



BEHAVIOUR POLICY

Consultation:

Our academy holds in high regard values which are built on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the academy community working together in a collaborative way. In turn, the academy aims to provide an environment for learning in which everyone feels safe, secure and happy.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the academy community and in turn become increasingly responsible and independent members of the wider community outside the academy.

Aims and expectations

- Encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their own actions
- To enable children to understand that acceptable behaviour is a result of mutual respect, respect for myself, respect for others and respect for property.
- To promote values of honesty, trust, fairness, tolerance, compassion and politeness.
- To promote self-esteem, self-discipline and positive relationships.
- To reinforce positive behaviour and attitudes.
- To establish and maintain approaches to behaviour management which are consistent throughout the school.

It is important that all adults working in the academy accept responsibility for behaviour throughout the academy and act appropriately when misbehaviour is noticed. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

What do we do to encourage positive behaviour?

Our emphasis is on rewards to reinforce good behaviour; we believe that rewards have a motivational role, helping children to see that good behaviour is valued. A range of rewards are used to encourage positive behaviour:

Rewards:

The children within the academy are rewarded for positive behaviour whenever possible. These may include:

- Staff verbally congratulating/praising children
- Children being given WOWCHERS. These are entered into a prize draw during celebration assembly on a Friday.
- A celebration assembly is held weekly and certificates/stickers/rewards are presented in assembly for particular achievements.
- Children receiving a Headteacher Award for good conduct and learning behaviours.
- Postcards and Notes home to let parents know about good behaviour and achievements.
- Additional privileges.
- Being given positions of authority – play leaders and academy parliament.
- Each class teacher awards a 'WOW of the Week' on a Friday for their class.
 - In order to be considered for 'WOW of the Week' the following criteria must be consistently met during the week:
 - 100% attendance



- No lates
- Not on the behaviour chart
- Behaviours for learning demonstrated
- Particular good work/behaviour by a class, group or individual child is reinforced and rewarded by the Headteacher, who praises the child(ren) and gives a special Headteacher award.
- Playground behaviour recognition rewards
- Rewards for homework/reading at home are presented on a ½ termly basis
 - books are given along with a voucher when they have read a set number of times.
- Rewards for children completing their times tables and related division facts will be given when they have demonstrated they can use this knowledge.
- A termly reward assembly is held to recognise good attendance.
- Those children who have not been on the behaviour chart will receive a reward for their consistently good behaviour – bouncy castle, film and popcorn etc.

SANCTIONS

Our Academy employs a five stage system which is followed consistently by all staff.

Summary of Indoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave before receiving a 'Stage'.

Stage 1 – Warning - The child will receive a verbal warning.

Stage 2 – Thinking Time - The child will complete three/five minutes 'Time Out' in their own class copying out the Academy Promise/continuing their work. Younger children are given thinking time for reflection of behaviour.

Stage 3 – Time Out - The child will complete fifteen minutes 'Time Out' in the designated link classroom completing their own work.

Stage 4 – Isolation - The child will spend a full session (morning/afternoon) out of their classroom which will be supervised by a Middle Leader/HoA/EHA. Parents will be informed in writing by a Middle Leader/HoA when Stage 4 is reached and recorded on CPOMS.

Stage 5 - The child will be sent to the Head of Academy, Executive Head of Academy or Middle Leader and parents will be informed. A decision would be made collectively of the next suitable sanction.

Outdoor Behaviour System

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1- Warning

Stage 2 - Thinking Time - five minutes on the wall – not communicating with others.

Stage 3 - Time Out - remainder of the time with member of staff + miss next outdoor session.

Stage 4 – Sent indoors to complete remainder of playtime with member of staff. Miss two outdoor sessions.

Stage 5 - Refer to SLT to consider evidence and decide upon a suitable sanction.



Any pupil who receives three stage 3's during the course of a week, will have, with the agreement of the parents, an hours after school detention when they will complete any work they have missed.

The 'Academy Promise' and sanctions are displayed in all classrooms and in the communal areas around the academy. This supports all children in the academy knowing the standard of behaviour that is expected.

'At our Academy we understand,
That respect and learning go hand in hand.
We look after our friends, and treat property with care.
We follow the rules, and our problems we share.
We try our best to be sensible and safe,
To make our Academy a happy place.
We use kind words and try not to disagree,
Everyone is equal at our Academy.'

Our approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences will be taken and these will be applied calmly, firmly and consistently.

This is monitored on a weekly basis by a senior member of staff and sanctions clearly communicated to the pupil. Records of sanctions are recorded on CPOMs, with any letters sent home attached. At the end of a half term, the children who have consistently been on the behaviour chart will have a letter sent home.

Individual Behaviour Plans/Special Arrangements

Where children persistently find conformity difficult and their behaviour is impacting upon their own learning and that of others or their behaviour is dangerous, abusive or frightening to other children, other procedures are implemented.

These include:

- Discussion between the Headteacher, SENCo and Teacher to devise a range of strategies for behaviour improvement.
- Discussions with parents to inform them and seek their support.
- Forming a SEND/Behaviour Support Plan to include targets and identified support
- Involvement and advice will be taken from other agencies. These may include Sure Start, Health Service, Specialist Teaching Service, Educational Psychologist, Occupational Therapy, Early Intervention provision and the Inclusion Service.
- Consideration of a Pastoral Support Plan.
- On rare occasions it may be necessary to impose a fixed term exclusion or as a last resort a permanent exclusion.

There will be very rare occasions when members of staff may need to use positive handling to ensure the safety of the child, other children and staff or to prevent damage to property. Incidents of positive handling will be recorded and parents will be informed.

