



Policy	Behaviour
Implementation Date	September 2020
Review Date	September 2022

Love to learn; learn to love.

At Dame Tipping Primary School our vision is to empower every child to approach life with **optimism, creativity** and **compassion**. We believe that through God's love, we can make a difference.

"As I have loved you, love one another" (John 13:34).

Behaviour Policy Principles

Dame Tipping Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the principles of being: 'Ready, Respectful, and Safe' which is strengthened by our Core Christian Values: Courageous optimism, Boundless Creativity and Heartfelt compassion.

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

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

- Foster the belief that there are no 'poor' students, just 'poor choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day
- Be ready at the start of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

Behaviour for Learning

Dame Tipping principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

As well as our Core Christian Values: Courageous optimism, Boundless Creativity and Heartfelt compassion. The school has 3 behaviour principles - **Be Ready, Be Respectful and Be Safe** - which can be applied to a variety of situations and are taught and modelled explicitly.

Our Rules	Relentless Routines	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Fabulous walking 3. Praise in public, remind in private	1. Star of the Day KS1 Shout out board KS2 2. Learner Behaviour Awards 3. Head Teacher Time
Stepped Boundaries		
Gentle Approach, use child's name, child level, eye contact, deliver message		
1. REMINDER		
I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. Are you following our school rule of being safe? Please walk. Thank you for listening'		
2. WARNING		
I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose not to follow the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. Are you following the school rule of being ready? You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'		
3. CALMING TIME		
I noticed you chose to (noticed behaviour) You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to HT's office Playground: You need to: 1. Stand by other staff member 2. Sit on the bench 3. Go to HT's office I will come and speak to you in two minutes Example - 'I have noticed you chose to use rude words. Are you following the school rule of being respectful? You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*		
4. FOLLOW UP, REPAIR AND RESTORE		

1. What happened? (Neutral, dispassionate language.)
 2. What were you feeling at the time?
 3. What have you felt since?
 4. How did this make people feel?
 5. Who has been affected? What should we do to put things right? How can we do things differently?
- *Remember it's not the severity of the sanction; it's the certainty that this follow up will take place that is important.**

Additional Behaviour Support

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which will reinforce positive behaviour. At all stages we will work closely with parents and carers to ensure that the best possible outcomes are reached in supporting all children at Dame Tipping Primary School.

Support in addition to Stage 4 may include:

- In class behaviour monitoring and report
- Pastoral support with designated support staff
- Weekly teacher and parent meetings
- Weekly meetings with Senior Leadership
- External support provided by Havering CAD 5-19 team
- External support provided by Havering Behaviour and Attendance Team