

## DFL Operating Procedures September 2020

In continuing to promote positive behaviour across the school we must ensure that:

- Our school ethos is one which promotes a culture of social engagement in staff - pupil interactions.
- All staff use empathic modes of interaction and appropriate language when supporting behaviour.
- We are firm on behaviour but gentle on the child. This means that we have clear structures, routines and expectations which are communicated effectively to pupils.
- The classroom ethos provides a psychologically safe environment where pupils are encouraged to take risks with their learning.
- All staff promote and value the development of the whole child so that pupils have an understanding of their self worth.
- We provide experiences for pupils that promote and foster a child's love of learning.
- All staff are able to adjust expectations and practices around vulnerable children to correspond with those children's developmental capabilities and experience of traumatic stress and loss.
- Restorative approaches are used to repair pupil - pupil/staff - pupil relationships.
- Use skillful approaches to de-escalate situations in class. The above points in practise will help us do this.

DFL procedures have **not** changed with the exception of the removal of zone support for the time being.

Staff - pupil relationships are a strength of the school and we will continue to build on that during this interim period.

## **Behaviour Checklist**

<b>Description</b>	<b>Outcome</b>	<b>Who</b>
<b>STAGE 1</b>		
Low level disruption Lack of equipment Late No homework No Planner	Apply a negative award/comment on Class Charts  Pupil is spoken to	Class Teacher
<b>STAGE 2</b>		
Poor behaviour  Preventing others from learning	Apply a negative award on Class Charts  Class Teacher detention Parental contact (depending on circumstances) Class teacher to seek support from other members of the department (if required) Restorative approaches	Class Teacher
<b>STAGE 3</b>		
Persistent disruptive behaviour  Preventing others from learning  Persistent lateness to school ( 3 times in 1 week)	Continue to log incidents on Class Charts Departmental detention Parental contact by LL  Level 4 after school detention Restorative approaches	Class Teacher refer to Learning Leader
3 lost merits in a week	Green Report	Form Tutor
<b>STAGE 4</b>		
Truancy Smoking  Further loss of merits (3 days where targets have not been met) on Green Report.	After school detention - Level 4  Amber Report Parental contact/meeting	Form Teacher/CC/LL refer to Heads of School
<b>STAGE 5</b>		
Serious breaches of discipline	Level 5 Internal Exclusion Red Report	SLT
<b>STAGE 6</b>		
Serious breaches of school rules and continued serious incidents	Fixed term exclusion Exclusion Governor's disciplinary panel	SLT

Inappropriate out of classroom behaviour will also use the guide above and must be recorded on ClassCharts.

Deliberate disregard of Covid safety protocols can result in an exclusion.

We **MUST** role model this approach.

We are **all** responsible for dealing with inappropriate behaviour.

### ClassCharts

All Merits and incidents requiring sanctions **MUST** be recorded onto ClassCharts as of Thursday 3rd September. This can be done at the end of the school day if staff are teaching full days.

Both pupils & parents will be able to access these via the app from Monday 7th September

Please ensure that any comments have professional language and detail the incident.