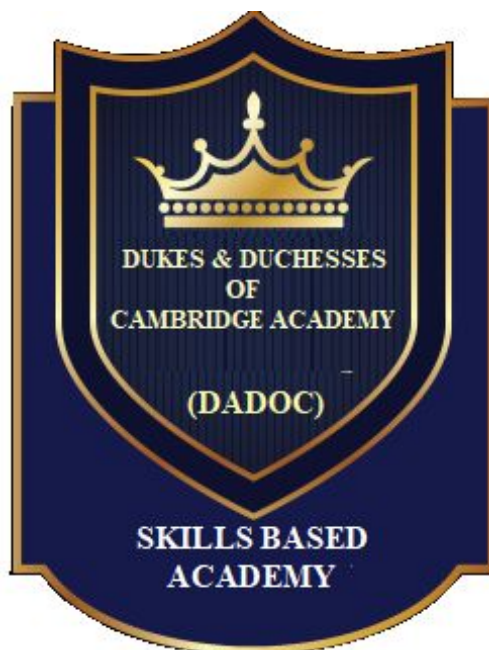




DUKES AND DUCHESSSES OF CAMBRIDGE ACADEMY



BEHAVIOUR POLICY

Last reviewed: 2020

To be reviewed: 2021



Behaviour Policy

1. Ethos and Rationale

Positive behaviour is the foundation of outstanding teaching and learning. At DADOC, we strive to create and maintain a positive learning environment in order to deliver to pupils the best possible education.

DADOC is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

2. Aims

- To support effective teaching and learning
- To contribute to a healthy environment based upon mutual respect and consideration
- To provide a framework of support and a common, consistent approach to managing behaviour for all staff, pupils, parents and other stakeholders
- To reinforce appropriate behaviour by teaching key skills and by prompting independence, self-motivation and self-management
- To use Building Learning Power (BLP) to develop resilience, resourcefulness, reflectiveness and reciprocity.

3. Purpose

- To ensure that all pupils are safe at school
- To provide a basis for a consistent whole staff approach to managing behaviour
- To provide clear guidance for staff regarding appropriate and acceptable practice
- To inform staff of the mechanisms available to support the above
- To ensure the maintenance of a positive vibrant learning community
- To promote a culture of fairness and equality for all

4. What our children think behaviour should look like at DADOC

“Good behaviour is when you always follow instructions first time and listen to the adults.” Primary 1 Pupil

“I think that good behaviour is making the right choices.” Primary 1 Pupil

“I think good behaviour happens when you show resilience.” Primary 2 Pupil

“Showing respect and being responsible is part of good behaviour.” Primary 3 Pupil

“Positive behaviour is when you lead by example.” Primary 3 Pupil

“Good behaviour is sharing and caring.” Primary 4

“Good behaviour is when you are concentrating and always on task.” Primary 5 Pupil

“I believe that good behaviour is when you set a good example for others to follow.” Primary 6 Pupil



5. Methodology

At DADOC, we have a set of rules that apply to all members of our learning community. This takes the form of our core values and Building Learning Power code of conduct and will be the focal point of our Behaviour Policy. All aspects of the Behaviour Policy support the achievement of the Core Values and Building Learning Power.

6. DADOC Core Values

We are always respectful. -

RESPECT

We are kind and helpful -

TEAMWORK

We are resilient and never give up-

RESILIENT

We believe in ourselves

PERSERVERANCE

We are collaborative

COLLABORATION

We are inquisitive learners

QUESTIONING

7. Implementation

- At DADOC our Behaviour Policy hinges upon the core principles within the six core values
- All of our rules are expressed in a constructive and positive language, teaching the required behaviour and emphasising our high expectations
- The rules and expectations set down in this Behaviour Policy are built around the principle of positive correction rather than punishment
- We work to uphold the core values in the classroom, corridors, playground and any other locations in and around the school. We do this by adhering to the following expectations and guidelines for all staff
- The core values will be displayed in all appropriate areas of the as a constant point of reference for all. Class teachers will be expected to have some kind of display consisting of teacher and pupil input, within their classroom that relates to the core values
- One of the core values will be the behaviour value for each half term so assemblies will relate to this particular core value or Learning Power
- Building Learning Power (BLP) will be used to reinforce the importance of collaboration and teamwork
- BLP posters promoting learning language, resilience, resourcefulness, reflectiveness and reciprocity will be displayed in all classrooms.

