

Dry Drayton and Oakington Federation

Behaviour Policy

Reviewed by:	
Reviewed when	
Date written and last reviewed	November 2018
Source and date of model policy, if applicable	

Our Consistent Approach to Behaviour Management and Anti-bullying

The key purpose of this policy is:

- To provide a safe, happy and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values.

This policy establishes how we help children become aware of their behaviour and how the consequence of this affects their learning, others and their environment, acknowledging our legal responsibilities under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs (SEN).

Our approach is one of promoting values of good behaviour within an ethos which fosters discipline and mutual respect between pupils, between staff and pupils, and between all members of our community. We do this by providing strategies to assist children in demonstrating the '5Rs' - resilience, readiness, resourcefulness, reflectiveness and responsibility. Our success is measured not only by a reduction in incidents but also by how we deal with them.

The basis of this policy is that all members of our community share the same core rights;

- The right to be treated with respect
- The right to be safe physically and emotionally
- The right to learn without unfair distraction

Whilst all members of our community share these rights, we also share the responsibility to respect the rights of all members of our community.

All classes have on display a school rights poster which can be used to reflect on and consider the impact of behaviour on other members of our community. (Appendix 1)

Behaviour principles:

- To provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive attitudes and values.
- To encourage everyone to take responsibility for their own actions and their consequences.
- To provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- To provide a clear set of expectations to which everyone can aspire.
- To encourage children to become independent in their approach to work and in managing their own behaviour.
- To enable children to reflect upon their words or actions, and in our talk with them to encourage consideration of consequences, and reasoning. We focus on identifying any behaviour that is resulting in a problem, and aim to help children to develop an understanding of what is right, what is wrong, and why.

Encouraging and rewarding good behaviour:

To promote and encourage good behaviour we have a house system. All children are automatically assigned to a house team when they join the school.

All adults are encouraged to recognise good behaviour, attitudes to learning, progress and high quality work by awarding house points. Children collect these on their House Point Cards (see Appendix 2, 3, 4, 5, 6, 7)

When children have collected 100 House points they are awarded a bronze certificate

When children have collected 200 House points they are awarded a silver certificate

When children have collected 300 House points they are awarded a gold certificate and their family members are invited to attend a special assembly to see them receive their award. (see Appendix 8, 9, 10)

When all the children in a class earn 100 house points then the children can have a class party for an hour.

When all the children in a class earn 200 house points then the class can choose a special activity or session for an afternoon.

When all the children in a class earn 300 house points then they can plan a special day.

The house team with the most points at the end of each term have an outing in recognition of their team effort and hard work.

We also recognise the positive contributions, achievement, progress and behaviour of pupils through:

- Verbal praise and encouragement
- Written comments and feedback
- Referral to other members of staff for positive recognition
- Sharing positive experiences with the parents
- Displaying and sharing children's achievements
- Achievement and Progress certificates (see appendix 11 and 12)
- Our weekly celebration Assembly

Managing Unacceptable Behaviour:

The vast majority of pupils at The Dry Drayton and Oakington Federation behave well and have positive attitudes to school and learning. However, we also acknowledge that there are times when pupils will not always meet the high standards we expect.

In first instances of inappropriate behaviour it is important to praise and recognise pupils for the behaviour you expect and to give attention to pupils who are making the correct choices. Provide opportunities for the child to reposition and/or separate e.g ask the child if they think they might want to sit somewhere else

Stage 0: Polite request followed by a warning – a maximum of two warnings should be given. Warnings are verbal.

Stage 1: Give a FINAL warning, using the phrase: "This is your final warning do you understand?" Make clear what you have asked the child to do and what the consequences will be if the wrong choice is made. "You can either/or ..."

Stage 2: Time out A. Child sent to time out table – all classes MUST have a time out table. Time out A is

a maximum of 5 minutes (EYFS/KS1) 10 minutes (KS2) – All classes in KS1 and KS2 have a 5/10 minute timer for their timeout table. In the EYFS we use a range of appropriate timers. The child records their name and why on **Time out A list** (see appendix 14). Time out A is an opportunity for the child to be alone, reflect and calm down, complete work set independently, or a **Behaviour Reflection Sheet** (see appendix 15).

