



Danderhall 'Ready to Learn' Positive Behaviour Policy – August 2022

Rationale

The procedures we have in place to support children at Danderhall in making good behaviour choices and to ensure everyone in our school has the right to be safe and to learn.

Supporting Readiness to Learn

Our school ethos and culture ensures we support children's learning and social & emotional needs. While we recognise that the vast majority of children behave well, like all schools we experience low level inappropriate behaviour and on occasion more challenging behaviours from children experiencing particular difficulties. Within the procedures described below, when a child is experiencing difficulties, the school aims to work together with parents/carers and other professionals where appropriate.

Our expectations for everyone in our school are to:



Sanctions/Supports

In order that the management of behaviour is consistent, shared and effective, the following procedure is adopted by all staff at all times.

Are you ready to learn?



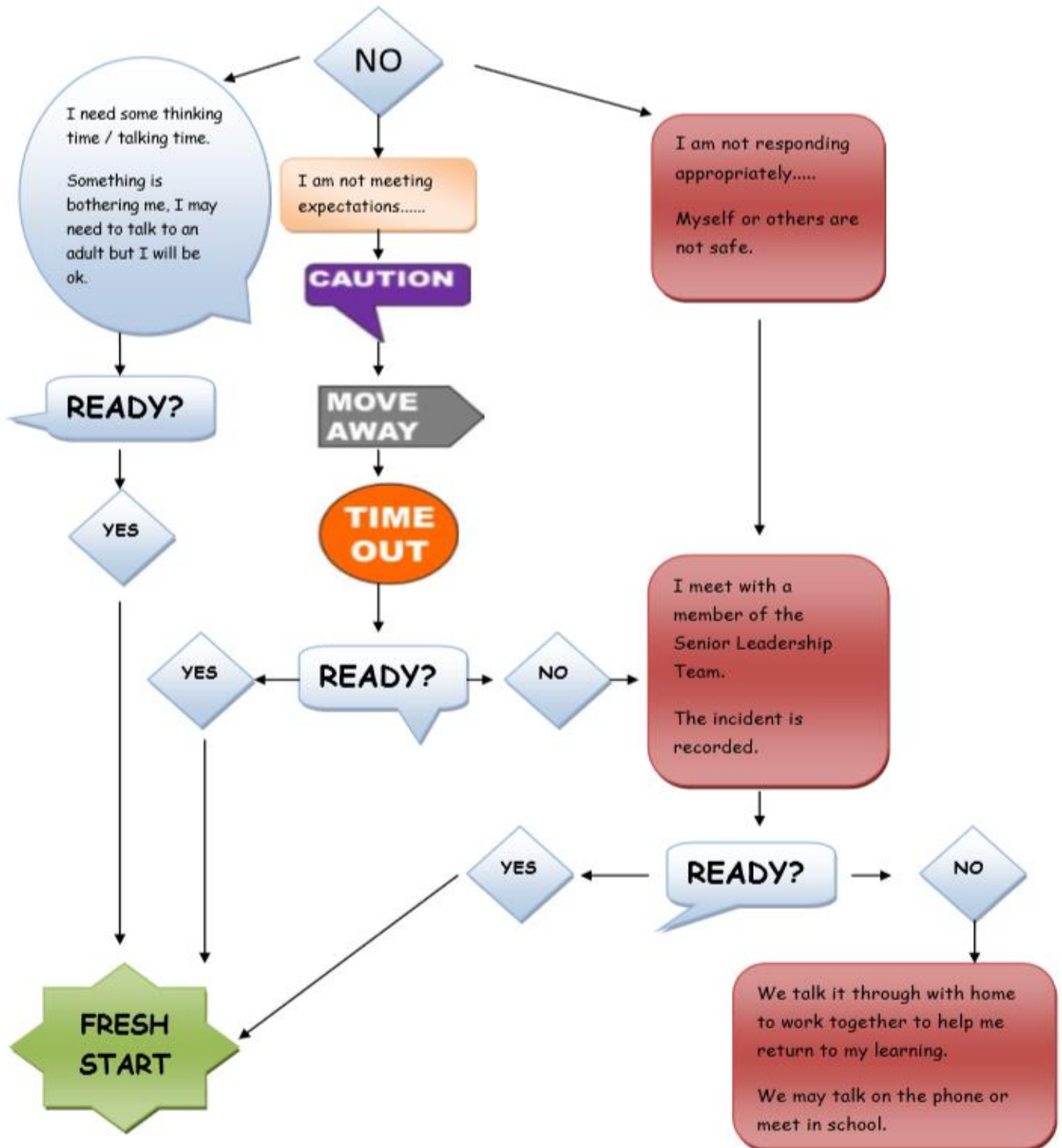
Be Safe!



Be Kind!



Work Hard!



Flow Chart Explained

I need some thinking time / talking time.

Children who are finding the school day difficult to manage can request 'thinking time' and/or 'talking time' where they may wish a few minutes on their own or where they can be supported by a member of school staff to identify what they need in order that they can return to learning and meet expectations.

Adults in the school, whether in the classroom, with a specialist and in the dining hall or playground will support low-level disruptive behaviour by following the sequence:



A verbal 'caution' is given where the child is reminded of our school expectations.



If behaviour continues, the child is asked to 'move away', this may be a space within the teaching area / playground or just outside the teaching area e.g. a space in the atrium. The expectation would be that given this time and a discussion with the adult, the child will be ready to return to learning/play.



If behaviour does not improve, the child will be asked to take 'time out'. This is away from the teaching area / playground and will be with another member of teaching staff during class time and a member of the Senior Leadership Team at a break. Again, given time it would be hoped that the child would be ready to return to learning/play.

Allowing for professional discretion, if a child needs 'time out' more than twice in one day they are referred to a member of the Senior Leadership Team.

If a child's behaviour or attitude is to be regarded unsafe or an incident is viewed to be bullying, they are referred directly to a member of the Senior Leadership Team.

All referrals to the Senior Leadership Team are recorded. If, after talking with the member of staff and returning to class, the child's behaviour/attitude does not improve, they will be removed from class activities and home contacted via a phone call. If concerns continue then a meeting between home and school will be held to support the child. There may be other professionals involved or further referrals for support may be agreed.



Recognising Achievement and Effort

Alongside these procedures, it is important that we recognise and celebrate our children's achievements.

There are individual strategies used by classes and adults across school. There are also several whole school strategies which include; House Points, Achievement Awards (given out at assemblies), celebrating and sharing success via Seesaw etc.