



Behaviour Policy

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Application of the Policy

The policy applies to all staff employed by the school.

Policy Statement

Doxey Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We aim to achieve and sustain the highest standards of behaviour both in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This will maximise learning opportunities and raise the quality of education for all at Doxey. We want pupils to leave Doxey with a high sense of worth, positive mental health, clear identity and with intrinsic motivation to behave in a positive way that will influence their future life opportunities.

We recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. This is surrounded by high and clear expectations.

At Doxey Academy, we have a calm and consistent approach to behaviour management using a restorative and relational approach within clear and consistent boundaries. We understand that positive behaviour can be taught and modelled. This policy outlines our principles and the way the school supports and educates children in managing their own behaviour.

Behaviour Principles

At Doxey Academy, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

We believe that children should be treated with kindness, consistency, calmness, respect, dignity, understanding and care.

All staff:

- Take time to welcome children at the start of the day
- Use deliberate botheredness to make children feel valued
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

- Praise in public and remind in private
- Give first attention to the best conduct
- Know their class well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Always remain calm, consistent and fair
- Ensure pupils understand what is expected of them
- Create a positive environment where every pupil feels comfortable and respected
- Show an interest in each pupil's interests, talents, goals, likes and dislikes, and their family

Rules

The school has three simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied in all situations. We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules and routines that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Routines

We understand that children respond well to routines. Routines enable children to feel a sense of safety and security whilst in school. All classrooms have a visual timetable that is shared at the beginning of each day. There are a number of whole school routines which include; entering the classroom, morning work, moving around the school, gaining attention, tidy up time and end of the day. These routines are used consistently across school, backed up by shared language by all staff to ensure children understand expectations.

Recognition

We believe that the use of praise and encouragement is the most effective means of communicating good behaviour. By fostering positive relationships between children and all staff the children will feel valued as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level; and co-operation, consideration, courtesy and respect for others on a social level. Through this, we hope that children will develop a pride in themselves and in their school together with a sense of belonging.

Good behaviour is recognised sincerely rather than just rewarded. This recognition is through praise and positive conversation. Behaviour that goes above and beyond is recognised through Headteacher achievement certificates, DoJo points, class recognition board, lunch with the Headteacher and celebrations with other staff members and parents.

Behaviour Management

At Doxey Academy we believe that good behaviour is fostered through good learning and teaching. There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of consequences. In the short term, consequences can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. We will start each lesson afresh and with a clean slate in order to give new opportunities to change and develop.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Stepped Consequences

When a child is not following the rules, the following stepped consequences will be used. Staff will use a gentle approach, use the child's name, and get down to the child's level to deliver the message privately wherever possible.

1 Prompt	Teachers offer a low-key prompt of the expected behaviour.	Example – A verbal direction (work quietly thank you), non-verbal cues, a redirection (placing a pencil in front of the child) or asking a question (are you OK?).
2 Reminder	A clear verbal reminder delivered privately, making the pupil aware of their behaviour. You need to refer to rule which is being broken. (Move away, give child 'take up time' and DO NOT respond.)	Example - You need to put the pen down, you are showing you are not ready to learn.
3 Last Chance	Last reminder of expected behaviour.	Example –

		You need to put the pen down or you will move to time out.
4 Time out	<p>Time for the pupil calm down, breathe, compose themselves or look at the situation from a different perspective.</p> <p>This can be at the time out table in the classroom or another classroom. Time out tables are placed in an area in the room away from other children. Resources on the table include a book, a fiddle toy and a mini whiteboard and pen.</p> <p>The length at the time out table is age appropriate and can range from 1 minute to 10 minutes.</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p>	<p>Example –</p> <p>You are still messing with the pen. This means you are not ready to learn. You need to move to time out.</p>
5 Restorative Conversation	<p>This could be a quick chat at break time or a more formal meeting. Ultimately we want the conversation to end positively.</p> <p>Questions</p> <ul style="list-style-type: none"> • What happened? • What were you thinking? How did you feel? • Who else has been affected by what happened? • What do we need to do to make things right? • What can we avoid it happening again? <p>A restorative conversation aims to help the child understand why they behaved how they did, how it impacted on others, how they could repair the situation and how they could behave differently next time. It teaches the child how to manage their own behaviour.</p>	<p>Restorative conversation</p> <p>Usually 6 questions, but will be less for younger children. A visual prompt sheet should be used where appropriate.</p>
Consequence	Up to 5 minutes at break or lunchtime for the child to complete the work they missed during the lesson.	

Further Intervention

The majority of children at Doxey are very well behaved and lapses of behaviour are dealt with effectively by the class teacher or other members of staff in school following the usual stepped consequence system.

When a child struggles with meeting the expectations over a period of time the class teacher will employ strategies to manage/ improve the behaviour alongside guidance from a member of the senior leadership team.

In more serious cases when children find it difficult to behave appropriately and are disrupting their own and their peer's education on a regular basis, then a more structured approach is necessary. We understand that some children exhibit behaviours linked to previous experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We understand and offer support to those children who need support in reaching the expected standards of behaviour. In these cases an individual behaviour plan (IBP) will be used and will identify targets and strategies to help the individual child to manage their behaviour. The strategies outlined in the IBP will be communicated to other members of staff and to parents/ carers.

In very serious cases of unacceptable behaviour other agencies may need to become involved and / or a child may need to receive a suspension or exclusion. Parents/ Carers will be made aware if these measures are needed.

Suspensions and Exclusions

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will suspend or exclude pupils for a serious breach or persistent breaches of the behaviour policy. This may include but is not limited to; harming other children or adults, verbal abuse, threatening behaviour, disruptive or unsafe behaviour.

We abide by the DfE guidance on this and report any exclusions routinely to Staffordshire LA following local and national guidance.

Dinner/break times

The same high expectation of behaviour remain when children are outside of the classroom. All adults follow the same rules and use the stepped consequence approach when children are not meeting the rules. There is a chair on the playground used for time out. For children who struggle on the playground, there are a number of options where they can stay inside. This may be requested by children or enforced by staff. This is a preventative measure rather than a consequence.

Physical Intervention

In line with the school's Use of Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring

themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Additional need

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

Behaviour off school premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.