



“TOGETHER WE ARE STRONGER”

BEHAVIOUR POLICY

Approved by the Chair of Governors

Signature _____

Date _____

This Policy will be reviewed October 2021

Behaviour Policy

'Good Behaviour Always Rewards'

We believe that children thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of caring for others should be core values that we respect and agree.

We will encourage self-discipline, self-reliance, initiative and the development of the individual and see an agreed code of conduct as supporting those aims.

We actively promote the school values of honesty, politeness, consideration, caring, happiness, kindness, patience, respect and encouragement, and believe these values will lead to a more fulfilled life.

A Whole School Approach

At Dorrington Academy we have a supportive 'no blame' policy.

This 'no blame' policy is the key element used when staff express concern and request help to manage pupil behaviour.

Practice and Procedure for Behaviour

1. A Whole School Approach

We believe that the following set of core values should underpin our approach to behaviour management.

- Pupils will take ownership of their behaviour as individuals and members of the group.
- All members of the school community will treat each other with mutual respect in which all members will play both by example and participation.
- Endeavour to build workable relationships between teacher and pupil, and pupil and teacher.
- Through a behaviour management policy ensure that the core business of the school, the teaching and learning, is supported.
- Include all parts of the school environment, the indoor and outdoor classroom and playground.

At Dorrington Academy we follow a Behaviour programme as follows:

This is a three-tier approach to managing behaviour.

- Level 1** **Behaviour issues are monitored using the tracking system.**
- Level 2** **Behaviour targets (Appendix II) are written in consultation with parent, pupil, class teacher, learning mentor and Behaviour Co-ordinator (BeCo). The targets are implemented and progress is reviewed.**
- Level 3** **The emphasis is on the targets with the involvement of outside agencies.**

2. Roles and Responsibilities

Staff will:

- Be authoritative
- Expect to receive respect, silence and attention
- Be assertive
- Wait until everyone is listening before speaking to the class
- Demand courtesy and respect for all
- Never accept less than the capability of the individual
- Have high expectations
- Identify with the class
- Respond to the good and bad news of class members

Children will:

- Respect and follow class routines, school systems and school rules
- Care for resources and property
- Develop a sense of fairness, self confidence and self control
- Develop a respect for and tolerance of, the ways of life and opinions of others
- Wear school uniform as set out in prospectus
- Come properly equipped for lessons, including PE

Class teachers are responsible for their children's pastoral care and behaviour but they do this in conjunction with the Headteacher, Deputy, Assistant Head, Phase Co-ordinators, Assistant Phase Co-ordinators and SENCo. This responsibility is also shared with classroom/integration assistants and lunchtime supervisors.

When staff are concerned about behaviour, they are encouraged to share this concern with their line manager.

An 'incident book' is kept to record persistent and serious incidents of misconduct.

3. Common Rights, Responsibilities and Rules

Behaviour management at Dorrington Academy is based on the following common rights, responsibilities and rules.

Agreed Common Rights

- We all have a right to feel safe
- We all have a right to be treated with respect and dignity
- We all have a right to learn

Agreed school rules for behaviour

- To be happy and safe at school, always follow these rules:-

At the start of each academic year we establish class rules, which are displayed in the classroom. This is an important part of establishing common rights, responsibilities and rules.

Establishing teacher expectations of a class at the start of a year is time well spent. The teacher should actively teach, model, encourage and support positive behaviours and make explicit the procedures, routines and expectations for:-

- Using the cloakroom
- Entering/leaving the classroom
- Registration
- Movement around the school
- Movement around the classroom
- Using/sharing resources
- Gaining the teacher's attention
- Going to the toilet
- Wet play/lunchtimes
- Lining up and walking into school
- Tidying up etc.

Throughout the school there is a house system. At Easter and Christmas there is a special competition based on a behaviour reward system.

KS1 Lunchtime Reward System

- Stickers are awarded for good behaviour
- Lunchtime Merit for good behaviour
- Lunchtime Supervisors will also be looking at the whole class, their lining up, responding to the bell and walking to the dining hall, and behaviour during wet play. They may award up to five house points per class.