Our BLP/School Values

- Autumn 1: We are respectful - RESPECTFUL
- Autumn 2: We are kind and helpful – TEAMWORK (to coincide with Anti-Bullying week in November)
- Spring 1: We are resilient and never give up - RESILIENCE
- Spring 2: We believe in ourselves - PERSERVENCE
- Summer 1: We are collaborative - COLLABORATION
- Summer 2: We are inquisitive learners – QUESTIONING

Restorative Justice (RJ) at DADOC

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches at DADOC enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

The ability to use RJ hinges on the following key questions used when things go wrong:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you need to do to make things right?

These questions help the perpetrator and the victim resolve the conflict; however the systems for sanctions below will still apply.

8. Standard Routines for Staff

It is the responsibility of each class teacher, assisted by support staff, to establish clearly explained routines for each class so that the rules and expectations as laid down in the core values are consistently and persistently applied:

- Insist upon orderly entry to, exit from and movement around the classroom
- Teach and reinforce the core values in at any appropriate opportunity
- Set high expectations of pupils and ensure that pupils fully understand these
- Model the behaviour that you would like to see from the pupils
- Use of silent signals and gestures
- Plan your lessons thoroughly using a variety of teaching and learning styles and resources to inspire, motivate and challenge pupils. Interesting lessons set at the appropriate level and with appropriate challenge have a positive effect upon engagement, behaviour and thus, learning. Similarly boredom and insufficient planning can lead to misbehaviour
- Take action to address and resolve issues at an early stage to avoid escalation and the need for serious sanction
- Use a tiered approach in the issue of sanctions so that they are always seen to be appropriate, consistent and fair

- Take responsibility for leading and maintaining good behaviour in your classroom using support, where required, in addition to, but not instead of your own personal action
- De-personalise negative pupil behaviour for best results. This means being annoyed with the behaviour not the pupil
- Develop, and where necessary re-build, positive working relationships with all pupils both in lessons and around learning.

9. Rewards

- At DADOC we actively encourage good behaviour by the use of rewards and incentives.
- This system is consistent but graduated throughout the day.
- Rewards must act as positive incentives to young people
- There must be a clearly defined and understood criteria for the issue of a positive consequence
- They must be issued fairly when the criteria is met
- They must be issued promptly to emphasise their value
- Once given a reward should not be taken away
- They should be available to individuals and groups
- They should be used as a motivator or a reward but never as a bribe
- We should aim to issue more positive than negative consequences

10. Sanctions and Consequences

- At DADOC positive and responsible behaviour is to be taught and reinforced in order for the desired standard of conduct to be understood and demonstrated by pupils
- The aim of positive correction is to develop responsible young people who independently manage their behaviour and who understand the reasons why this is essential
- A positive and patient approach is necessary and will be adopted by all staff in order to achieve the above and to develop positive working relationships with pupils that lead to positive responses
- Use a variety of strategies to correct negative behaviour using a tiered approach from least intrusive to most serious depending on the nature and frequency of the behaviour
- Always refer to the core values as a point of reference for pupils
- Use a positive approach and positive language when correcting negative behaviour
- Allow pupils the opportunity to explain their behaviour as part of the process of improving their understanding of acceptable behaviour
- Accept responsibility for the issue and the follow through of sanctions
- Seek support where required but never relinquish your responsibility to be part of the process
- Make sure that sanctions are appropriate, fair and consistently applied
- Avoid issuing statements/threats that you are not empowered to carry out
- Avoid confrontation
- Avoid blanket or whole class sanctions that may punish the innocent
- Verbal or physical violence and/or bullying is never acceptable at DADOC
- Reflection at lunchtime, run by a senior staff member, for 30 minutes.

