.

If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.

Where possible, adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.

The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.

Adults will use 'we' when talking about expectations: 'At Charles Dickens, we do not throw pencils'

Adults will use 'if' and 'then' to clarify actions and consequences, e.g: 'If you throw a pencil, you will then miss your play.'

Adults will follow through on 'if' and 'then' statements made but NEVER make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.

Adults will ensure they arrive to collect pupils from playtime on or before the end of play – arriving afterwards leads to unattended lines of children.

Adults will ensure pupils are escorted up and down stairs - in silence and at a sensible walking pace.

All teachers must teach behaviour explicitly through our wellbeing lessons, practice expected routines with the pupils. Pupils will be taught the character curriculum during whole school assemblies and during PSHE lessons.

Managing low level disruption in the classroom using the warning system

If redirection and positive encouragement do not work, staff will use the Warning System (explained below):

- Step one – Reminder of the expected behaviour. eg: "This is a reminder that we face the front and listen. Thank you." It's important that children understand that the adult may not use the word "Warning." If a child/class is spoken to about their behaviour, then they should consider this part of the warning system.
- Step Two – Verbal warning. Use the child's name if you haven't already. "I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."
- Step Three – The child will receive a consequence. E.g Missing some of their play.
- Step Four – If the behaviour continues and it's disrupting the learning of others, the child will be sent to work in another class, ideally within the same year group but this may not always be possible. The child will take their learning with them. If the child refuses to leave the classroom, a blue card will be sent and a member of the senior leadership team will assist. At this point parents will be informed. The child will miss their entire lunchtime play to catch up on missed learning. A member of the SLT will also speak to the child about their actions to ensure this behavior does not happen again.

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. These behaviours may include:

- bullying/racism/homophobic language
- swearing or obscene language

- fighting or intention to harm
- vandalism (school property or that of other pupils)/stealing
- throwing objects
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff/refusing to follow reasonable instructions
- refusing to go to another classroom when the warning system has been followed.

If adults are regularly having to follow the warning system and a child's behavior is not improving, then the children will be put on a report card. This will be discussed with the parent at the time. The report card will monitor the child's behavior during each part of the school day with more immediate consequences for poor behaviour. This is also a chance for the children to receive 1:1 direct praise for when things are going well. If at anytime, the school does not believe that a child is able to follow reasonable instructions, then it may not be appropriate for them to attend a trip and an out of school opportunity. In this situation, the school will communicate this to the child and parent/carer so they understand the reason for it. The school's decision will be final in this circumstance.

Internal and external suspensions

On rare occasions the headteacher may feel that a formal process should be activated to remove the child from the learning environment temporarily. Such suspensions are an extreme step and will only take place when long term misbehavior is not improving as a result of the above strategies and learning of others is seriously hindered. Very occasionally, an incident may be serious enough to warrant an immediate suspension. Please see the Trust's suspension policy for more details which can be found on our website under policies.

The use of reasonable force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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.

When can reasonable force be used?

The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.

Key members of staff have restraint training throughout the school and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour the school can use reasonable force:

When behaviour disrupts the learning of others and the child has refused to leave the classroom;

To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

When a pupil is at risk of harming themselves through physical outbursts.

The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team and on CPOMS. If the school has restrained a child, then the parent will be informed.

The school cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.

Lunchtime Behaviour

When there is negative behaviour the following procedures will apply:

If the behaviour is low level, such as running when not supposed to, then the warning system will be used in the same way as the classroom. However, instead of being sent to another classroom, they may be given a time out in a specific area of the playground.

If the incident is more serious, then the staff member will take the following steps:

1. The member of staff will ask the child to move away from the situation into an area of the playground or building which is quieter.
2. The member of staff will move down to the level of the child and adopt open body language.
3. Staff will stand at a respectful distance to the child to initiate respectful conversation.
4. The staff member will use neutral body language to avoid further aggravating the situation e.g. not folding arms.
5. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to this child. Shouting is never acceptable.
6. If the child is unable to respond to the adult, the adult will give the child a 5 minute cool down until they are ready to articulate what happened.
7. The member of staff will listen to the child and will not jump to conclusions.
8. The lunchtime staff will deal with the situation in the same way as the situation would be dealt with within the classroom using the above steps.
9. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them.
10. As above, the adult will not use emotive language to describe what happened but facts.
11. However, if a situation is serious the lunchtime staff will involve the Headteacher, Deputy Headteachers or Early Help/Pastoral Lead in resolving the situation. The child may be asked to miss some of their lunchtime by spending time in the hall, the Headteachers Office or with the Early Help and Pastoral Lead. Any poor behaviour will be reported to the class teacher at the end of the lunchtime and recorded on CPOMS.

At the end of playtime and lunchtime the staff will raise their hand indicating that play has finished. Children are expected to stop and raise their hand to indicate that they have heard. Once everyone has stopped, the children will be asked to walk to their class line without speaking. If any child fails to follow this routine, they will be asked to miss 5 minutes of their playtime as a consequence.

Managing serious incidents whilst on the playground

If there is a fight or a child who is out of control:

1. Send a child to the school office with a blue card (with class name on it) where possible - the office staff will immediately contact a senior staff member or someone with behavioural expertise.
2. Remove the other children calmly.
3. Speak calmly and with authority to the child in need:
 - ✓ STOP.
 - ✓ YOU HAVE MADE A MISTAKE
 - ✓ LET ME HELP YOU
 - ✓ FOLLOW ME
 - ✓ EVERYTHING WILL BE FINE

Repeat this sequence to calm the situation. Particularly the last three statements. Senior staff will arrive to help.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently. The Head teacher will report to Governors on a termly basis and the policy is revised on an annual basis.

The application of the policy



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The Positive Learning Behaviours and Wellbeing Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.