

DRAYTON PARK SCHOOL

BEHAVIOUR POLICY



Status:	Statutory
Approved by:	Headteacher
Date:	July 2024
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Principles

At Drayton Park, we celebrate positive behaviour examples and call them “Marble-ous Behaviour”. We strongly believe in focusing on positive role models. We want all children to aspire to be a role model, demonstrating positive behaviour that is celebrated across the school. Our role is to provide all children with the guidance and opportunity to achieve this. Drayton Park School uses Trauma-Informed Practice and the Zones of Regulation.

At Drayton Park you will see the following:

- **A strong focus on learning at all times.**
We teach children behaviours and attitudes that will support them to learn well. These are enshrined in “The Drayton Park Way”. Learning time is valued and never wasted.
- **Kindness.**
We actively teach children the importance and value of kindness and its link to happiness, for yourself and others.
- **Consistency.**
Our rules and principles apply at all times and they are embedded in everything we do at Drayton Park. Staff are consistent in their expectations for behaviour and in their approach and communication with children. Clear systems and scripted language exist to ensure consistency across the school at all times.
- **Values, rules, routine and systems.**
Like many of our school policies, our approach to behaviour has been developed by our staff and children at our school. Although it is based on educational research, it is in many ways unique to Drayton Park School. Read on to find out more about our 3 Rules for Marble-ous Behaviour, The Drayton Park Way and our Marble-ous Behaviour System.

The 3 marble-ous rules

1. **Be Ready.**
Children need to be ready to learn so time is not wasted and learning is maximised.
2. **Be Respectful.**
Children must show respect for themselves and others, as well as for the environment and property.
3. **Be Safe.**
Children must keep themselves and others safe.

These 3 rules apply in all contexts and are displayed around the school (Appendix 9 – school rules poster). They are explicitly taught in classrooms and assemblies and they are embedded in everything that we do at Drayton Park. They are adhered to and upheld by all members of staff at all times.

The Drayton Park Way

The Drayton Park Way includes 5 behaviours that enhance learning. They are the skills and attitudes we teach our pupils in order to help them become great learners now, and in their futures. They are referred to often and in everything we do. They are:

Teamwork **Independence** **Effort** **Resilience** **Ambition**

For more information about The Drayton Park Way and how it is taught and celebrated, see Appendix 2 – The Drayton Park Way.

Specific Expectations

The following are whole-school expectations of behaviour. They focus on transitions and behaviour outside the classroom. Teachers are responsible for promoting these expectations and managing them with their pupils. All staff are expected to support each other in maintaining these expectations. The expectations are:

- **Silence in corridors:** Children are expected to walk, in silence, through the school. It is important for staff to model this expectation and stay silent whenever possible in corridors. If talking is necessary, keep this to a whisper.
- **Calm concentration in assemblies:** Pupils are expected to enter the assembly hall in silence and sit in silence without fidgeting or distracting others. They may speak only if asked for a contribution. They are expected to leave the hall in silence.
- **Silent, calm lining up after play and lunch:** Pupils are expected to line up quietly, ready to re-enter the school after play and lunch. Teachers are expected to arrive promptly to the playground and then ring the bell, at which point the children are expected to move calmly into line.
- **No violence:** All forms of violence are completely unacceptable, even in retaliation. This includes play fighting. Violence always makes problems worse not better.
- **Name calling or bad language:** Behaviours that slight other pupils, in any way, are not acceptable. In particular, name calling and body shaming comments should always be challenged and lead to a consequence. Bad language is unacceptable in school. **Bullying (including cyber-bullying) is not tolerated - see Anti-Bullying Policy.**
- **No prejudice:** All forms of prejudice are unacceptable. This includes racism, homophobia, religious prejudice, sexism and ageism. We recognise that children sometimes say things or express attitudes without fully understanding the implications of them. In these cases we will discuss the issue with the children concerned and use the incident as an opportunity to educate them. Parents must be informed if their children have shown prejudice. Anonymous data about incidents of discrimination is regularly reviewed by governors.
- **School Uniform:** Pupils are expected to wear school uniform every day. If they do not, parents will be contacted by the class teacher.
- **PE and PE Kit:** Pupils must participate in PE lessons, unless they have a note from parents with a medical reason. Children are allowed to do PE in their school uniform with appropriate footwear.

