

# Date Valley School Trust

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## **Behaviour Policy**

Good behaviour is actively sought by each member of the school. Our chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. From a very early age we all make choices about our behaviour, understanding the differences between right and wrong. People can, and usually do, choose to behave well. However, when they do misbehave they are making a conscious choice to do so. A cornerstone of success is the manner in which we are all involved in ensuring the right choices are available and supported. To ensure a positive learning environment, we recognise that all members of the school must accept responsibility for their own behaviour and for correcting misbehaviour. For this to work, there has to be cooperation, communication and consistency for students, parents, staff and governors.

## **Aims of this Policy**

1. To create a culture of exceptionally good behaviour: for learning, for community for life
2. To ensure that all learners are treated fairly, shown respect and to promote good relationships.
3. To refuse to give learners attention and importance for poor conduct
4. To help learners take control over their behaviour and be responsible for the consequences of it.
5. To ensure that excellent behaviour is a minimum expectation for all.
6. To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property. This will be done throughout the curriculum but specifically in PSHE and Islamic Studies.
7. To highlight and promote models of good behaviour by providing a range of rewards for children of all ages and abilities
8. To make clear to children the distinction between minor and more serious incidents and the range of sanctions that will follow

## **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

## **The Role of the Student**

The students have a central role in the development of his/her own self-discipline.

1. Through negotiation and discussion students are given choices, which help them to develop a sense of responsibility for their own behaviour

2. Students participate in setting their own achievable targets
3. Students are encouraged to discuss their problems in confidence with a member of staff with whom they feel secure, normally in the first instance their class teacher.

### **Core Values**

Our values underpin daily practices and encourage the development of desirable behaviour within the school community (children, staff, governors, parents and visitors). The values are regularly shared and discussed with the whole school community and through them we aim to promote self-discipline and positive self-esteem.

The values are: Respect, Resilience and Reflectiveness.

We believe that if these values are adhered to, then the natural outcomes for children and adults will be:

- a positive educational experience
- high and realistic expectations
- healthy relationships between everyone
- a safe, orderly and secure environment
- an environment where teaching and learning flourish
- fair consideration and equal opportunities

### **Date Valley Expectations**

The Date Valley Expectations have been devised with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. The Date Valley Expectations are displayed in all classrooms and around the school.

#### Date Valley Early Years and KS1 Expectations

- Remember Allah (SWT)
- Be ready
- Be respectful
- Be safe
- Be kind
- Be honest

#### Date Valley KS2 Expectations

- Remember Allah (SWT)
- Be ready
- Be respectful
- Be safe
- Be ambitious
- Be positive

Date Valley Expectations	What does it look like everyday	Core Values
Remember Allah (SWT)	<ul style="list-style-type: none"> <li>✓ To spread the salaam</li> <li>✓ To remember Allah is always watching</li> <li>✓ To use the talent that Allah has given you to benefit yourself and others</li> <li>✓ To try your best in everything you do</li> </ul>	Respect  Resilience  Reflective
Be ready	<ul style="list-style-type: none"> <li>✓ To arrive on time each day</li> <li>✓ To be organised and have everything you need for the day ahead</li> <li>✓ To be ready to learn within each lesson</li> <li>✓ To be ready to start your work immediately</li> </ul>	Resilience
Be respectful	<ul style="list-style-type: none"> <li>✓ To support your learning and the learning of others by behaving well</li> <li>✓ To speak to others politely</li> <li>✓ To listen to others attentively</li> </ul>	Respect
Be safe	<ul style="list-style-type: none"> <li>✓ To move around the building carefully and sensibly</li> <li>✓ To follow the instructions given by adults</li> </ul>	Resilience
Be honest (EY & KS1)	<ul style="list-style-type: none"> <li>✓ To speak the truth even if means getting yourself and/or others into trouble</li> </ul>	Respect
Be kind (EY & KS1)	<ul style="list-style-type: none"> <li>✓ To share resources and equipment</li> <li>✓ To smile to everyone</li> <li>✓ To open the doors and be helpful to everyone</li> </ul>	
Be ambitious (KS2)	<ul style="list-style-type: none"> <li>✓ To aim high</li> <li>✓ To never give up and keep trying even when something is difficult</li> </ul>	Reflective
Be positive (KS2)	<ul style="list-style-type: none"> <li>✓ To take responsibility for your behaviour and recognise the impact of your actions</li> <li>✓ To believe in yourself</li> <li>✓ To always see the good in others</li> <li>✓ To develop a sense of responsibility for your own behaviour</li> </ul>	

### Rewards

A major aim of the school policy is to encourage children to behave well by operating a system of praise and reward. This is for all children.

