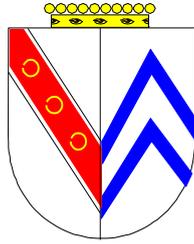


THE DAWNAY SCHOOL



BEHAVIOUR POLICY AND PROCEDURES

Approved by Governors:	Autumn 2020
Review Date:	Autumn 2021
Responsibility:	Full Governing Body

The Dawnay Behaviour Policy Principles

Vision and Values for behaviour

Our school vision for behaviour at The Dawnay is to 'Inspire children through excellence', and in order to achieve this, we are committed to creating an environment where exemplary behaviour and attitudes are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, motivation and positive attitude to learning for their behaviour and encourage others to do the same.

Our PRIDE Values inform our behaviours and permeate through our curriculum:

We promote our values in the school environment through PRIDE:

- P – Positive attitudes to everything we do
- R – Respect for ourselves and for each other
- I – Independence of thought and of action
- D – Difference, we celebrate the uniqueness of each individual
- E – Excellence in all we do.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Develop pupil motivation and positive attitudes for conduct and learning

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, rigorous routines and visible consistencies that all children and staff follow. They are based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our School Rules

The school has 3 simple rules:

- **Be Ready**
- **Be Respectful**
- **Be Responsible**

All of these rules are applicable to conduct and attitudes to learning and have been designed to be applied to a variety of situations. These rules are taught and modelled explicitly to support behaviour and attitudes. Teachers should specifically teach these rules through PSHE and class time and devise a set of shared class charter which is shared with parents.

Policy Implementation

Everyone at The Dawnay must:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and attitudes
- Use restorative approaches instead of punishments to build relationships and maintain delivery of behaviour policy

All staff must:

- Have high expectations of behaviour, attendance and punctuality
- Focus on positive behaviour attitudes, by using positive comments and rewards
- Use consistent approaches to rewards and consequences
- Create a welcoming and inclusive culture for all throughout the day
- Be at the door of their rooms at the start of each session
- Model good manners and positive attitude
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Responsible'

The School Leadership Team must:

- Be a visible presence around the school
- Provide clear guidelines/policies on behaviour, rewards and consequences.
- Support the staff in following policies and procedures.
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Parents and Carers must:

- Sign and follow the Home-School Agreement
- Support and follow the behaviour management policy
- Provide for their child's physical and emotional needs, so that they come to school ready to learn
- Ensure that their child attends school and is on time.
- Support their child in completing outside learning e.g. homework
- Inform the school of changes in home life
- If concerns arise regarding a pupil's behaviour, to work with the school to address this; e.g. following agreed consequences, attending meetings, accessing support from school staff

Effective Behaviour Management

At The Dawnay we want to create a positive and respectful school culture in which staff know and care about pupils.

Infant and Junior Behaviour Management

We apply our rewards, consequences and sanctions as follows in our Infants and Juniors:

Infants (may use a visual representation to support)	Juniors (consistent poster)
Star	Reward
Sun	Rules
Rainbow	Reminder
Cloud	Warning
Storm Cloud	Time Out

Appendix A: School Behaviour Poster

Members of staff who manage behaviour will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships and attitudes with all children
- Relentlessly work to build mutual respect
- Create an inclusive, safe environment
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children who manage their behaviour will:

- Ensure that their behaviour does not disrupt learning or make anyone unsafe
- Listen to and follow all adults' instructions
- Give good effort to their school work
- Look after school property
- Respect adults and children
- Follow school and class rules
- Be honest
- To take responsibility for their own choices and actions.

Pupil feedback about successful behaviour management

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

See Appendix B for a guide to support behaviour consequences decision making.

Acceptable Behaviour and Rewards

At The Dawnay, we expect all of the children to follow the school rules at all times. First and foremost, we believe the successful application of these rules will positively impact on behaviour, attitudes and achievement. We recognise the individual children who go beyond the school rules by:

- Certificates
- Stickers
- Phone call/text home
- Verbal praise
- Postcards home
- SLT praise

- Head teacher awards
- Lunch Time Tea Party (Friday)

In some instances, and in agreement with the Phase Leader, teachers are able to reward whole classes.

Management of Unacceptable Behaviour:

1. Apply a positive behaviour management technique (use of voice, positioning, non-confrontational)
2. Take into account the individual circumstances of the pupil and situation
3. Work towards a desired clear, positive outcome (the achievement of the school rules)
4. Be consistent to ensure that children and staff feel safe, supported and secure
5. Make it clear that unacceptable behaviour affects others and is taken seriously
6. Avoid sanctioning whole group for the activities of individuals.

Avoiding Negative Language around Behaviour

At The Dawnay School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the class file at the staff member's discretion.

Consequences

Where positive behaviour management has not led to the achievement of the school rules, it is the judgement of the adult to apply consequences and sanctions which are in proportion to the unacceptable behaviour. We use the following system:

- 1) Reminder
- 2) Warning
- 3) Time Out

Breaches of the Behaviour Policy:

Where a child is repeatedly reaching stage two for low level disruption and/or stage 3 three and receiving time outs, staff should speak to the phase leader to organise an appropriate follow up with the child's parents. If appropriate, any follow up should be recorded on CPOMS.

If a child is given a Time out to miss part of break time, they must complete the behaviour reflection sheet. **(appendix** Staff must record the names of all children who reach 'Stage 3' resulting in a time out. CPOMS should be used on a daily basis so that all behaviour records and information can be communicated to parents

If staff have concerns about the behaviour and/or changes in attitudes of a member of the class, then they must speak to the Headteacher or inclusion lead to access further support so that other behaviour management strategies can be explored appropriate to the child's context.