Each time out table has a laminated Timeout Table sheet (see appendix 16)

If behaviour improves the child should return to the lesson; if not then move to **Stage 3**. Remember before moving to Stage 3 to give the child a final warning and remind them of the consequences if they choose to make the wrong choice. “You can either/or... you will go to **Time out B**”.

Stage 3: Time out B. Child is escorted to designated colleague – partner teacher in the year group or phase **with their work** where they remain until the end of the lesson/session – a maximum of one hour. Child needs to complete behaviour reflection sheet and finish work without assistance. A minimum amount of attention and support should be given. **Time out B letter** (see appendix 17) to be sent. **Time out B** to be recorded on **My Concern**.

Once a child returns to class having completed Stages 1, 2 or 3 the stages start again.

If behaviour improves, the child returns to class. If not move to **Stage 4**. Remember before moving to Stage 4 to give child a final warning and remind them of the consequences if they choose to make the wrong choice. “ You can either/or you will go to **Time out C**”.

Stage 4: Time out C. Child escorted to TLR post holder or Headteacher with their work where they remain until the end of the lesson session or for a maximum of half a day. Children are expected to complete their work without assistance and with minimal interaction. Child needs to complete behaviour reflection sheet. **Time out C** (appendix 18) letter to be sent home and the receiving member staff to record **Time out C** on **My Concern**

Where work is not completed, it will be sent home to be completed outside of school hours. This is to ensure that children have completed the necessary learning and skills to continue with their learning the following day.

Stage 5: Pastoral Support Programme. Where a child has had 3 or more time out Cs in a week or where there are frequent records of Time outs over a period of a half term, then we implement **Stage 5: Pastoral Support Programme.**

An initial **Assessment** (see appendix 19) will be undertaken in partnership with parents and carers and the child to identify key difficulties, triggers and to identify possible support and provision. A multi-agency meeting will be held involving a member of the SLT, members of the inclusion team and the class teacher. The child will be placed on report (see appendix 20) and expected to meet with a member of the SLT during break-times and lunchtimes to review progress and achievements. A weekly meeting will be held with parents to review progress and achievements. A pastoral support programme will run for a minimum of 2 weeks but may also be superseded by further stages.

If targets are achieved remove from PSP, if PSP unsuccessful move to Stage 6

(At any point in this staged behaviour process, the school may have to make the decision to move up or down this staged process in more than single increments)

Stage 6: Behaviour Contract. Agreed set of rules and consequences that must be followed, in order to avoid exclusion. Multi-agency meeting involving Class teacher, Headteacher, SLT, Member of the Inclusion team and Parents/carers. Child placed on Behaviour Contract. Extra-curricular and enrichment activities removed. All clubs, trips outside of school suspended, break times and

lunchtimes with peers earned by positive attitudes and meeting of individualised targets. Additional individualised provision to be made (?).

If targets achieved, return to Stage 5 re-instatement of extracurricular and enrichment activities. If targets not achieved move to **Stage 7 or 8**.

Stage 7: Internal Exclusion. Maximum 10 days – (this may include being educated in another federation school). Engagement with all agencies and parents/carers including BESD and LA support to identify what additional provision can be provided to avoid exclusion. Individualised targets and goals set. Targets achieved: maintain for a further week then develop re-inclusion programme with all agencies to ensure a sustainable return to quality first teaching.

Stage 8: Fixed Short Term Exclusion. Maximum of 5 Days. Work will be set by the Federation and **MUST** be completed by the child before any re-integration process can begin. The school will contact twice a day (morning and afternoon registration) to ensure that work is being completed and to offer support.

An agreed re-inclusion programme to be developed including reduced timetabling, and a staged return in consultation with all agencies.

Stage 9+ Further stages in this process are described by the LA guidance. The Federation fully subscribes to the LA advice and guidance. Ultimately, the Federation will do everything it can to avoid permanent exclusion but we will be guided by the principles and rights enshrined in this behaviour policy:

The rights of all members of our community to:

be safe physically and emotionally
be treated with respect
and to learn without unfair distraction.