

Behaviour Policy

The Davenport School



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Behaviour Policy

1. Mission Statement

The staff at The Davenport School are committed to the development of the social, emotional and academic potential of every pupil in our school. In the pursuance of this commitment, we will seek to remedy any factors which hinder an individual's progress.

The philosophy of our school is based around a collaborative ethos between staff, pupils and parents/carers. This means an agreement and consistency exists in our relationships with pupils, in our approach to learning and agreement about behaviour management based upon a restorative approach. This strengthens our collaborative and restorative approach to schooling and reinforces the consistency that we offer to pupils.

We believe in fostering a climate of praise, high levels of expectation in behaviour and academic progress. Pupils with social, emotional and mental health needs should not be precluded from achieving academically. The Davenport School seeks to create an environment in which effective teaching and learning can take place.

The principles underlying this Behaviour Policy are based upon;

- A restorative approach to conflict resolution.
- Respect for self.
- Respect for others.
- Respect for the environment.

The pupils who attend The Davenport School have a disjointed and often negative experience of education and schooling having often been excluded from mainstream provision and or been unable to attend. Educational confidence is often low and pupils are often significantly impacted by their experiences with a below age chronological equivalence and a poor view of education. The staff team within The Davenport offer the children a positive environment and one in which we aim to support them in developing a more positive experience of schooling and education for the future.

2. Restorative Approach to Conflict

Staff have been trained in a Restorative Justice and SEAL approach to conflict resolution, this enables parties involved in conflict, both students and staff, to resolve problems quickly and effectively. The purpose of Restorative Justice is not to appoint blame but to enable students and staff to identify the causes of conflict and learn how to deal with or avoid issues in the future. Students also benefit from developing social skills and an understanding of how their behaviour affect others and the development of empathy.

3. School Expectations

What students can expect from staff;

- Staff support me with my learning, I achieve my potential.
- Staff treat me with respect by.
- Showing me that they understand how I feel by talking to me about how I am feeling.

- Listening to me.
- Praise me for good work, effort and good behaviour.

What staff expect from students:

- To work with the teachers so you can achieve your potential.
- To be treated with respect by not swearing, respecting others personal space and staying in the lesson.
- Tell us if something is wrong.
- Follow Health and Safety.

4. Rewards

Types of Reward's include;

- Praise.
- Positive comments in class and/or reinforcement at end of lesson.
- Dojo points
- Handover or phone call home to Carers/Parents.
- Parents Evenings – use these as a means of praising where appropriate.
- Achievement Awards.
- Celebration Assemblies.
- Raffle tickets for any example of good behaviour/kind acts at the discretion of a member of staff (to go towards the prize draws during the celebration assemblies).
- Key Stage 1 and 2 "Golden Time".

Praising students, including positive comments and contact with home, will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others, helping them to become happy, healthy, successful members of society. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement.

Procedures:

Strategies for Promoting Good Behaviour.

We firmly believe in an active partnership between Parents/Carers and school.

- Praising students for good behaviour.
- Regular assemblies which help to promote good behaviour.
- Staff being visible around the school, being seen to be interested in the students' work and behaviour.
- Displaying examples of student work.
- Employing a flexible approach to the curriculum to meet the needs of all students.
- Pleasant and inclusive school environment.
- Adults role-modeling examples of positive behaviour.

- Creating calm and orderly movement around the school.
- Providing students with opportunities to promote the values which they regard as important.
- Delivery PSHE and SEAL content.
- Use of professional and positive language.
- Use of Restorative Justice for conflict resolutions.
- Rewarding good behaviour as appropriate.

5. Monitoring and Tracking:

Monitoring is carried out by staff via;

- Record of incident reports.
- Key Stage Assessments.
- Individual Education Plans (IEPs).
- Attendance via RM Integris.
- Direct observation of student behaviour in/out of lessons.
- Discussions with the children, either singularly or as a group/class.
- Regular staff meetings.
- Daily Attainment Sheets.
- Student Focus meetings.

6. Sanctions:

Should a restorative approach fail to be effective, the following sanctions may be considered;

- Introduction of alternative/ reduced timetable.
- Separate break times and play times from other children.
- Reduction in "Golden time" (Key Stage 1 and 2 only).
- Sent home from school (with support from carers).
- Suspension from school.
- Permanent exclusion can be considered.

7. Support for Staff:

We acknowledge that our work can be stressful, therefore, all staff should work collaboratively, maintaining the school ethos and agreed behaviour standards. Staff will support each other and seek help from Senior Staff when in times of stress or doubt. Professional development will also contribute towards this process. Supervision for LSA's is termly and teaching staff have professional development reviews.

There is a facilitated staff team supervision for all staff undertaken fortnightly by a member of ECS therapy services. There is a morning planning session at the start of the day and debrief session at the end of each day where there is opportunity to discuss and reflect on the days events.

8. Evaluation:

The policy will be reviewed as necessary by teaching staff.

Criteria for evaluation will include;

- Students' Council involvement in, and commitment to, the Behaviour Policy.
- Effects of behaviour on the quality of learning.
- Students' self-discipline and self-esteem.
- Aggressive behaviour or bullying.
- General improvement of whole school attitude and behaviour.