



Behaviour Policy

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Reviewed:

Next review: September 2025

All staff have access to this policy and have read, agreed, and will adhere to its contents.



At The Davenport School, we believe that progress happens when every child feels safe, secure, happy, and cared for. To achieve this, good behaviour is essential, and the promotion of good behaviour can only occur when staff and students know, agree with, and adhere to the behaviour policy.

Core Values

We support every child to be:

Confident Happy Ambitious Respectful Motivated

When pupils demonstrate the Core Values the school is a safe, fair, inclusive, and enjoyable environment to learn in. Pupils are supported to embed the language and meaning of the Core Values in their interactions with staff and peers. The Core Values are promoted through the SMSC calendar, class and school assemblies, reward and celebration processes, and a shared language.

Behaviour for Learning is promoted in every lesson through the BLOOM approach:

Be curious
Learn from your mistakes
Open your mind to new ideas
Observe the world around you
Make connections

Celebrating and Promoting Positive Behaviour

We believe that celebrating and rewarding positive behaviour builds confidence and self-esteem and supports pupils to recognise and be proud of their achievements, motivating them to succeed. Dojo and House points are awarded for demonstrating the Core Values and BLOOM; pupils review and track their points at the end of each lesson and are supported to understand what they have been awarded and why. Once awarded, Dojo and House points cannot be lost. The daily achievements are available for parents and carers to view so that success can be celebrated outside school.

Weekly Celebration Assemblies provide an opportunity to celebrate success and progress as a whole school. Pupils are awarded certificates, and the weekly winning House receives a trophy and experiences a reward activity. Termly Celebration Assemblies are attended by parents and carers and the achievements of every pupil are rewarded and celebrated.

Memorable moments of learning
Enriching experiences
Achieving new heights
Dedication to learning
Opportunities to grow
Wonderful work we share with others

Parents and Carers are encouraged to be actively involved in celebrating academic progress and behaviour for learning by attending termly Meadow Days. Each class organises performances, activities, and exhibitions to demonstrate the learning that has taken place that term, and to celebrate progress with the adults who care for them.

Behaviour Challenges

We understand that the early childhood experiences, trauma, learned behaviour, and special educational needs of our pupils mean there is an increased likelihood that negative behaviour will occur. Pre-emptive strategies and processes are in place including the use of appropriate learning and intervention spaces, adaptive teaching, Pupil Passports, APDR cycles, pastoral support, small group sizes and a high ratio of adults to students.

Negative behaviours include:

- Verbal aggression
- Physical aggression and violence to others
- Absconding
- Damage to property
- Swearing and disrespectful language
- Disrupting the learning of others
- Defiance
- Invading the personal space of others
- Harmful sexual behaviour and violence
- Bringing banned items into school
- Sexism
- Racism
- Refusal

Many of the pupils believe that their personal circumstances are due to their ‘bad behaviour’ and blame themselves for previously unsuccessful education placements, relationship breakdowns, care moves, and other challenging life experiences. In such cases, our first responsibility is to help the pupils reframe this belief, develop their self-esteem, and recognise their strengths. Work is then required to empower the pupils to recognise and understand their personal needs and enable them to work alongside staff to develop and use more effective coping strategies.

Staff respond to behaviour by seeking the underlying need or motivation, allowing them to take a non-judgmental, supportive, and collaborative problem-solving approach to behavioural challenges. Emphasis is placed on supporting students to achieve appropriate behaviour for learning and reengaging with learning activities by identifying antecedents and finding resolutions that work for everyone using coaching conversations.

The high ratio of adults in learning spaces enable staff to support pupils when it is not possible or appropriate for them to remain in the classroom. The Sensory Room provides an alternative space where pupils can reregulate and engage in reflective coaching conversations and plan for a successful return to the classroom. The Pastoral Manager is trained in the use of Sensory Circuits and other sensory regulation techniques and provides both proactive and reactive support as necessary. The Jungle and Library provide additional spaces where pupils can be supported to continue learning without the demands of the classroom and peer interactions.

All staff are familiar with the expectations and mechanisms of behaviour management which include:

- Full and uninterrupted pupil supervision, including during break and lunch.
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- All staff daily morning briefings provide insight into any specific concerns or incidents occurring in the home and allow for sharing of strategies and approaches. Any appointments or other changes to routine are also shared.
- Afternoon briefings for daily reflection and evaluation of incidents.
- Role-modelled behaviour, including pro-social communication.
- Active listening.
- Familiarity with Pupil Passports and individual approaches.
- Familiarity with individual reward systems.
- Appropriate body language, and moderated volume, tone, cadence, and intonation of verbal communication.
- Firm, clear, consistent boundaries.
- Restorative approaches to peer conflict.
- Appropriate, proportionate reward and praise in line with the school Core Values.
- Awarding of Dojo and House Points.
- Appropriate use of planned ignoring.
- Appropriate and proportional use of challenge for inappropriate language in line with individual needs and presentation.
- Use of sensory circuits where appropriate:
 - Alerting
 - Organising
 - Calming
- Appropriate use of time-out, Sensory Room, and alternate learning spaces.
- Effective use of positive affirmation touch.
- Effective use of Mentoring and Higher-Level Mentoring to address, discuss, and strategize for behaviours with students.
- Use of appropriate and proportional consequences for inappropriate behaviour.

When behaviour cannot be effectively managed or addressed through these processes, a clear escalation process is in place. Physical intervention is used as a last resort to prevent harm to self and others, and to prevent serious damage to property. All staff are trained in the use of CPI Safety Intervention de-escalation techniques and regular refresher and reflection sessions ensure understanding of and familiarity with the processes. Any pupil involved in a physical intervention will be supported with reflective and restorative conversations to try to avoid repetition. Pupils have a Student Intervention Plan and risk matrix as part of their Pupil Passport and all staff contribute to the evaluation and review process. Detailed Risk Assessments are completed by the Home Managers and inform behaviour management approaches. Individual Risk Assessments are completed as required.

Regular Senior Leadership Team and Pupil Focus meetings ensure that patterns and themes of behaviours are identified early, and staff take a whole school coordinated approach to managing these. When recurring behaviour is not effectively addressed through normal approaches strategy meetings take place, these are held, as appropriate, with:

- Residential staff
 - Home Manager
 - Area Manager
 - Social Worker
 - Virtual School representative
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- Parents

The use of fixed term suspensions is used only in response to extreme behaviours as a very last resort and is agreed in communication between the Lead Teacher, Head Teacher, the Home Manager and Head of Services. Modified and reduced timetables are used to promote positive experiences of school through reduced expectations and can occur alongside Alternative Provision and Home Tuition. Modified timetables are reviewed termly with the Home Manager and Social Worker or parent.