



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

BEHAVIOUR POLICY



*Strength in difference, together we are one,
together we fly high.*

Dunbury
Church of England Academy

Policy Date: July 2020

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This policy is to be adapted by each Academy

‘Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.’ – Unknown

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour, to support their growth as respectful, law abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy’s expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

3. Approach (to be in read in conjunction with Appendix 1, ‘The Dunbury Way’)

- To involve all of the Academy community in making and celebrating the rules
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child’s behaviour and not the child him/herself

- To seek guidance from outside agencies when extra support is needed
 - To take ownership of behaviour issues
 - To actively teach pupils and adults about behaviour
 - For all staff to feel supported by leaders in Academies and at Trust level when managing persistent challenging behaviour.
- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy.
- 3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:
- Deliberately notice something new about each child.
 - Focus positive attention on effort, not achievement.
 - Avoid telling children how their negative behaviour makes you feel.
 - Avoid shouting.
 - Introduce and develop non-verbal cues.
 - Focus positive praise on those going beyond expectations.
 - End each lesson or session with positive reflections and reinforcements.
- 3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

4. Rewards

- 4.1 Our emphasis is to recognise, promote and reinforce good behaviour, rather than on sanctions. Rewards are central to all that we do and we look to utilise a range of ways to reward good behaviour. We recognise the importance of public recognition through our reward systems, the importance of notifying parents/carers and the importance of keeping under review the balance between the use of rewards and use of sanctions.
- 4.2 We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Academies will have their own systems in place, linked to their vision and values, to honour positive learning behaviours and achievements.

5. Sanctions

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

- 5.1 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults sit next to, walk with or play with a child, creating

space for honest reflections. All children should be given the opportunity share their viewpoint. (Please read appendix 2, The 30 Second Intervention)

- 5.2 It is important not to say, “Why did you do that?” We encourage adults to work through the following questions based on ‘The Restorative Five’:
1. What happened?
 2. What were you thinking at the time and what have you thought since
 3. How did this make people feel?
 4. Who has been affected?
 5. What do you need to do now so that the harm can be repaired?
- 5.2 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.
- 5.3 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
 - It must be made clear what changes in behaviour are required to avoid future sanctions;
 - Group sanctions should be avoided as it breeds resentment;
 - There should be a clear distinction between minor and major offences;
 - It should be the behaviour rather than the person that is punished.
- 5.4 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step.
- 5.5 The following sanctions are permitted for use in the Academy:
- Non-verbal warnings;
 - Informal verbal warning that is not recorded;
 - Formal verbal warning that is recorded;
 - Time out in the classroom;
 - Time out outside the classroom environment supervised by another member of staff;
 - Letter home to parents;
 - Separate supervision during break or lunchtime.
- 5.6 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.

6. Monitoring and Evaluation

- 6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:
- Gender
 - Ethnicity
 - SEN
 - Age
- 6.2 This work forms part of our policy on Equal Opportunities.
- 6.3 Home / School agreement:
- Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This

agreement should be re-issued to parents regularly to remind them and their children of its importance.

- 6.4 Academy governors and the Trust Board will monitor against this policy and available behaviour data to ensure its successful implementation.

7. Pupils' Conduct Outside the Academy Gates

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.
- 7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
 - When travelling to or from school;
 - When wearing school uniform;
 - When identifiable as a pupil at the school;
 - When behaviour at any time could have repercussions for the orderly running of the school;
 - When the student poses a threat to another pupil or member of the public;
 - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Detention

- 8.1 Staff have the authority to issue a detention to pupils.
- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
 - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 9.1.2 The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Any incidents involving use of force should be recorded and parents/carers should be informed.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

‘Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.’ – Paul Dix, ‘When Adults Change, Everything Changes’

11. Linked policies:

- Individual Academy Behaviour Policy – this can be integrated into this policy with the school’s own detailed arrangements for managing behaviour.
- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy

Appendix 1- 'The Dunbury Way'

Promoting high standards of behaviour – all staff will:

- Treat all pupils courteously and with respect. We greet them when we pass them in corridors and we model correct responses. E.g., if a pupil responds with, 'you all right?' we stop them and model the right response of 'good morning'
- Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
- Never shout at a pupil or at a class.
- Never ask a pupil a question as part of discipline (E.g., we don't ask, "what do you think you're doing?") Instead we recognise the unacceptable behaviour and re-state the appropriate (E.g. "Everybody is quietly working, you are trying to catch Jason's attention. Now turn around, look at your work and get on quietly")
- Use non-verbal cues and standard signal for being still and silent (hand raised with a 5 second count down). We use it relentlessly and we expect it consistently.
- Note that asking for silence is a 'red-line' event. We expect children to have stopped and be silent after a 5 second count down. If compliance is not rapid, we will use a verbal cue, 'eyes and ears this way, thank you', during the count down.
- Always expect quiet, focused attention and body language in class, always bearing in mind the different concentration spans of different age groups. We expect chairs to be 'four on the floor'. We expect children to sit properly and not slump. We use the terms, Ready, Respectful and Safe. This is not a discipline issue – it's training.

