Paddox Primary School Behaviour Policy

September 2026 – DREAM Revision

Policy Statement

Paddox Primary School is committed to creating a calm, safe and purposeful environment where positive behaviour enables all pupils to learn and thrive. Behaviour is taught and reinforced through consistent expectations, restorative practice and our school DREAM values:

- **D – Determination**
- **R – Respect**
- **E – Empathy**
- **A – Aspiration**
- **M – Mindful**

This policy ensures a consistent response to behaviour across the school and supports pupils to develop self-regulation, responsibility and strong relationships.

Aims

With this policy, we aim to:

- Build positive relationships using restorative approaches and positive language.
- Apply a clear, consistent behaviour system throughout the school.
- Promote and model high expectations for conduct and learning.
- Ensure pupils understand the impact of their choices and learn to regulate their behaviour.
- Create a safe, inclusive environment that supports emotional wellbeing.
- Embed the DREAM values in daily school life.

DREAM School Expectations

At Paddox, all children and adults are expected to demonstrate our DREAM values:

Determination

We keep going when learning is challenging. We try our best and show resilience.

Respect

We treat others with kindness and courtesy. We look after our school environment.

Empathy

We think about how others feel. We use kind and considerate words and actions.

Aspiration

We aim high and take pride in our effort and progress.

Mindful

We think before we act. We make calm, safe and thoughtful choices.

These expectations underpin all routines, behaviour conversations and consequences.

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4. Roles and Responsibilities

Pupils

Pupils are expected to:

- Demonstrate DREAM values across the school.
- Follow adult instructions promptly and politely.
- Work hard, listen carefully and contribute positively.
- Move safely and calmly around school.
- Take responsibility for their behaviour and actions.
- Use technology safely and report concerns immediately.

Staff

Staff are expected to:

- Meet and greet pupils daily.
- Model and refer to the DREAM values.
- Teach, reinforce and praise positive behaviour.
- Use consistent language and follow the behaviour pathway.
- Apply logical consequences where appropriate.
- Build positive relationships through restorative conversations.
- Record significant incidents on CPOMS.
- Communicate positively and proactively with parents.

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour expectations and DREAM values.
- Communicate concerns promptly with the class teacher.
- Model respectful behaviour towards all members of the school community.
- Work with the school to support behaviour improvements.

Governors

Governors monitor the impact, consistency and effectiveness of the policy.

Rewarding Positive Behaviour

We recognise and celebrate positive behaviour linked to the DREAM values.

Rewards may include:

- Class Dojo points
- Bronze (100 pts), Silver (200 pts), Gold (500 pts), Platinum (1000 pts) awards
- Reward shop visits
- DREAM postcard home
- Star of the Week
- DREAM awards
- Sharing achievements with senior staff
- Praise, comments, certificates and smiles

Rewards focus on meaningful recognition and positive reinforcement.

Behaviour Pathway

A calm, predictable response is essential. In most cases, a gentle reminder is enough. When behaviour continues, staff follow the Paddox Behaviour Pathway:

Step 1 – Refocus

Private verbal reminder referencing DREAM values. Children will have Zones of Regulation cards to support making positive choices
Example:
"Let's show Mindful choices by focusing on your work."

If behaviour improves → no further action.

Step 2 – Redirection

Child moves to a paired class.
Work is provided by the class teacher.
After returning, a restorative conversation takes place focusing on:

- What happened?
- What was the impact?
- Which DREAM value was not shown?
- What needs to happen next?

Script: "You need time to reflect. Show me Determination by resetting."

Parents informed if behaviour becomes repeated.

Step 3 – Resolve (Report Cards)

Used when behaviour persists or escalates.

- **Green:** Continued low-level disruptions (Class Teacher)
- **Orange:** Medium-level concerns (AHTs/DHTs)
- **Red:** High-level behaviour concerns (Headteacher)

Includes:

- Daily review with staff
- Parent communication
- Clear behaviour targets
- Temporary suspension of leadership duties

All report cards are filed in the Headteacher's office.

Step 4 – Reconcile (Serious Incidents)

For high-impact behaviour, options include:

- Loss of privileges
- Internal suspension
- Fixed-term suspension
- Managed Move
- Permanent Exclusion (last resort)

The context and pupil needs are always taken into account when considering next steps.

Logical Consequences

Consequences must be educational, proportionate and linked to the behaviour.

Examples:

- Break something → Fix it
- Make a mess → Clean it
- Hurt feelings → Restore and repair
- Misuse equipment → Lose access temporarily
- Avoid learning → Complete it during agreed time

Zones of Regulation

The Zones of Regulation and MyHappymind are used to support emotional literacy and self-regulation across the school.

Bullying, Racism, Homophobia and Discriminatory Behaviour

These behaviours will not be tolerated.
All incidents:

- Are fully investigated
- Are recorded on CPOMS
- Result in appropriate consequences
- Follow the school Anti-Bullying Policy

Out of- -Class Behaviour

The DREAM expectations apply in:

- Corridors
- After School Clubs
- Wrap around care (The Orchard)
- Assemblies
- Break and lunchtime
- School trips
- Journey to/from school

After school clubs' specific consequence:

- 3 reflections in a half term → 2-week ASC ban

Behaviour Beyond the School Gate

If behaviour outside school brings the school into disrepute or affects relationships or safety, appropriate school-based consequences may be applied.

Reasonable Force

Used only, when necessary, proportionate and in line with DFE guidance on Restrictive interventions, including the use of reasonable force, in schools (April 2026). Staff prioritise de-escalation and safety.

Monitoring and Review

Senior leaders monitor patterns, respond to concerns and ensure consistency.
Governors monitor exclusion data and policy impact.
This policy will be reviewed in September 2028.