



BEHAVIOUR POLICY

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Dare for Review	April 2018
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Chair of Governors	Mary Tailby

Introduction

Pupils learn best and behave best when:

- they know what to do and what is expected of them
- they are positively encouraged to behave well and make good choices
- they are consistently, fairly and appropriately treated when they don't behave well/make poor choices

Aims

- To create an academy community in which all people are equally valued and respected
- To have high expectations of good behaviour
- To reinforce good behaviour choices by recognition and rewards
- To have clear sanctions which are applied fairly and consistently
- To promote self-esteem, self-discipline, good manners, community spirit and positive values
- When disciplining the child, to emphasise that it is the behaviour choice that is unacceptable and not the child as a person
- To look for the reasons for the poor behaviour choices and to seek to resolve the problems wherever necessary
- To be aware of the external influences on the child, in particular the role of the parents, and to value their involvement

Role of the Governors

- To ensure that a behaviour policy is in place
- To monitor and update the policy
- To appoint a Discipline Committee who can deal with exclusion appeals and ensure that correct procedures have been followed

Role of the Staff

- To operate the procedures in the Behaviour Policy
- To encourage and reward good behaviour and choices using the agreed systems
- To deal with behavioural problems and poor choices which occur in their presence, sending for further support if necessary and applying the agreed sanctions
- To act as role models

Desired Behaviour

Staff aim to "catch" children being well behaved and making good choices. They will publicly acknowledge that behaviour whenever possible in order to foster high standards throughout the academy. The Academy Rules encourage those standards and help to provide consistent expectations. These are on display around the academy.

Be Kind, Be Safe, Be Your Best

Promoting Good Behaviour Choices

Whole Academy

The whole ethos of the academy influences the behaviour of the children. Expectations can be reinforced during assemblies and by all staff and helpers around the academy. Staff will actively seek to praise examples of good behaviour choices. Reward systems are in place and these include:

- *Weekly Golden Time (Fri 2.20-3.00): For younger pupils this will focus on developing interpersonal skills.*
- *Reward Time (Y3-6): Reward are negotiated with the class can good behaviour will lead to this time being earned by the class*
- *Lunchtime Golden Table*
- *Weekly Green Stickers*
- *Certificates in assembly*
- *Visiting another teacher*
- *Principal/Vice Principal stickers /rewards*
- *Contact with parents (face to face, letters, texts)*
- *Rewards time each half term including 'Always' children tea parties*

Classroom Level

The curriculum should be as relevant and interesting as possible in order to engage the children and keep them on task. Organisational factors, e.g. seating arrangements, should be given consideration. Classrooms should have well labelled resources, which children can access and put away by themselves. They should always be encouraged to tidy their things away. Praise and reward systems help to encourage appropriate behaviour. These may vary from class to class but may include:

- *Smiles and specific labelled praise e.g. "Well done Mark, you concentrated really well"*
- *Peer praise*
- *Star of the Week*
- *Written comments*
- *Whole class incentives e.g. marbles in the jar, chance cards etc*
- *Stamps and stickers*
- *Choice of activity*
- *Extra playtime*
- *Certificates*
- *Extra responsibilities*

Discouraging Poor Choices

Staff should consider themselves responsible at all times for the behaviour of children within sight and sound of them. At key transition times during the academy day staff are responsible for monitoring behaviour in communal areas and roles/areas may be designated to staff.

Whole Academy

- *Tactically ignore i.e. register the behaviour but ignore, praising a nearby child*
- *Praise and attention as soon as desired behaviour is displayed*
- *Intervene non verbally*
- *Verbal warning / reprimand / redirect verbally using when – then instructions*
- *Minor penalty related to the offence i.e. “Go back and walk”*
- *Repeated or extra work in the child’s own time*
- *Repeated warnings for low level behaviour recorded and logged using Traffic Lights*
- *Loss of privileges including playtime, Golden Time/Reward Time and trips*
- *Removal to another class*
- *Sent to SLT (Red)*
- *Letter home from Principal (3 Reds/6 warnings) and a meeting between the teacher and parents/carers scheduled*
- *Contact parents directly if a serious incident occurs*
- *A meeting held between the parent/carer and Vice Principal after 6 Red/12 warnings*
- *A meeting held between the parents/carers and principal (9 Reds/18 warnings)*
- *Weekly Report Sheet - this will involve contacting parents who will be asked to see the teacher at the end of the week*
- *Exclusion (including lunchtime exclusions) – following L.E.A. guidelines*
NB: In the case of swearing and fighting, children should be sent to the Principal or Vice Principal; they will miss at least one day’s playtime.