Serious Breaches of the Behaviour Policy:

In cases of serious breaches of discipline, the child / children should be sent to the Inclusion Lead or Headteacher, immediately. The child should be accompanied by an adult or the Inclusion Lead or Head Teacher should be sent for; a child should never be sent unaccompanied in this situation. In such cases it is the policy of the school to ask parents to attend a meeting in order to work together with the school to find an acceptable solution. All members of staff involved in a serious breach of the behaviour policy should record the incident on CPOMS so that all behaviour records can be shared and information can be communicated to parents

Serious breaches include:

- Intentional harm to others.

- Continued refusal to follow instructions from school staff.
- Serious challenge to safety, authority or learning.
- Serious and deliberate damage to school property or others' belongings.
- Leaving the school premises without permission.
- Bullying, homophobic or racist remarks.

Playtime and Lunchtime

Expectations for behaviour are upheld throughout the school day and therefore also apply for playtimes and lunchtimes. Any serious misdemeanours at lunchtime will be dealt with immediately. Staff at lunchtime will be informed of any children with behavioural difficulties and any different strategies which might have to be used.

Please see Appendix E for the break time behaviour chart.

Behaviour and SEND

Children who have different or additional needs may have a special programme developed in consultation with the Headteacher, Inclusion Lead, class teacher and parents. Individual support plans (ISPs) for individual pupils, will help them overcome their barriers to learning and will support pupils in trying to ensure they are able to access a full curriculum. The Inclusion Lead will liaise with Behaviour Support and other appropriate agencies in developing further specific behaviour strategies.

Where appropriate, the inclusion lead, will develop an individual risk assessment to be applied to help the pupil, staff and parents understand the triggers for a child's behaviour and support the shared discussion about what can be done to deescalate situations.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Where children are known to exhibit serious behaviours, the Headteacher and inclusion lead, in conjunction with the class teacher, support staff and parents, will develop a bespoke risk assessment and behaviour support plan for the child.

The school will record all serious behaviour incidents on CPOMs. In addition, if any handling or restraint technique was used, staff should use a Serious Incident Report (SIR form). This can be found in *Appendix C*.

Exclusions follow the school's exclusion policy. They will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

An exclusion is a last resort and is only used after careful consideration. If a child is excluded, the parents are informed immediately, with reasons given for the exclusion.

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At The Dawnay School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed.

All staff should report incidents directly to the Headteacher or Inclusion Lead and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

For more information, refer to the school's Exclusion Policy.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

This policy needs to be read in connection with:

- Pupil and Parents home school agreement
- Exclusions policy
- Physical Intervention and Use of Reasonable Force Policy (including SCC guidance)
- Safeguarding Policy
- Bullying Prevention Policy
- Online Safety
- Individual child risk assessment

Implementation and Monitoring

The Headteacher will be responsible for ensuring that the policy is implemented and for recording to the governing board on its impact. They will:

- ensure that all staff are aware of the school's behaviour policy
- ensure that, in the case of exclusions, all appropriate legislation and guidance is followed

The Leadership Team will monitor and evaluate pupil behaviour on a regular basis to review the impact of the policy and inform revisions and/or amendments to practice.

The governing board will be responsible for ensuring that the behaviour policy is followed at school. The governor with delegated responsibility for pupil welfare will monitor the implementation of the behaviour policy and report to the governing board.



The Dawnay School

Reward

Verbal praise, marking and feedback, stickers, house points, certificates, Star of The Week, Top Table

Live the P.R.I.D.E Values

Our Rules

Be Ready

Be Respectful

Be Responsible

REMINDER

This is a reminder that we need to be Ready, Respectful, and Responsible. If you continue you will be given a warning.

WARNING

This is the second time you have been spoken to. Your name has been moved down as you have not followed our school rules.

TIME OUT

You are continuing to break our school rule of being respectful; you must now go and sit in the shared area for the rest of the lesson.

See Appendix B: A consequences guide to support behaviour decision making.

Consequences - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>It should be made clear that it is the behaviour that is unacceptable, and any sanction should address the behaviour and not be made personal to the child.</p> <p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Responsible)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being responsible. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices</p> <p>Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>Options for Time Out:</p> <ul style="list-style-type: none"> • Time Out' away from the rest of the class/group but within the classroom • Time Out' in another classroom (usually parallel class within same year group) • Time Out' in another classroom – LJs paired with UJs. Y1 paired with Y2. • Loss of playtime (part or whole) – supervised by an adult (as per rota) <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>Complete Behaviour reflection sheet (Action recorded on CPOMS, paper work stored in behaviour file)</p> <ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	



Break and Lunch time behaviour

- Date: Filled out by:
- Break/Lunch duty: Record children's names in the relevant section, at end of break ensure information is passed to class teacher
- If incident is serious (straight red) ensure you give class teacher/SLT a full debrief of incident and/or fill out separate behaviour log

Reminder	- Breaking school rules - Hands/feet/Objects - Respect	Names
Warning	- Breaking school rules - Hands/feet/Objects - Respect	Names
Time out during Break	- Breaking school rules - Hands/feet/Objects - Respect	Names
Removed from Break	- Breaking school rules - Hands/feet/Objects - Respect	Names
Serious Incident	Incident	Names



Appendix F

The Dawnay: Behaviour Time Out Reflection Sheet

Child Name:

Date/Time:

Signed (Adult):

<p>What happened?</p> <p>Which school rule has been broken: Be Ready Be respectful Be responsible</p>	<p>What were you feeling at the time?</p>	<p>What have you felt since?</p>
<p>Who has been affected?</p>	<p>What should you do to put things right with the affected people?</p>	<p>How can you do things differently if the situation happens again?</p>