11. Unacceptable Behaviour Sanctions

- Corporal punishment or any form of physical reprimand
- A consequence that is not related to the negative behaviour that has been displayed
- Moving to most severe consequences before lower level sanctions have been explored and issued
- Sending a pupil, deemed to have misbehaved, from a classroom unaccompanied

- Restricting liberty
- Whole class punishment unless every pupil has behaved unacceptably
- Inappropriate use of the curriculum as a punishment, for example extra maths for talking in class
- Exclusion from areas of the curriculum – unless on the grounds of health and safety and agreed by the Head of Academy (HoA) or Vice Principal (VP)
- Issuing statements/threats that you are not empowered to carry out

12. Specific Behaviour Systems in Place for all Pupils in EYFS

- Class teachers will use a Zone Board as a visual behaviour system.
- The board is split into different weather sections from the bottom to the top as follows:
- Thunder Cloud
- Rain Cloud
- Blue Cloud
- Sun Cloud
- Rainbow Cloud

Routines

- All children will start every day on the blue cloud.
- If they are following the core values/showing positive behaviour and cooperation skills, demonstrating kindness to others they can move up to sun and potentially the Rainbow
- If they have to be reminded more than twice about low level inappropriate behaviour, for example not listening to instructions, pushing in the line, not interacting appropriately with other children then they move to rain cloud
- If children continue to persist with their inappropriate behaviour then they would move down to thunder cloud
- If they do something serious, for example hurting another child, act in a dangerous or unsafe way, damage property deliberately then they move straight onto the thunder cloud.
- If children are on the rain cloud but demonstrate they are trying to rectify their behaviour they can always move back to blue cloud and beyond.

Rewards and Sanctions

- Children on the sun cloud at the end of the day: Get a sticker and individual verbal praise from their class teacher. Children who are on the rainbow at the end of the day: Receive a prize from the prize box and the class teacher informs parents at the end of the day
- Children who are in the thunder cloud at the end of the day: Class teachers fill in a behaviour log for these children. This must be referred to the Phase leader for EYFS/Senior Leader who will determine consequences for this behaviour. Parents are informed by class teacher/Phase leader.
- If a child is finishing the day in the thunder cloud on a regular basis then class teachers, need to discuss with the Phase Leader and SENCo whether extra provision needs to be put into place.

It is good practice for all EYFS teachers to have a 'Looking for a rainbow display', which highlights the desirable behaviours that will propel children onto the rainbow section on the weatherboard. This should be done in conjunction with the pupils to ensure they understand what is expected of them.

Specific Behaviour Systems in Place for all Pupils in Key Stages 1 and 2

All classes in Key Stage 1 and 2 are able to use the Dojo Rewards systems. This system is designed to be used as a reward for desirable behaviour, positive attitudes to learning and



aspects of Building Learning Power. The aim of this is to promote a collaborative responsibility and pride in the pupils' teams.

Positive Acknowledgement

In addition to dojos, every week in achievement assembly, a pupil from each class will be awarded a 'Builders of Learning Power' certificate for showing resilience, resourcefulness, reflectiveness and reciprocity, along with positive attitudes to learning.

Negative sanctions and consequence structure

Teachers need to ensure they point out the inappropriate behaviour to children and they should always give children a chance to rectify their behaviour before moving a child down on the behaviour chart.

Level 1 behaviour

- Persistent (at least 3 incidents) low level behaviour, for example unnecessary talking, not completing learning, not listening.

Sanctions: Miss 1 playtime, monitored by class teacher, if there are more than 5 incidents of Level 1 behaviour in a day then staff must enter this on a behaviour log, logging the previous incidents.

Informal feedback to parents/ carers will take place at pick up time or via a phone call.

Ongoing level 1 behaviours can lead to a behaviour report card where there are concerns that these behaviours are impacting on the child's own learning or that of their classmates.

Level 2 Behaviour

Verbal abuse of pupils or staff, failure to follow reasonable requests, damage of property.

Sanctions: Miss 1 playtime monitored by class teacher and given 1 lunchtime in Reflection with SMT; behaviour log to be completed to inform SLT.

Parents informed by class teacher or phase leader the same day either face to face or via telephone.