- **Class Dojo**  
Through our Class Dojo points system children can be rewarded for academic and non-academic achievements e.g. displaying the Core Values, for showing good learning behaviour, for following the Date Valley Expectations.
- **Star of the Week**  
During our weekly Assemblies, we will award our Star of the Week badge to one child in each class. The name of each class' Star of the Week will be displayed on the 'Reach for the Stars' display board in a communal area of the school. The child will wear the Star of the Week badge for the whole week. An email will be sent to parents to celebrate their success.

- Golden Tea-Time  
Children who have followed the Core Values are invited for tea with the Headteacher on Friday afternoon. They have juice and biscuits in posh china teacups with the Headteacher. An email will be sent to parents to celebrate their success.
- Special Assembly  
Special Assembly takes place every half term and children are awarded with a certificate, medal or a trophy. Children are chosen based on something they have done that is noble and kind or academic. Parent will be invited to attend this assembly to see their child being awarded in front of the key stage.

Everyone responds well to positive praise, where their efforts are seen to be valued, and make considerable efforts to improve their work, and their behaviour.

## Behaviour Systems

Key Stage One - Year 1 and 2



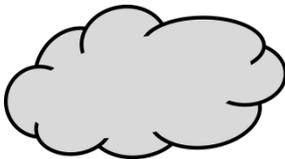
Being on the star is a great honour. This is for children who display outstanding character and work ethics and demonstrate this consistently every day.



Being on the rainbow means the child is working well and pleasing the teacher.



Each child will start each day on the sunshine. Each day is a fresh new day, and the events of the previous day do not negatively impact the present day.



The child may get moved down to the Reflection Cloud if they are not making the right choices and choosing not to follow Core Values and Date Valley Expectations. The child will have the opportunity to discuss the behaviour and choice with the teacher. The teacher will encourage the child to make the right choices in order to move to the sun, and will then look for opportunities to move the child to the sun. (Reflection Sheet)



If the behaviour doesn't improve after reflection the child will move down to the thunder cloud. They will be asked to go to a Buddy Classroom to complete their work and reflect upon their behaviour, and what they can do to correct their behaviour.

Key Stage Two (Years 3 to 6 )

<p style="text-align: center;"><b>Outstanding Role Model</b></p> <p>Children who are always consistently meeting expectations. This will be monitored over a longer period such as a week. The Star of the Week will be moved up to this position on the day they are awarded their star badge.</p>
<p style="text-align: center;"><b>Great Job!</b></p> <p>Children making a good effort to meet expectations. This will be monitored over the course of the day.</p>
<p style="text-align: center;"><b>Good Day</b></p> <p>Children are making an effort and need to be encouraged to aim even higher.</p>
<p style="text-align: center;"><b>Ready to learn</b></p> <p>Each child will start each day on this stage. Each day is a fresh new day, and the events of the previous day do not negatively impact the present day.</p>
<p style="text-align: center;"><b>Reminder</b></p> <p>Verbal reminder about behaviour and discussing with the child to change the unwanted behaviour.</p>
<p style="text-align: center;"><b>Reflect</b></p> <p>First chance where you remind the child about the consistent unwanted behaviour and privately discuss that they need to change. Provide a chance to reflect.</p>
<p style="text-align: center;"><b>Time to change</b></p> <p>Last chance to reflect about unwanted behaviour by going to the buddy class to get some space away from the class. The buddy class will provide a change of scenery to complete their work and to reflect on what they need to do to change their behaviour.</p>
<p style="text-align: center;"><b>Repair</b></p> <p>Reflection on consistent repeated unwanted behaviour with the class teacher at break or lunchtime. A written reflection will be completed by the child.</p>

