



## Behaviour Policy

<u>Status of Policy</u>	<u>Date</u>
Policy Reviewed	Spring Term 2016
Agreed by Staff	Spring Term 2016
Agreed by Governors	Spring Term 2016
Next Review	Spring Term 2017

Headteacher Signature:

Date:

Chair of Governors Signature:

Date:

## **Behaviour Policy**

This policy should be read in conjunction with the Safeguarding Children Policy and the Statement of Behaviour Principles.

### **RATIONALE**

Our aim is to heighten and encourage social awareness, creating school discipline which is fair, consistent and establishes a safe, orderly and supportive environment where both children and teachers may flourish.

The successful implication of such a policy needs the support and co-operation of governors, parents, teaching and non teaching staff. Everyone needs to be aware of accepted behaviour guidelines and strategies for achieving and implementing such objectives consistently: regular contact between all parties, (both formal and informal), are established to maintain and monitor the policy.

Acceptable standards of behaviour, work and respect depend on the example of us all.

As an academy we aim to:

- \* Set high standards for behaviour
- \* Respect every person
- \* Respect all property
- \* Treat everyone as an individual
- \* Apply rules firmly and fairly.

### **DISCIPLINE PLAN**

The implementation of our policy falls into these categories:-

1. Expected Behaviour
2. Rules
3. Rewards and Positive Recognition
4. Consequences
5. Support Strategies

Staff will involve parents in the following ways.

- When the policy is reviewed it will be displayed on the Academy Website
- The Discipline Plan will be shared at induction and transition meetings.

Our policy statement draws from:

- Cumulative staff discussion
- Discussion with the Governing Body
- Discussion with the School Council
- Our policies on anti bullying, anti cyber bullying and health and safety
- In-service training

## **EXPECTED BEHAVIOUR**

### **Classroom**

Children are expected to do the following:

- Enter the classroom sensibly
- Go straight to their seat/or as directed by teacher
- When the teacher or another child talks to the whole class, listen carefully
- Work sensibly, either independently or with others: everyone has the right to learn without interference or distraction.
- Only leave the class if the teacher has given permission.
- Tidy up and leave only when instructed by the teacher
- Respect each other and belongings.
- Respect classroom rules.

### **Movement Around the School**

- Walk quietly and sensibly around the school,
- stop for an adult
- be polite at all times
- use an indoor voice inside school.

### **Assemblies**

- Respect assembly as a quiet and thoughtful time of our day.

### **Playtimes**

- Play sensibly and safely.
- Try to be friendly to everyone.
- During wet playtimes stay in designated areas and behave appropriately

### **Lunchtime**

- Behave responsibly
- Show respect to all adults who supervise us, use good manners
- Eat with a knife and fork
- Talk quietly in the dinner hall

### **Toilets**

- Use the toilets at break time and lunchtime and behave sensibly.

### **Tidiness**

- School and cloakroom should be kept tidy and clean.
- Litter should be put in bins.
- Pupils should wipe their feet.
- Y2 – Y6 coats and bags should be put in lockers

### **Dress**

The Academy requests that pupils wear the recommended uniform:

- Be clean, tidy and appropriately dressed at all times.
- Wear flat sensible black school shoes or boots.
- Have a full P.E. kit in school at all times – shorts, tee shirt, trainers or gym shoes
- All school clothes should be named
- Earrings and jewellery are not allowed

## **RULES, REWARDS and POSITIVE RECOGNITION**

Each class will have reward systems, depending on the age of the pupils, which may include:

- individual praise and positive recognition
- group or class praise and recognition
- communication with parents
- peer praise for positive behaviour
- stickers, badges, certificates, house points, bronze, silver and gold certificates etc.
- regular award presentation in assembly – Star of the Week
- involvement of the Head teacher – gold book
- Bull Trophy
- Charles and John Pullen Trophy
- Jack Partington Award

Lunchtime supervisory staff operate a reward system, identifying children who consistently meet school's expected behaviour during lunch time.

## **CONSEQUENCES**

Consequences of choosing not to follow the rules are set out in these progressive stages. These are at the teacher's discretion depending upon the context.

- Verbal warning is given to outline choices and consequences.
- Variations of a 'Traffic Light System' for behaviour management is used throughout the school

This system is used for managing general disruptive behaviour in the classroom.

### **Traffic Light System:**

Green – Good choices, acceptable behaviour.

Children may be given verbal warnings.

Amber – Inappropriate behaviour continues child is moved to amber

Red - Inappropriate behaviour continues, child moved to red. Appropriate consequences put in place eg. time out, writing out class rules in their own time, appropriate choices review sheet

Child's name added to class tracking sheet.

Parents informed if inappropriate behaviour continues.

Once the consequence for inappropriate behaviour is carried out a child may be moved from red to amber. All children start on a green at the beginning of each day.

Particularly disruptive behaviour will be reported the Head, Assistant Head and parents immediately. This would take a pupil to red instantly.

On the rare occasion when behaviour is extremely severe the Academy Exclusion Procedure will be used.