Hand Signals

For some children the usual verbal reminders of stages do not work. 'Hand signals' (illustrated on the behaviour poster) allow staff to give Non-Verbal Warnings/ Thinking



Times/ Time Outs/ Isolations to children without interrupting a lesson. This system is more visual for some pupils whose auditory processing is poor.

Exclusion

Exclusions are rarely used and only as an absolute last resort in extreme circumstances. Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is excluded for a fixed term.

Meetings are arranged for children at risk of exclusion. Exclusions can only be initiated by the CEO or Head Teacher. The LA's Code will be followed in these circumstances. The Trust board will be advised of the exclusion and parents will be fully informed of the reasons for exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered. Depending on the reasons for exclusion, children are either excluded entirely from the academy or are excluded to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

Certain behaviours will result in immediate sanctions.

Immediate Stage 3 - children can be moved to a Stage 3 where the child has done something that they clearly know that they shouldn't have e.g.

- Swearing so as to cause offence
- Hitting/ fighting
- Defiance

Immediate Stage 5 - children can be moved to a stage 5 where there is a risk of harm or significant injury/ offense to others e.g.

- Aggressive use of swearing against another child or adult
- Refusing Isolation (Stage 4)
- Significant verbal threats to adults/children
- Unprovoked violent attack against other children, adult or property

ROLES AND RESPONSIBILITIES

The Class Teacher

It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times. They should ensure that the academy rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.

Where behaviour in class is unacceptable, the teacher is responsible for keeping accurate records on the Indoor and Outdoor Class Behaviour Charts and on CPOMS when appropriate.

The class teacher will liaise with the Head of Academy/Behaviour Lead and external agencies as necessary, to support and guide the progress of the pupils' behaviour.

The SLT will report to the Trust Board on behaviour across the academy on a termly basis.



The Head of Academy/Executive Head Teacher

It is the Head of Academy/Executive Head Teacher responsibility to ensure that the academy behaviour policy is consistently applied by all staff.

In conjunction with the CEO, they hold responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour. Where necessary, permanent exclusions may be deemed necessary.

The Role of Parents

The academy aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in the academy and wider community.

Where parents have a concern regarding the sanctions used with their child they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Leadership Team. If the problem cannot be resolved a formal complaints procedure can be implemented through correspondence with the Chair of the Trust Board.

The Role of the Trust Board

The Trust Board has responsibility to review guidelines set on behaviour and their effectiveness. The Trust Board support the academy leaders and academy staff in carrying out the behaviour guidelines.

The Trust Board may give advice to the Head Teacher about how to approach particular disciplinary issues.

SUPERVISION AT BREAK AND LUNCHTIME

Break time

- There will always be an appropriate number of staff on duty outside at break time
- The class teacher is responsible for ensuring that children have left the building in an appropriate manner. Children should be sent to the toilet at the beginning of break.
- Any child kept in by the class teacher is the responsibility of that teacher. They must not be left unsupervised.
- All staff are responsible for issues occurring at break time. Break time is a break for the children. It is paid time for staff.
- Any child injured during break time should be brought in by one of the staff on duty and taken to a First-Aider. In the event of a serious injury the child should not be moved but the First Aider and Head Teacher or Pastoral Deputy Head should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to whom it was reported. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE.
- Staff must leave the staffroom and be available to supervise children back into the learning areas so that lessons start promptly.

Wet break times



On wet days children will remain in their classrooms. Clear instructions must be given about appropriate behaviour and activities. Staff will take a break in turn, leaving their class in the care of another member of staff. Each teacher should provide a box of 'wet break time' activities for children in classrooms.

Lunchtimes

- Staff should ensure that their class are ready for lunch and supervise them with regard to hand washing and use of the toilet.
- A nominated person will be on duty in the hall.
- The Lunchtime Supervisors report concerns to class teachers and any major concerns directly to the HoA/EHA.
- Lunchtime supervisors are trained to use the 'Outdoor Behaviour Policy'.
- Lunchtime clubs are organised – Play Leaders, Gardening Club, Book Club.
- Any child injured during lunchtime should be brought in by one of Lunchtime Supervisors and taken to a First-Aider. Some supervisors are also first aid trained. In the event of a serious injury the child should not be moved but the First Aider and the most senior member of staff should be informed immediately. All accidents should be recorded in the Accident Book. If the First Aider decides that there is significant injury an ACCID 1 form will be required in specific circumstances by the HSE.

Wet Lunchtimes

- Children to remain in classrooms until collected by supervisory assistants
- Children to return to classrooms after lunch. Appropriate activities will be agreed with class teachers. We continue to have high expectations of behaviour during these times.
- All children **MUST** be supervised at all times

HATE CRIME (See Anti Bullying Policy)

Any 'hate' incidents are logged by Head of Academy and reported to and dealt with by the Head of Academy and Executive Head Teacher.

REVIEW

The behaviour policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the academy change.



OUR BEHAVIOUR SYSTEM

It is generally accepted that good behaviour has contributed significantly to the development of the academy, being a positive reward system that is perceived as fair by the children involved in the system, and also by adults who administer it.

Consistency

In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the academy. All staff must apply the procedures in the same way.

Adult responsibilities for promoting good behaviour

- Catch the child being good and award praise and/or other reinforcers e.g. stickers, Wowchers, certificates.
- Try to anticipate problem behaviour so that you can re-direct the child.
- Give clear instructions, then apply stated consequences.
- Tell children what to do rather than what not to do.
- Have high expectations of manners at all times.
- Smile, look pleased to see the child and use his/her name when you speak to him/her.
- Be consistent in the way you respond.
- Set an example in your own behaviour.
- Stay calm. Speak quietly but firmly and act rather than react. Avoid shouting.
- Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you to do. Inform the Head of the situation.
- Refuse to argue or debate the rightness of a pre-set consequence.