The 5 Pillars

Our approach can be summarised through the following **5 pillars**, which underpin everything we do:

- Consistent, calm, adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions (the '30 second script')
- Restorative follow up

The Rule of 3

Our school rules are:

1. Ready
2. Respectful
3. Safe

Three ways we will recognise behavior that goes above and beyond:

1. Postcards and phone calls home.
2. Receiving Christian Values Tokens.
3. Proud pegs in classrooms.

Three things everyone will do when dealing with unacceptable behaviour:

1. Keep calm and, where possible, match the child's eye-level
2. Give choices and thinking / take up time
3. Remind the child of examples of their good behaviour and achievements

Each day every adult will:

1. Remind pupils of the high expectations of our school
2. Engage in caring conversations
3. Pass on the positive

Three things senior leaders will do every day:

1. Meet and greet the school community
2. Model our school values
3. Model ready, respectful, safe in all aspects of school life

Core Routines

- Routines are familiar actions or approaches that a teacher or a child uses on a regular basis in order to set the right climate for learning. Routines should be practiced until they become classroom norms.
- In all cases it is important to define the behaviour and responses we expect for each routine with children. Behaviour is taught not told.
- “Your instincts will tell you that you are wasting time [teaching routines], but the opposite is true. Look at it as making an investment.” *Doug Lemov, ‘Teach Like a Champion’*

Principles behind routines

- Low narration: Once they are fully taught (though they must be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers acknowledge success.
- Least invasive intervention: When children have slipped and are not behaving as you want them to, use non-verbal cues and/or correct them anonymously.
- Plan what you want: Be specific and teach routines e.g. how to hand books out, how to enter the classroom, how to line up, how to engage with partner talk, how to get ready for learning.
- Tight transitions: Interruptions are not part of the procedure: plan for and practise routines until the transition is tight and interruption-free.
- Procedure is culture: Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines.

Our current focus is on:

1. Super Speaking including greeting children – in corridors and welcoming them into the classroom or hall
2. Refocusing or stopping activities – focusing attention
3. Transitions within the class (e.g. carpet to table, end of day to collect coats etc) and around school, e.g. lining up at the end of play.

Adults will:	Children will:
• Never ignore or walk past learners who are behaving badly. Be at the door to welcome all children • Teach / remind children of ‘super speaking’ • Use a raised hand and a calm and steady 5 second count down, embellished with acknowledgements and reminders • Think about the classroom set up and routines – talk partners etc. • Be out on time to collect children and be a presence • Be clear in expectations of safe respectful walking and model this at all times.	• Be ready, respectful and safe at all times • Walk into the classroom in a sensible fashion and to make eye contact or greet / respond to the teacher using their name, e.g. good afternoon Miss Weeks • Say please and thank you to all adults, look at the speaker, answer and build on answers. Answer the register • Finish what they are doing and give the adult their attention. • Gently pat their partner on the shoulder if they have not noticed the raised hand. • Follow adult instruction, remembering our three expectations Ready, Respectful and Safe. • After the bell / whistle has sounded, to walk calmly to their line, line up alphabetically and quietly. Lines should be silent when asked. • Children walk quietly and calmly around the school in single file.

Appendix 2: The 30 Second Intervention

Rationale:

- The longer each negotiation around behaviour takes for the few, the less time we can give to the many.
- Children who don't behave well in class will inevitably need more of your time outside lessons – don't give it to them in class too.
- Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. That is the win-win.
- The 30 second intervention demands careful and often scripted language.
- It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!)

A 30 second script

1. I noticed you are...(having trouble getting started/struggling to focus/not sitting nicely).
2. It was the rule about...(lining up safely) that you broke.
3. You have chosen to....(move to the back/catch up on your work at break time)
4. Do you remember last week when you...(sat beautifully/listened careful/produced that wonderful bit of writing)?
5. That is who I need to see today.
6. Thank you for listening (Then give the child some 'take up' time).