Our Behaviour Management System for Years 2-6

Our behaviour management system focuses on the fact that good behaviour is good because it enables us to live and work well with others. Our rules and expectations of behaviour are about maintaining a safe, happy community. Our key mechanism for rewarding pupils is communal.

Our Reward System: Teachers are given a jar and set of marbles at the beginning of each year. Whilst teaching, staff are expected to regularly reward pupils by placing marbles in the jar. When the jar is full, the whole class receive a shared reward. All pupils will take part in this. Rewards should be activity based and involve having fun, together – it is called Marble Time. Material rewards are not appropriate.

Individual classes are expected to run their own marble jars. Marbles won by individuals or the whole class are tallied on the class clipboard for the day.

Twice a week, at scheduled times, a member of the Inclusion Team will run a 30 minute Marble-ous Treat for the top marble earners in each class (marbles to be tallied for the time periods between each treat). These treats will be activity based and involve having fun together. They take place to recognise and reward individual achievement.

Playgrounds, Corridors, Assembly and Lunch Hall: At these times a raffle system will operate. Staff or prefects on duty will have books of raffle tickets. They can award these to children, write their name and class on them and then put them in a large jar (there is one for Y2-4 and one for Y5-6) that is kept in the dinner hall. Winners will be picked each week in phase assemblies and will take part in a Raffle Prize on a Friday.

Celebration Assembly: This is a whole-school virtual assembly held every Friday by the headteacher. The following happens at the assembly:

- Teachers should announce any Drayton Park Way postcards that they have awarded and ensure these are sent home.
- Teachers will announce their chosen 'Star of the Week', saying something about why each child has been chosen. It is expected that teachers ensure that every child in their class is chosen at least once during the year.

Transitions: Staff may award whole class marbles if they consider it to be appropriate. *A reward of one or two marbles is appropriate, not more.* A key time to do this is during transitions and assemblies. Teachers can reward the whole class for lining up well, moving calmly through corridors and behaving well in assemblies. Other staff, such as members of the Senior Management Team, may award raffle tickets during transitions.

Sanctioning Negative Behaviour:

Teachers are expected to carry a clipboard when they teach, with a behaviour record sheet on it (see Appendix 1). The behaviour record sheet sets out the following chain of consequences:

1. Warning 1
2. Warning 2
3. Time out in class
4. 5 minutes off marble time
5. Resolution in non-learning time
6. Parents informed

All staff will use the following script to address negative behaviour:

1. State the negative behaviour. *You have just used bad language.*
2. Link it to the rule that has been broken. *That is not being respectful.*
3. Link it to the chain of consequences. *This means you are on Warning 2.*
4. State what you expect to happen to restore good behaviour. *You need to say sorry to ___ and use respectful language from now on.*
5. If needed, address the incident further outside of learning time. *We will talk about this at break-time.*

6. Move swiftly and clearly back to learning time. *Now, let's get back to learning.*

Our sanctions system is cumulative and follows a chain of consequences. **Each behaviour incident will lead to one consequence only. For example, if a child throws a pen, they are given a warning and the script is used to address the behaviour. The member of staff must aim to get the child back on track and speak to them at a later time that does not interrupt learning. The system will not work effectively if children rack up their consequences for secondary behaviours that are part of the same event.**

Using consequences: When staff give a consequence, they should record this on the behaviour record sheet (see Appendix 1). They should follow the script above. Here is another example: State the negative behaviour: *I notice that you have thrown a pencil.* Link it to the rule that has been broken: *You are not being respectful or safe.* Link it to the chain of consequences: *You are on your 2nd warning.* State what you expect to happen to restore good behaviour: *Pick up the pencil and we'll get back to learning.*

If they do not respond to this, repeat it a second and third time (do not give another consequence on the Behaviour Record Sheet). Then, address the incident further outside of learning time: *We will talk about this at break-time.* Then, move swiftly and clearly back to learning time: *Now, let's get back to learning.*

The consequence remains with the child for the day. If they behave negatively on another occasion, they move onto the next consequence on the Behaviour Record Sheet. Consequences for children do not transfer from one day to another.

Transitions: Just as whole class marbles can be awarded for transitions, they can be removed if pupils do not manage these well. The behaviour record sheet (see Appendix 1) provides space to tally marbles given and removed for positive or negative behaviour during transitions. *A sanction of removing one or two marbles is appropriate, not more. Removal of marbles should only occur after positive behaviour management strategies have been tried.*

Time Out: Time Out should be used to give children time to reflect and change their behaviour. Teachers should have a Calm Corner set up in the classroom, from where children can still access learning. Time out can take place at the Calm Corner and should be limited to ten minutes. Pupils should continue their work when on time out. If possible, teachers should find a moment to talk to the child and reset them to join back in with improved behaviour. Teachers should use **Zones of Regulation** to help children to regulate their emotions.