KS2 Lunchtime Reward System

- Each Lunchtime Supervisor has stickers
- Children are rewarded for good behaviour. Good behaviour to include playing well together/ being helpful/lining up well/trying something new for lunch or eating all dinner or trying to eat most of dinner (this is only relevant to KS1).
- Those children who have received a sticker should come to the front of the line when the bell goes (this will hopefully ensure that the good behaviour continues in the line and make it visible to others who has got the award).
- Each sticker is equivalent to one house point.
- Lunchtime Supervisors will also be looking at the whole class, their lining up, responding to the bell and walking to the dining hall, behaviour during wet play. They may award up to five house points per class.

Key Stage 1

4. Rewards and Merit system

Within Key Stage 1 and the Foundation Stage, children are regularly praised for good work; good manners, helpfulness etc. and house points are awarded for specific incidences and continuous displays of good behaviour.

A celebration/good work assembly will take place every Friday. A running total is kept for house points and the child with the most house points stands up to receive a clap from everyone. A certificate is awarded for the class/child with the most house points.

In some classes 'Golden Time' is used as a positive method of monitoring behaviour.

Merits are given for good behaviour.

5. Sanctions

Classroom:

1. Verbal reminder by teacher, child named and politely asked to stop what they are doing.
2. The tracking sheet (Appendix I) procedures are put into place.
3. If the Behaviour is serious (i.e. fighting) they are seen by the Phase Leader.
4. Debits are given for inappropriate behaviour.
5. Teachers can contact learning mentors at any time to assist them with behaviour issues.

Incident books are kept by staff and where behaviour is seen to be deteriorating, or to be at an unacceptable level, intervention will be made in the form of an IBP.

Playground:

Names of individual children causing problems are recorded in the Reflection Room log. This is monitored and children whose names regularly appear will have time out as determined by teachers or Senior Lunchtime Supervisors during lunchtime

Key Stage 2

6. Rewards

House points:

House points are given for good behaviour, work, good manners, helpfulness etc. A running total is kept so that a half-term winner is awarded a certificate. Further awards are given as these totals are reached:-

Class teacher weekly rewards (bookmarks/stickers etc.): optional

These are given by the class teacher, for working well during the week. Children not on 'tracking sheet' may be given a reward. Merits are given for good behaviour.

The focus of behaviour management at Dorrington will always be **praise**. However, sanctions need to be in place for the benefit of all children to ensure the smooth running of the school.

7. Sanctions

A tracking sheet will be kept for all children exhibiting inappropriate behaviour. This is reviewed weekly by the Phase Leader and children spoken to about their behaviour and an appropriate sanction put in place.

Classroom:

1. Verbal reminder by teacher, child named and politely asked to stop what they are doing. Not recorded.
2. The tracking sheet (Appendix I) procedures are put into place.
3. If a child sees the team leader three times in any half term then the Deputy Headteacher is informed and sees the child as soon as possible.
4. If any further incident occurs, a meeting with parents is arranged.
5. If an incident is serious and dangerous to others a Senior Manager will contact parents/carers immediately to discuss the matter and the action to be taken.
6. Debits are given for inappropriate behaviour.
7. Teachers can contact a member of the inclusion team to address inappropriate behaviour.

Time-out

A child is sent to a link teacher to focus on their behaviour for 10 minutes to fill in a 'time out' sheet(Please have a space ready for them). **If a child refuses to go to the paired class, the red card is sent to the office; they will then contact Leadership, or if unavailable, collect the child and take them to sit outside the office. The red card system, is also followed when a child is causing danger to themselves and others.**

Lunchtime

Supervisors are encouraged to play with the children since this has been shown to reduce the incidents of poor behaviour. If behaviour issues occur the procedure is as follows:

Children who chose not to follow the rules will be treated as follows:

1. Verbal warning
2. Reflection Room
3. Sent to Senior Supervisor
4. Referred to the class teacher

If a child has been referred to the class teacher on three occasions in a week, they are referred to the team leader.

Tracking sheets are collected each week by the Behaviour Co-ordinator.

If a member of the Leadership team feels an incident warrants parents being informed, this will be done immediately.