Classroom Level

- At the start of the year, each class will agree their class rules, which will support the above Academy Rules. These should be negotiated with the children and may vary from class to class, e.g. we listen when others are speaking. These can then be clearly displayed in the classroom and praise should often be related to the rules.
- A hierarchy of sanctions will be imposed in the classroom. These will be directly linked to the class rules and children will be encouraged to choose to behave appropriately, otherwise they will receive:
 1. *A verbal warning/reprimand*
 2. *A warning (Amber) (recorded on monitoring sheets)*
 3. *A verbal warning/reprimand*
 3. *Second warning (Red)(recorded on monitoring sheets)*
 4. *Playtime is taken or another agreed sanction imposed*
 5. *Remove to another place in the classroom*
 6. *Remove out of the classroom for a short period*
 7. *Remove to another classroom to work for the remainder of the lesson*
 8. *Sent to Principal, Vice Principal or Phase Leader*
 9. *Parents may be contacted at any point between 2-8*

(Amber and Red warnings are always logged but children can work back to green and all warnings are reset at lunchtime.)

Monitoring

Warnings will be logged by type and outcome and will be monitored so that good behaviour choices can be celebrated and so that misbehaviour and poor choices can be tackled proactively. Poor Choice Slips will be issued for children who go onto Red which require a parent/carer to sign and return. Children who have stayed green all week will receive a green sticker on Friday.

All warnings will be recorded in a class behaviour folder. These will be collected by the Leadership team each week.

Difficult to manage: Individual Child

Children with specific problems will be closely monitored and appropriate rewards and sanctions will be put in place. Their parents/carers will be contacted and they may be put on a Weekly Report Sheet or an Individual Behaviour Plan. They will be given specific targets which address their individual needs e.g. "Mark will raise his hand when asking for help." Adults will actively seek to praise improvements in an individual child's behaviour. Reward charts may be used or any of the above rewards. Where an Individual Behaviour Plan is in place, praise, tokens etc. may be related to the child's individual targets on the IBP. Regular contact with parents should also recognise the child's achievements. Some children may work with the Learning Mentors or 1:1 support as required.

In the event of continued poor behaviour choices, outside agency support may be required. This may be from the Rothwell Cluster or the Educational Psychologist to the school. We believe that every child has the right to be educated and exclusion is a last resort. Alternative provision both within and outside of the LEAF Trust Academies on a temporary, part-time or full-time basis may be implemented.

NB: Physical restraint should not normally be used. However, in an emergency, where there is a real risk of injury or damage, 'reasonable force' (please see Care and Control Policy for further details) may be used. In the event of restraint the Principal must be sent for immediately and a record kept of the incident. Parents must be informed. For further details refer to the Care and Control Policy

Procedures

Start of the Academy Day

Children will remain outside until the bell goes. Children will line up outside their classroom door. Members of staff will greet the children and welcome them into the classrooms.

Playtimes

Members of staff on duty must go out immediately. Communal areas may be formally and informally monitored and it is the responsibility of all staff to ensure that transitions are orderly. The Active Yard will be allocated on a rota basis to different year groups and

classes. No children should be left in classrooms without adult supervision. At the end of playtime, the bell is rung and on hearing the bell the children should line up quietly.

Wet Playtimes

Children must remain in their own classrooms and Teachers/Support Staff will oversee the children. Activities will be available for the children. Computers must not be in use.

Classrooms must be tidied at the end of play.

Lunchtimes

Lunchtime Leaders will organise the children in the dining area and in the playground.

