



Behaviour Policy

Issued: September 2018

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Headteacher: Russell Leigh _____

Chair of Governors: Robin Bennett _____

Policy Statement

At Dorchester, St Birinus, we believe in the power of visible consistency and visible kindness and the power of building trusting relationships. The culture of our school is set by the adults in their interactions with children and each other. Our behaviour policy and practice is simple, effective and consistent. Through this simplicity, every member of our school community knows 'how we do it here' and what the expectations for behaviour are. Children know that every adult they come into contact with is likely to praise them for positive choices and challenge them for poor choices in the same way.

Through our work on our Christian values and PSHE, we will teach children self-awareness, personal empowerment, self-esteem and empathy all underpinned by kindness. Through whole school, class assemblies and day to day interactions, we facilitate time and space for children to reflect and to discuss their feelings about issues which affect them.

We believe that educating children in this way is fundamentally important in learning.

We believe that, 'What you pay attention to is what you get more of'; we seek to notice the things that our children do well on a day to day basis. This could be remembering to say 'please', holding a door open for another or simply following instructions. We aim to recognise behaviours which go above and beyond our basic expectations.

From time to time, all people make mistakes or 'poor choices'. At Dorchester, St Birinus we believe that all behaviour has a reason and that it is important to understand the feelings which have led to the behaviour as well as take the time to hold restorative conversations to help prevent recurrence.

Aims

- To establish a safe, calm and kind environment for all members of our community
- To model, teach and encourage an understanding of our Christian values which underpin the ethos of our school

Principles

- Certainty of adult behaviour
- Good relationships and kindness
- Unconditional positive regard
- Avoidance of escalation and power play – respond not react
- Behaviour is separate from the person
- Three school rules which apply to all contexts and members of our community
- Scripted responses
- Restorative conversations
- Each day starts with a clean sheet

School Rules

Dorchester, St Birinus School has three school rules to which all behaviours, positive and negative are applicable in every context and to every member of our community.

- **Be ready**
- **Be safe**
- **Be respectful**

Class Rules

These should be the same as the school rules. Teaching staff will discuss what behaviours will manifest in class in relation to these rules.

Rewards

- Verbal praise/acknowledgement of minimum standards – e.g. sitting, listening, working hard
- Recognition of behaviours which are ‘above and beyond’ – e.g. picking up coats, holding open doors, tidying up,
- Stickers
- Phone call home
- Certificates
- Whole class rewards. – Marble jar

Consequences

- Many behaviours can be dealt with through the use of planned ignoring, non-verbal gestures, diversion, rule reminders.
- Ask the child to stop the poor choice
- Deliver a choice and consequence (see scripts)
- Time out in class (playtime – sit on bench)
- Time out in another class (never the corridor) (playtime – walk with a supervisor or removal from playground)
- Removal from class for a fixed period of time (agreed with SLT)
- Parent meeting

Try to follow up poor choices yourself wherever possible. Avoid using a member of SLT as a ‘consequence’. This reinforces the idea that not all adults have the same authority. Do ask for advice if unsure.

Consistency is key.

*If a child is behaving in a way which is dangerous or which disrupts learning, e.g. being physically or verbally abusive or walking out of class, the staff member should send two children to ask for support from the nearest adult or Headteacher

If a child walks away during a discussion, this should be followed up calmly but not necessarily immediately. It may be appropriate to give the child time to calm down first. Children must be certain that follow up will occur.

*If you aren’t sure what to do, you should ask a colleague for advice and respond using the following to the child.

- I am going to come and speak to you later about what will happen next.
- I am going to walk away to give you the chance to calm down.
- I don't think I've got enough information to make a decision right now. I will come back to you later.

Restoration

Incidents of poor behaviour should be followed up with a restorative conversation with the child involved. This important step is where we have the chance to teach children different responses and build relationships and trust. See below for scripted questions.

Reporting

Serious behaviour incidents should be recorded on the child's individual behaviour record/RM Integris.

Monitoring

The Governors and Headteacher monitor the effectiveness of this policy on a regular basis.

Parental support

Improvements in behaviour almost always come from consistency between home and school. We aim to build constructive dialogue and will inform parents if we have ongoing concerns about their child's welfare or behaviour.

If parents have concerns about the way behaviour is being managed, they should contact the child's class teacher/Headteacher for clarification and discussion.

SEN children

For some children there will be additional guidance for managing their behaviour. This will be agreed by members of staff directly involved. A summary will be communicated during the staff meetings.

Helpful Scripts

- I can see you are upset.
- That must have hurt your feelings.
- Everything will be ok. Just tell me what happened.
- I need you to come with me so we can make this better.
- I am here for you. I am listening to you.
- This is not who you are.
- It's not like you to
- Do you remember yesterday when you... That's the X I need to see today.
- I don't like your behaviour but I believe you can turn this around.
- You can speak to me in a kinder/calmer way than that.
- This can be over very quickly.
- Everything can go back to normal right now.
- Tell me the truth and we will fix this together.

Choices and consequences.

- I'm going to give you a choice.
- You can (state desired behaviour) or you can (state poor choice).
- If you choose to then you can/will be able to ...

- If you choose to then
- What is your choice?
- I'm going to give you some time to think.

If the child doesn't respond, ask 'are you sure this is what you want? The power is in your hands.'

Keep choices low key – e.g. If you choose to sit down, you will be able to get on with your learning like everyone else. If you choose to continue running around the room, you might end up in time out and miss some of your learning.

Look for opportunities for further praise at a different point.

If the child doesn't respond, ask, 'Are you sure this is what you want? The power is in your hands.'

If the child still doesn't respond, escalate the consequence to: 'You can follow my instructions or you can choose to ignore me. If you follow my instructions and take your time out, everything will go back to normal when you get back. If you refuse to follow my instructions, I will need to ask someone to come and take you out of class. This will mean you won't be allowed back. Is that what you want?'

Keep choices low key – e.g. If you choose to sit down, you will be able to get on with your learning like everyone else. If you choose to continue running around the room, you might end up in time out and miss some of your learning.

Look for opportunities for further praise at a different point.

Restorative Questions – choose up to five depending on the child's age

What happened?

Listen carefully and dispassionately without interrupting or disagreeing. When the child has finished, present your account without judgement.

What were you thinking at the time?

What have you thought since?

This question opens doors for a change of attitude or the wish to put actions right. They may need help teasing this out.

How did this make the other person/people feel?

A chance to think about the impact of their behaviour on others who might have been worried by it.

Who has been affected?

Often children will think that they are the only person affected. Encourage them to think about others – e.g. what about Mrs X who couldn't teach her lesson? What about X who hates loud noises? What might mum say? What about X who wanted to play with you this break?

What should we do to put things right?

Resist the urge to guide the conversation to an apology – there may be other ways to put things right. A forced apology is worthless!

How can we do things differently in the future?**If a child is not responding**

I am wondering if you feel ...(emotion) How angry were you on a scale of 1-10?

Offer a postponement. I can see that you aren't quite ready to talk. Do you need a few minutes? Would you like to meet later?

Acknowledgements

This policy has been constructed over time with our staff team and guided by the content of 'When the Adults Change, Everything Changes' by Paul Dix.