### **Unacceptable Behaviour at Date Valley School**

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we must recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

**Unacceptable behaviour is the non-compliance of the Date Valley Expectations and Core Values** which have been defined below:-

- Ridicule, name calling or verbal abuse of any kind
- Deliberate acts of aggression
- Bullying
- Stealing
- Destroying or damaging property
- Swearing or using offensive language
- Leaving the classroom, school building or grounds without permission
- Stopping others from learning or interfering with other's learning
- Refusing to follow instructions
- Telling lies or being untruthful
- Walking away from an adult who is speaking to them
- Repeatedly failing to follow rules

### **Sanctions**

We expect children to follow the Date Valley Expectations at all times and we refer to it regularly, particularly when we are correcting behaviour. However there are times when children may behave inappropriately. Children need to know the boundaries of acceptable behaviour. This is all part of growing up. These boundaries are firmly and clearly outlined below.

As a school we follow the Paul Dix principles of behaviour. Minor breaches of discipline are generally dealt with by the class teacher or member of support staff in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward. For many children the 1st step (a verbal warning) is enough to encourage children to do this. However, at time this will need to be followed by other steps in the Paul Dix principles:

#### **1. 1st Warning (Verbal) - child will move to 'Reminder' stage of ladder**

I saw/heard you choose to ...

This is a verbal warning

You now have the choice to make intelligent choices

Thank you for listening

**2. 2nd Warning (Written)** – 1 minute discussion with class teacher after lesson - **child will move to 'Reflect' stage of ladder**

I saw/heard you choose to ...

This is a written warning (recorded in PSHE folder under child's name)

Think carefully about your next choice, you are in charge of your behaviour and can make intelligent choices

Thank you for listening

**3. 3rd warning** – 5 minute discussion with class teacher after lesson - **child will move to 'Reflect' stage of ladder**

I saw/heard you choose to ...

This is the third time I have spoken to you. You have chosen to lose time for this lesson. (Student's name) do you remember when ... (model of previous good behaviour)? That is the standard of behaviour I expect from you.

If you choose to break the rules again you leave me no choice but to send you to a different classroom

Think carefully about your next choice, I know that you can make intelligent choices

Thank you for listening

**4. Sanction – Buddy classroom - child will move to 'Time to Change' stage of ladder**

I saw/heard you choose to .....

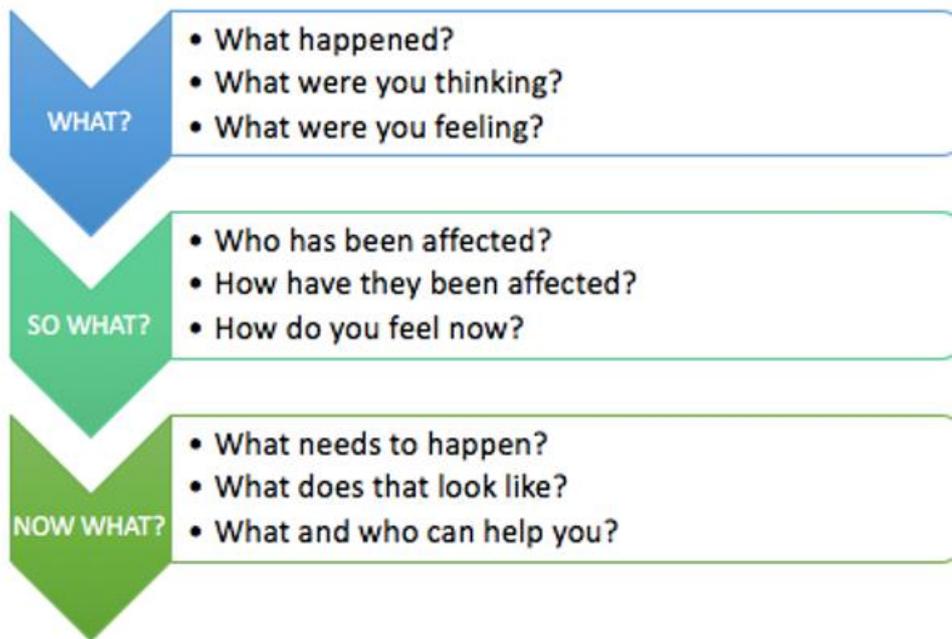
You have chosen to go to a Buddy Classroom for your playtime/ the rest of this lesson, after which we can discuss this calmly.