Repeated level 2 behaviours lead to the child being placed on a behaviour report card for a period of four weeks. SMART Targets are set and a parent meeting with the parents/ carers takes place to outline the cause for concern, behaviour expectations and the subsequent steps.

Level 3 Behaviour

Physical abuse of pupils or staff, fighting, racist/homophobic/sexist comments, leaving the classroom/site without permission, bullying:

Sanctions: Miss 3 days play time, in Reflection during lunchtime and possible internal/managed exclusion to Harris Academy Peckham Park/fixed-term exclusion

Behaviour log completed and SLT will meet parents.

If a child has regular behaviour log entries then class teachers need to discuss with the VP/SENDCo whether extra provision needs to be put into place. A personalised programme will then be put in place for this child for half a term and will be closely monitored by all staff involved to assess the impact.

Behaviour hierarchy

1. Behaviours are dealt with by support staff and teachers at class level. Where children do not adhere, step 2 is followed.
2. Child may be sent to a time out within their classroom to refocus their behaviour. Any missed learning is made up at break times. Where children do not adhere, step 3 is followed.
3. Child may be sent to the AP/ Phase leader. This will result in a missed play time/lunchtime reflection and any missed work must be completed.
4. Child may be sent to the VP/ HoA. This will result in missed play time/lunchtime reflection and any missed work must be completed or appropriate sanction.

Sanctions which may be imposed (all of the below must be recorded onto behaviour log)

1. Achievable target card set up by the SENDCo/ AP
2. Break or lunch time reflection time in a nominated classroom accompanied by a member of SMT/SLT
3. Temporary movement to another/ parallel class. This event and the one week length of stay can only be agreed by SLT based on receipt of a behaviour log and consideration of the concern.
4. Internal exclusion with SLT/ behaviour placement in parallel class. This can only be actioned by SLT based on receipt of a behaviour log and consideration of the concern
5. Behaviour placement at Harris Academy Peckham Park/ fixed term exclusion actioned by SLT based on receipt of a behaviour log and consideration of the concern

- If after two weeks the **level 1 behaviour** has been rectified the child is acknowledged for their improved behaviour and is comes off the behaviour report. If there is no progress the target is increased for a further two weeks and is monitored by VP/HoA. If progress has been made the child may come off the behaviour report.
- If after four weeks the **level 2/3 behaviour** has been rectified the child is acknowledged for their improved behaviour and comes off the behaviour report. If there is no progress, a move to the parallel class takes place and is monitored by VP/HoA. If progress has been made the child may return to class. When the targets are consistently met for five consecutive days, the child may come off the behaviour report. A closure meeting is held with parents.
- If progress is made the child continues to be monitored and mentoring support may be offered
- Managed Internal Exclusion to DUKES AND DUCHESES OF CAMBRIDGE ACADEMY Peckham Park
- Fixed Term Exclusion
- Permanent Exclusion
- **Severe Cases**
- If behaviour is so serious that it cannot be managed by the class teacher and/or teaching assistant and it has become dangerous to the rest of the class, a responsible pupil should be sent to request the support of a member of SLT.
- **Additional Positive Reward Systems in place for all Pupils**
- Verbal praise
- Praise in assembly



- Builders of Learning Power Certificate
- Parents informed by class teacher
- Sent to SLT/Principal for praise/rewards
- Dojo Points

13. Recording and Monitoring

- DADOC staff use behaviour logs to record incidents of negative behaviour in the classroom or around the school
- More serious incidents of negative behaviour may require a more detailed behaviour log and where this is necessary, a member of SLT will request these details from staff.

14. Additional Support with Classroom Management

Staff are expected to regularly develop their classroom management skills and are encouraged to discuss behaviour related issues and attend twilight support sessions with the SENDCo, Senior Leadership Team and external trainers as necessary. Support is also available from the Speech and Language Therapist and Educational Psychologist when they are in school (this support is scheduled).

15. Links with other Policies

In support of this Behaviour Policy please also refer to:

Child Protection Policy

Anti-bullying Policy

Teaching and Learning Policy

Marking and Feedback Policy

Appendix:

1. Behaviour Log