8. Serious Incidents

These are incidents, which include:

- **Fighting**
- **Bad language/verbal abuse**
- **Physical abuse of adults**
- **Physical abuse of children**
- **Racism**
- **Bullying**

If a serious incident occurs it will be referred to team leaders and senior management who will decide on the appropriate action which will certainly involve contacting parents/carers and discuss if the incident warrants exclusion. (see below).

The red card system, is also followed if necessary when a child is causing danger to themselves and others and will not move.

At Dorrington Academy we believe it is important for every child to be aware that it is the behaviour that is unacceptable and **NOT** the child.

9. Repeated Warnings

If children are given repeated warnings, parents will be informed of behaviour/incidents and the action to be taken. We will try to work with the parents to ensure positive behaviour from all children.

Repeated warnings may result in periods of exclusion. The health and safety of the child concerned, other children or members of staff are paramount.

The Headteacher and/or Senior Management will make a decision to exclude a child for specific activities if this is considered the safest option for all concerned (e.g. sports activities, educational visits).

10. Exclusion

Dorrington Academy follows Local Authority guidance regarding exclusions. Only after careful consideration by the Headteacher or in the absence of the head the Deputy headteacher, in consultation with the staff involved, will the following sanctions be imposed:

- Lunchtime exclusion
- Class exclusion for a set period of time
- Fixed exclusion
- Permanent exclusion

Any behaviour that threatens the health & safety of a member of our school community will be deemed serious to warrant exclusion. Incidents such as vandalism, possession of a weapon, verbal or physical abuse against other pupils, staff or visitors will be categorised as serious and will warrant immediate exclusion.

Parents will be involved in an exclusion situation. The Headteacher will inform the Governing Body of any incidents and the actions taken leading to exclusion. On a child's return to school a meeting between the Headteacher, parent and child is arranged to discuss the behaviour agreement contract.

Monitoring, Evaluation and Review

The Leadership team will continually monitor the quality of provision.

The school will review this policy regularly and assess its implementation and effectiveness.

Ratified by the Governing Body

Signature: _____
(Chair of the Governors)

Date: _____

This policy will be reviewed October 2021

Foundation Stage Behaviour Policy

Rationale

As far as possible, the Behaviour Policy within the Foundation Stage will reflect that of the whole school policy and staff will work towards the rules, rewards and sanctions that are in place.

At Dorrington we aim to provide a secure, happy and stimulating environment where each child is encouraged to achieve his/her full potential in all development areas.

Rules

In order to achieve this it is necessary that the following rules are strictly adhered to.

1. Keep hands and feet to yourself (be kind to each other)
2. Use equipment in an appropriate manner (look after our toys)
3. Treat everyone with respect and consideration (be friends with everyone)

Rewards

1. It is considered that the children will work well and respond to much verbal and visual praise from caring adults. It is therefore the policy of this setting is to reward appropriate behaviour, primarily with verbal response and eye contact.
2. Good Work etc. is to be shown to another member of staff or the Headteacher who will also respond with verbal praise. Stickers/happy faces may be added to work.
3. Group praise for individual good behaviour, work etc. (at language time)
4. Children's names recorded on a visual display for demonstrating good behaviour under the following headings:
 - Being kind
 - Being helpful
 - Being polite
 - Being sensible
 - Being a careful listener
 - Being a hard worker
5. House points may be awarded in accordance with the Whole School Policy.

Sanctions

If a child chooses not to follow the rules that have been defined, then these sanctions will apply:

1. Verbal warning stating clearly which area of behaviour is inappropriate.
2. The child will be removed from the situation and directed towards another activity.
3. Time out (using a larger timer - one minute for each year).

Central to the Nursery Positive Behaviour Programme, is the 'Busy Bee' system whereby the children's names are displayed on boards throughout the unit when they have shown achievement in the areas listed in Rewards no. 4.

In order to ease the transition into Reception class, the Busy Bee system continues to operate. The House Point system is introduced in the Spring term, running alongside the Busy Bee system. However, in the Summer term; at this point the Busy Bee system is taken out of use.

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