**5. Sanction – child will move to 'Repair' Change' stage of ladder (Reflection sheet)**

Children can be kept in during lunchtime playtime (maximum 15mins). This time will be used to allow an opportunity to complete a Reflection Sheet, which will allow the child to consider the impact their behaviour has on others, and what choices they need to make to be able to rejoin their class. We feel this is important as it gives children the opportunity to start afresh the following day.

Typical questioning strategies:

<b>Traditional</b>		<b>Restorative</b>
What's happened?		What's happened?
Who's to blame?	becomes	Who's been harmed and in what way?
How should we punish them?	becomes	What needs to happen in order to put things right and ensure that this never happens again?



Parents will be involved at the earliest possible stage. Class teachers will make contact with parents if they are concerned about persistent low level behavioural issues. Children may then be placed on a daily or weekly behaviour chart/book to monitor the situation with the parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal and disruptive behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare and it is the responsibility of the Headteacher and Assistant Head, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

#### **Procedures for Dealing with More Serious Incidents**

1. A verbal warning by the Headteacher or Assistant Head as to future conduct
2. Withdrawal from the classroom for a session or the rest of the day
3. A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour

If the problem is severe or recurring then exclusion procedures (internal or external) are implemented by the Headteacher.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

In addition to the above, all major breaches of discipline will be recorded in the Head teacher's Behaviour Policy. Children may have an individual behaviour monitoring book which can be introduced at anytime and is reviewed daily by the Headteacher or Assistant Head.

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling can be used. The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team (SLT) who will take immediate action to involve parents.

### **Leaving the classroom or school grounds without permission**

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If parents cannot be contacted, the police will be informed that a pupil has left school and is at risk.

**The role of the Parent:** In our home-school agreement, expectations are clearly outlined to the parents of prospective students prior to admission to the school. We expect that parents/carers will

- support the school's Behaviour Policy
- support their child by agreeing to discuss any problems that arise and the school by working as a close partnership between parents, teachers and children
- attend Parent Teacher meetings
- discuss the Date Valley Expectations with their child, emphasising their support of them and assisting when possible with their enforcement
- recognise that learning and teaching cannot take place without good behaviour being in place
- remember that staff deal with behaviour problems patiently and positively

**The role of staff:** Staff have a responsibility to model high standards of behaviour when dealing with students and each other. Staff will:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and good manners
- Provide a caring and effective learning environment
- Encourage relationships based on respect and understanding the needs of others
- Ensure fair treatment for all
- Provide guidance on improving standards of academic and behavioural performance
- Respond positively to efforts made by students when they are genuinely trying to change their behaviour
- Start each day with a clean slate
- Teach routines that will develop into good future habits

All students and staff have the right to work to potential, free from disruption, abuse or threat. Therefore it is the responsibility of all school staff to ensure there is a consistent approach to managing student behaviour and that disruptive incidents are effectively prevented and, when necessary, dealt with. The school promotes an ethos of positive behaviour management.

### **Lunchtime Supervision**

The lunchtime supervisors are expected to ensure that all children are behaving appropriately in line with the whole-school behaviour policy and the Paul Dix dialogue guidelines. Usually this consists of reminding children of the standard of behaviour expected. The lunchtime supervisors must be treated with the respect by all children. Verbal or physical abuse will not be tolerated.

In the most extreme cases, persistent misbehaviour at lunchtime will be brought to the attention of the Headteacher or the Assistant Head. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.



# Feelings reflection

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How do you feel?



worried



unhappy



angry



upset



confused

What can you do next time?

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Are you ready to go back

yes/no

Reasons for my behaviour

Reasons for my behaviour

Which expectation/value does this link to ?

Describe what happened

How do I feel?

How has my behaviour affected others?

My plan to put things right again

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher sign: \_\_\_\_\_

# Behaviour reflections