Lost Marble Time: Children can lose their marble time in 5 minute increments (no more than 5 minutes should be lost in one day). If a child has lost marble time, then when the class is taking part in their marble time activity, the child will be asked to complete a reflection sheet (or if appropriate, incomplete work from lesson time).

Behaviour Team: The Behaviour HLTA is Carol Howe. Completed behaviour sheets, as well as any other information regarding behaviour, should be passed on to Carol weekly and she will record incidents in pupil trackers and CPOMs. At half-termly points, Carol will arrange 1:1 Behaviour Catch Ups with each teacher. This is an opportunity to discuss: ongoing concerns about a child's behaviour, repeated incidents, emerging behaviour issues etc. The agenda for the meetings can be found in Appendix 10.

Our Behaviour Management System in Early Years and Year 1

In Nursery, Reception and Year 1, the children are taught the school rules and how to follow them. There is regular teaching in class that focuses on appropriate behaviours in different contexts, e.g. discussions and role play to reinforce how we talk nicely to a friend, how we share, how we take turns, how to be kind to others, how to be helpful. We recognise that young children may take time and practice to learn the expectations that exist in the context of school. They will be learning to interact with a range of adults and children. Our aim is always to teach children better ways to approach situations and why some behaviours are not acceptable. We model the language that they can use to talk nicely in each situation.

Positive behaviours are strongly and consistently reinforced using praise from adults.

Our Reward System: Early Years and Year 1 use the same marble reward system as described above, but this is delivered through an app called Class Dojo. A number of Dojo points leads to the reward of Marble time. This is a whole class game or activity indoors or outdoors.

In addition, to celebrate positive behaviour, each class has a Proud Cloud on their wall. Post-it notes are added throughout the day to celebrate children's good behaviour. Certificates are then written up and handed out to the children at home time. Teachers ensure that all children in the class are given the chance to be celebrated and acknowledged in this way.

Celebration Assembly: Early Years and Year 1 take part in this. Stars of the Week are announced, and in the summer term, Drayton Park Way postcards are introduced.

Sanctioning Negative Behaviour:

When a child, or children, in a class, display negative behaviour, class teaching sessions take place to address the specific behaviour. We aim to do this soon after the incident.

In the moment, an adult will talk to the child(ren) involved. The behaviour is identified and discussed with the children. The adult will talk to them about feelings, and why the behaviour was not okay. The adult will model what the children could do to better handle the situation next time, including modelling the language to use.

As in Year 2 to 6, teachers use a clipboard to record individual children's behaviour on a chart. The sanctions are adapted for Early Years and Year 1 and include:

1. Warning 1
2. Warning 2
3. Thinking time for 2 minutes in the Calm Corner - this may involve writing or drawing about feelings, and discussion with an adult.
4. Repeated, extreme or persistent behaviours are recorded in a Class Incident Book. Parents will be informed at the end of the school day.

Teachers aim to work closely with parents to support the child to improve their behaviour. If needed, a meeting with the parent will be arranged to discuss strategies to help support the child.

If a child shows repeated and ongoing behaviours, the Behaviour HLTA will be involved to work with the teacher on a bespoke plan for the child. A range of strategies will be used to work with the child to reduce the behaviours. These are reward-led and consistent to motivate the child to change their responses with positive reinforcement. At this point, one or more meetings will be organised to discuss the plan and the child's progress with parents.

Extreme Behaviours

Certain behaviours are extreme and will require wider support from the Inclusion Team and Senior Leaders. They include, but are not limited to:

- Being discriminatory (including racism, sexism, homophobia)
- Body shaming or using sexualised language or gesture
- Extreme fighting, aggressive or threatening behaviour
- Throwing chairs, objects or damaging property

- Dangerous behaviour (climbing furniture, trying to leave the school)
- Bullying, including online bullying.

If an incident requires immediate support, staff will send for the nearest staff members to help them diffuse the situation and ensure safety. Details of the incident will be communicated to Carol as soon as possible. These incidents are recorded in detail on CPOMs and parents will be informed by phone or in person.