Children will be encouraged to behave in a polite and orderly manner at all times. Year 6 children, acting as Early Years Assistants will help with duties in the hall and in the KS1 playground. The Learning Mentors will organise activities with the help of Year 5/6 children. Lunchtime staff will organise and lead activities and may award stars or stickers to children who have behaved well.

Children who misbehave and make poor choices will have their names recorded on behaviour logs. These will be collected and collated by the LM/BSW and they will issue agreed sanctions. Serious incidents will result in the child being asked to go to the Vice Principal or Principal.

Children causing special concern may be asked to spend their lunchtime in the Ark or with a member of the Leadership Team.

Wet Lunchtimes

In KS2 children will choose to spend their lunchtime in 1 of 4 classrooms (Film/Quiet: Drawing and Reading/Board Games/Construction). In Reception and KS1 children will choose 1 of 3 classrooms (Film/Quiet: Drawing of Arts and Crafts/Construction and Toys). Choice is dependent upon availability and children must stay in the same room for the duration of the wet lunchtime.

Additional Staff

- **Learning Mentor**

The Learning Mentor will work with children with social, emotional and pastoral needs. The Learning Mentor may work with individual pupils and their parents or with groups of children.

APPENDIX 1

Examples of behaviours and consequences

It is important that the policy is implemented consistently and fairly by all staff so that children feel confident in the boundaries for behaviour in school.

If a child is not behaving appropriately, a reminder would always be given to the child so that they have an opportunity for them to correct their behaviour. If the reminder did not have the desired outcome the adult may move the child on to the next warning.

In the table below are some examples of behaviour and sanctions that the teacher may impose:

Behaviour	Sanctions	
	could include	Possible further action
<p>Category One</p> <p>For example:</p> <ul style="list-style-type: none"> • Wandering around classroom • Calling out • Interrupting teacher • Ignoring minor instructions • Talking when quiet time • Silly noises • Pushing in line 	<ul style="list-style-type: none"> • Eye contact • Quiet verbal reminder • Change of seat • Teacher see child at end of lesson • Non-verbal cue such as finger to lips by teacher • Praise nearby children behaving appropriately and redirect praise as soon as desired • Move closer to child • When –then commands 	<p>If this persists, children should receive a warning or move to the next warning.</p>
<p>Category Two</p> <p>For example:</p> <ul style="list-style-type: none"> • Throwing property • Deliberately distracting other pupils • Not responding to requests to work • Answering back • Leaving class without permission 	<ul style="list-style-type: none"> • Eye contact • Quiet verbal reminder • Change of seat • Teacher see child at end of lesson • Non-verbal cue such as finger to lips by teacher • Praise nearby children behaving appropriately 	<p>If this persists, children should receive a warning or move to the next warning. Loss of Golden Time and other privileges.</p> <p>Liaise with learning mentor to arrange time to discuss behaviour with child.</p>
<p>Category Three</p> <p>For example</p> <ul style="list-style-type: none"> • Damaging property • Hurting someone through aggression • Challenge to authority • Abusive language 	<ul style="list-style-type: none"> • Removal from class • Sent to Leadership Team • Parents contacted • Warning given or move to next warning 	<p>Loss of Golden Time and other privileges.</p> <p>Discuss behaviour with Learning Mentor and draw up plan of support.</p>

<p>Category Four</p> <p>For example</p> <ul style="list-style-type: none"> • Making racist comments • Stealing • Vandalism • Persistent bullying • Verbal abuse to teachers • Open defiance of authority • Harming others 	<ul style="list-style-type: none"> • Sent to Leadership Team • Parents Contacted • Educated out of class • Educated Off Site • Exclusion 	<p>Loss of Golden Time and other privileges. Draw up plan of support. Include parents in drawing up plan of support and monitor for period of plan.</p>
<p>Category Five</p> <p>For example</p> <ul style="list-style-type: none"> • Extreme violence or dangerous behaviour • Physical assault of an individual • Leaving school without permission 	<ul style="list-style-type: none"> • Educated Off Site • Exclusion 	<p>Inform parents and principal/vice principal. Draw up plan of support. Include parents in drawing up plan of support (such as IBP) and monitor for period of plan. Involve outside agencies. Possible exclusion.</p>