### **Incident and Consequences Sheet**

This has been produced to clarify and standardise consequences relating to specific incidents. These records will be kept.

### **3. SUPPORT STRATEGIES**

If a child has persistent problems with behaviour the school will:

- initiate and maintain a dialogue with parents;
- develop a behaviour modification programme of rewards and consequences;
- request advice / intervention of the Behaviour Team.

#### **Other Strategies for Maintaining Good Behaviour**

- De-escalate – following the Team Teach Guidance.
- Don't react: address the problem.
- Listen
- Establish the facts

### **CHILDREN'S RULES**

We have positive rules, that are discussed and initiated by each individual class, to keep us safe, happy and help us to learn.

#### **Classroom**

We will respect each other and our belongings. We will keep our own classroom rules.

#### **Movement Around the School**

We will:

- walk quietly and sensibly around the school on the left;
- stop for an adult;
- be polite at all times;
- use an indoor voice inside school.

#### **Assemblies**

We will respect assembly as a quiet and thoughtful time of our day.

#### **Playtimes**

We will play sensibly and safely and try to be friendly to everyone.

During wet playtimes we will stay where we should be and follow our classroom rules.

#### **Lunchtime**

We will behave responsibly and show respect to the adults who supervise us.

#### **Toilets**

We will use the toilets, usually at break time and lunchtime, and always behave sensibly while we are there. Toilets should be used with the same respect as they are at home.

#### **Tidiness**

We will keep our school tidy and clean by putting litter in bins, wiping our feet and hanging our coats and bags on pegs.

#### **Dress**

We will be clean, tidy and appropriately dressed at all times.

We will wear flat sensible black shoes or boots.

We will always have our full P.E. kit in school.

All of our school clothes will be named

Earrings and jewellery are not allowed

## Assertive Mentoring Sheet

The assertive mentoring sheet is attached as Appendix A. This is completed termly by the pupil and a member of staff.

### Early Years Foundation Stage

#### Rationale

During the Early Years Foundation Stage the School works towards the children achieving these standards of behaviour ready for transition to KS1. In these early years the children are learning about behaviour and what is safe and acceptable in school.

The traffic light system is used as a reinforcement for positive behaviour:-

- Children start on green;
- they move to amber if they display inappropriate behaviour;
- they move to red if this behaviour involves hurting another child.
- Children are given a short time out to think about their actions after which they return to green.

Adults always take time to talk through behaviour to help children to learn from their mistakes and why they have made a poor choice.

**Appendix A: Assertive mentoring Assessment Criteria for Attitude**

				Half Term					
NAME				1	2	3	4	5	6
CLASS:		Year Group							
Code	A real Concern	Unacceptable	Borderline	Acceptable	V. Good	Excellent			
Mark	0	1	2	3	4	5			
Attendance	Below 80%	80-89%	90-92%	93-95%	96-98%	99-100%			
<b>Attendance</b>									
Attendance exceeds 95%. Always has good reason for any absence i.e. illness and provides written confirmation.				G					
Attendance exceeds 90%. Usually has good reason for any absence i.e. illness and provides written/verbal confirmation with reminders if necessary.				Y					
Attendance is below 90%. Reasons are often inappropriate i.e. 'shopping/slept in'. Confirmation rarely received even with reminders.				R					
<b>Punctuality</b>									
Always arrives on time, is settled and ready to commence the lesson.				G					
Usually arrives on time. When late offers an explanation. After minimal amount of time the pupil is ready to begin the lesson.				Y					
Usually /often late for class. Reluctant to settle down to work, compulsive delayer. Will try to disrupt other pupils.				R					
<b>Behaviour: Classroom</b>									
Excellent behaviour, respectful, trustworthy and responsible. No time out.				G					
Acceptable behaviour, pays attention and concentrates. Few reminders required. Some 'time out'				Y					
Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders. Regular time out. On Report etc.				R					
<b>Behaviour: Non-Classroom</b>									
Excellent behaviour, no isolations, trustworthy and responsible. Friendly and helpful with peers. Respectful of authority.				G					
Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input.				Y					
Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive, a bully. Disrespectful of authority, rejected by peers.				R					
<b>Effort</b>									
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed.				G					
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.				Y					
Rarely good effort, refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input.				R					
<b>Homework</b>									
Always completed on time and to a high standard. Returned on time.				G					
Usually completed on time and to a satisfactory standard. Usually returned on time.				Y					
Rarely completed. Unacceptable standard of work. Returned late if at all.				R					
<b>Uniform</b>									
Always in school uniform. Remembers PE kit. Adheres to school policy regarding jewellery, makeup, hair cut etc.				G					
Usually in school uniform. Usually remembers PE kit and willingly wears kit provided if forgotten. Responds to reminders regarding jewellery, makeup, hair cut etc.				Y					
Rarely in school uniform. Often 'forgets' PE kit and refuses to wear the kit provided. Breaks policy regarding jewellery, makeup, hair cut etc despite reminders.				R					