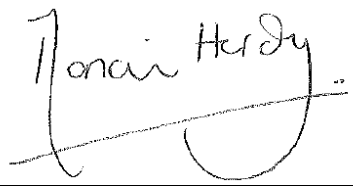


Drayton Green Primary School



Behaviour Policy

Committee with oversight for this policy – Resources Committee (ReCo)	
Policy to be signed off by the Chair of Governors	
Policy last ratified and adopted by Full Governing Body	July 2023
Policy / Document due for review	July 2024

Behaviour Principles

At Drayton Green, we believe every child wants to do well, make excellent choices and fulfil their potential. We are committed to creating a teaching and learning environment where the emotional well-being and learning needs of young people are at the heart of all our actions and decisions. We aim to empower children to achieve in an atmosphere of mutual respect and high expectations of all. Every member of Drayton Green is expected to accept responsibility for their behaviour and encourage others to do the same.

The purpose of this policy

The purpose of this policy is to provide a simple, consistent and practical code of conduct for staff, learners and parents/carers which:

- Promotes emotional self-esteem and self-regulation
- Positively reinforces expected behaviours
- Promotes collaboration, independence, creativity and reflection

Supporting Behaviour at Drayton Green

We reward our children with the award of a dojo.

One great thing = One Dojo



We NEVER take a dojo away!

Always consider FIRST what the behaviour is trying to communicate

Step 1

Reminder! We will remind you (sometimes twice) that what you are doing is not helpful.

We all need reminders now and again!

Step 2

Think about it! You did not listen to the reminder so now you will need to spend 5 minutes thinking about your choice.

If this is on the playground, the child sits on a bench. We do not put children standing against the wall.

Step 3

Oh dear! Reminders and thinking have not worked. You will need to spend 15 minutes in another class - hopefully you will stop making unhelpful choices now.

Step 4

Disappointing! You are still making unhelpful choices. You will need to explain this to Mrs Doherty. Your teacher will tell your parents that this had to happen.

If this is at lunchtime please bring the child to Miss Toney first - she will find a member of SLT. SLT will record this.

Step 5

Very worrying! You have probably jumped straight to Step 5. Your choice was very unsafe or rude. You have to speak straight away to Mrs Doherty and she will have to speak to your parents.

Expectations of adults

- Believe that every child wants to do well, make excellent choices and fulfil their potential
- Understand that all behaviour is communication
- Aim to understand what a child is communicating
- Be positive role models for behaviour and learning
- Believe in restorative behaviour strategies and de-escalation
- Be committed to long term strategies that promote self-regulation and prevention of unexpected behaviours
- Always have high expectations
- Create safe, harmonious spaces that promote the self-esteem of all
- Treat children as individuals and empower them to make good choices with desirable outcomes
- Be just and fair
- To not get upset or angry in the face of unexpected behaviours
- Try your best every single day
- Be reflective when things go wrong

Expectations of children

- Attend every day, be on time and ready to learn
- Be respectful of other children and adults
- Understand that adults are here to help you learn and achieve your full personal and academic potential
- Try your best every single day

- Be reflective when things go wrong

Expectations of parents/carers




- To ensure children arrive on time for school and are ready to learn
- To encourage children to sort out difficulties without physicality, at home or in school
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To encourage children to talk about school and listen to what they have to say each day
- To work with staff to monitor and address any negative behaviours
- To have open communication with the school

Responses to positive behaviour

Meeting behaviour expectations	Specific positive praise House points In class Dojos Parents informed of consistent good choices
Helping other children or staff Responding quickly and appropriately to requests to change behaviour	Specific positive praise House points In class Dojos Star of the week or special mention nomination
Excellent work Meeting personal targets Being a positive role model for others	Specific positive praise House points Parents informed of excellent work Display work around the school or on newsletter when possible

Responses to disruptive behaviour

'Dojo this. Dojo that. I behaved so I got my Dojo back!'

	Dojo	Reward the child for 'above and beyond' behaviour. Examples could be: <i>"Well done Student A. You have been a role model all week for your peers."</i> <i>"I love the way you stood quietly when everyone else was talking."</i>
	Warning	Remind the child of your expectations within school. Encourage them to improve with clear guidance on how to do so.
	Second warning	Explain to the child that their behaviour is causing a distraction to the class. Remind them of your conversation as to what is expected.
	Third warning	Inform the child that their behaviour now needs to be addressed after the lesson. Set the rules and expectations you expect from them in the next lesson and the ongoing future.

The behaviour policy in Drayton Green Primary school will start with all students on 'N' which is neutral.

Children can work their way up the scale by going 'above and beyond' within the classroom or down the scale by not following the 'Drayton Green way'.

When children reach the higher tier (Dojo), they are rewarded with a personal Dojo point. The child with the most Dojo points by the end of the week will go into a raffle which will be held at the end of each month. By the end of each month, there will be four names in the raffle. The four individuals who had the most Dojo points each week stand a chance of winning a book of their choice from a wide selection.

Children can also work their way down the scale by not following the 'Drayton Green way'. They move to circle which is reminding the individuals to think about their behaviour. Triangle to remind them of the rules once more. Rectangle where the child has to have some time out with the class teacher.

Teachers

The chart is used based on behaviour and is not work related. If a child produces amazing work, teachers are allowed to give separate Dojos. However, that chart is for behaviour qualities.

Dojos

Within class, Dojos are to be given out for 'above and beyond' displays. This can be a drastic change in behaviour, work ethic etc. When giving out Dojos, teachers are to cap their point system to **one and one only!**

Same works for reduction of points.

When using Dojo, teachers are to group them, which is a setting within Dojo itself, based on their house colour. Please send your total (Red, Blue, Yellow and Green to Miss C.W at end of each month. She will record and send out who wins and that house shall be able to come in their own clothes.

Dojo incentive

Each month, four children will be in a raffle and have a chance to win a book. It will be a high-level text as it's going home and will also enhance reading. Only one child can win a month.

Should behaviour warrant a more serious response the school is able to apply fixed and permanent exclusions. This is a last resort decision.

The school follows the Ealing guidance for exclusions.

The decision to exclude is taken by the Headteacher.