Extreme or repeated extreme behaviour may lead to suspension. The decision to suspend a child will always be made by the Headteacher and the Governing Body and Local Authority will be informed. For extreme behaviour, permanent exclusion may be considered as a last resort.

Restoration and Repair: Following a serious behaviour incident, staff will adopt restorative approaches to work with children. This may include conversations with the child about what they were thinking and feeling, the impact on others, different approaches to the same situation, strategies to employ in future. Children may be required to repair damage, by clearing up, saying sorry, helping to fix what is broken.

Restorative conversations are also important for the children who witnessed or were affected by the incident, to restore calm and to give them an opportunity to express their feelings about the event. Teachers are encouraged to stop the lesson and briefly address the incident with the class if an event has taken place that may leave children feeling worried or confused.

Working with Parents

We are committed to working closely with parents in all aspects of their child's schooling. We consider the following responsibilities to be very important:

- Ensuring parents understand our behaviour policy, ethos and school rules and the rationale behind them.
- Informing parents of significant behaviour incidents and proposed consequences in timely ways.
- Responding quickly to parental concerns about behaviour.
- Engaging with parents in ongoing ways when individual behaviour planning is required for a pupil. In these circumstances, we will seek shared solutions.

We ask parents to support us in the following ways:

- Encourage their children to value school and follow the school rules.
- Recognise that there are large numbers of children in each class, with unique needs, from a large variety of cultures.
- Work with us to support individual behaviour planning.
- Treat all school staff with respect, particularly in front of children.

Recording and Monitoring Behaviour

The behaviour record sheet in Appendix 1 is the key way in which we record behaviour. These are passed to the Behaviour HLTA for monitoring and recording. As well as recording consequences and marbles awarded, staff are expected to use the sheets to record:

- Significant incidents of extreme behaviour.
- Conversations with children to address repeated or serious behaviour.
- Conversations with parents about behaviour.

The Behaviour HLTA is responsible for analysing behaviour across the school. The Governing Body will oversee the school's analysis of extreme behaviour.

Individual Behaviour Planning

We understand that some children can find it challenging to meet expectations of behaviour. This may be due to difficulties beyond their control, such as family crisis, underlying difficulties with social and emotional development or mental health. The child may have a special need which affects their behaviour in school (see SEN Code of Practice 2014). These children may need more personalised and adapted behaviour management systems and support to learn to meet our expectations.

If a child's behaviour does not respond to our school behaviour system, an Individual Behaviour Plan will be put in place by the Inclusion Team, working closely with the child and their parents. A behaviour assessment will be carried out, using Appendix 8: Behaviour Assessment Tool. Targets and expectations will be set for the child and a review date 4 weeks later will be agreed. Staff will work closely with the child and parents to consider how to provide the best support for this period. Support will be determined on a case by case basis to meet the needs of the individual child and may include actions from the following list: behaviour and motivational charts, communication books and daily behaviour tracking, adapted provision, referrals to and advice from outside professionals (Behaviour Outreach Team, CAMHS, Educational Psychologist, Children's Social Care, family support agencies and SEN specialists). During this period, parents will be expected to engage in daily behaviour updates and attend weekly review meetings so they are best able to support the school to ensure an improvement in behaviour. At the end of this period, another behaviour assessment is carried out to inform decision-making on the best next steps for the child and the school. If sufficient improvement is not sustained, the school will consider whether the child's needs are being met in a mainstream school setting, or whether alternative provision needs to be taken into consideration. If appropriate alternative provision cannot be secured for the child, the school will consider permanent exclusion as a last resort.

Play and Lunch Times

As stated above, a raffle ticket system operates at play and lunchtimes to reward good behaviour. Negative behaviours should be addressed according to Appendix 4 – Playground Behaviour Guidance; and recorded on Appendix 5 – Playground Behaviour Record Sheet, which should be kept on playground clipboards. Each member of staff on duty must have a clipboard. Lunchtime and playground staff must see Appendix 7 – Roles and responsibilities of Staff at Lunch Times.

Appendices

See further appendices (saved alongside / available on request):

1. Drayton Park - Class Behaviour Record Sheets (1a. Y2-6 version)
2. The Drayton Park Way
3. Behaviour Management – Guidance for Staff
4. Playground Behaviour Guidance
5. Playground Behaviour Record Sheet
6. Playground expectations and consequences poster
7. Roles and responsibilities of staff at lunchtime
8. Behaviour Assessment Tool Checklist
9. School Rules posters
10. Inclusion Meeting agenda

