



# Behaviour Policy

May 2023

## Introduction

Good behaviour is an essential component of ensuring that the academy is able to provide a safe learning environment for all pupils. Good behaviour is achieved through an ethos of continuous reinforcement of expectations and rewards. Sanctions are used when necessary. It is the responsibility of all members of the school community to ensure that high standards of behaviour are achieved by promoting and celebrating positive behaviour.

## Aims

Good behaviour is key to successful learning and the establishment of an effective learning environment. It is the role of all members of staff to reward and celebrate positive behaviour. All staff are responsible for identifying positive behaviour and setting high expectations.

This policy aims to ensure that:

- Children feel safe and happy in school
- Parents are confident that their children are safe and happy
- Pupils and staff treat each other with respect
- A calm learning environment is established throughout the academy at all times
- Time is used effectively to maximise learning in the classroom
- Clear, whole school, behaviour expectations are set out for all staff and pupils to follow

Our behaviour policy is built on the relationships between the adults and the children. Nearly all relationships get strained at some point. If a relationship between a child and an adult is strained, it can take a long time for an adult to rebuild the trust. Sometimes this can never be done if a relationship has gone through a series of challenges. The most effective way to ensure a positive relationship is to add to the reserve daily. All staff are responsible for building that reserve of trust by giving positive praise to a child every day, which can then be drawn on when there are difficulties.

Reasonable adjustments are put in place for those children who are on the SEN register [both learning and behaviour needs]

## Linked policies

SUAT behaviour policy

SUAT exclusion policy

John Wheeldon exclusion policy

## Whole School Rules

All pupils agree that while they are in school, or travelling to and from school, they will be:

- Ready
- PROUD

- Reflective

These Whole School Rules are shared with pupils on a daily basis and parents are kept informed. Assemblies will be used to reinforce the rules and expectations.

Training has taken place across the school to ensure that consistency exists.

## Classroom Behaviour

The three school rules should be displayed in classrooms. Within the three rules staff and children have worked together to describe what being Ready, PROUD and Reflective looks like within their classroom. This document is signed by all the people who work in that classroom. The rules are constantly revisited and re-enforced.

Staff are asked to treat children with respect and dignity at all times. The emphasis is on de-escalation. Staff are asked not to raise their voice to children. If this happens, the member of staff at fault is required to apologise at some point during a restorative conversation.

## Dining Room and Lunchtimes

The whole school rules will be displayed in the dining hall. The school council decide on what each of these rules looks like on behalf of the whole school and share them with classes. Lunchtime supervisors have received training. They are responsible for rewarding positive behaviour and putting in place sanctions [traffic light movement]

Pupils will adhere to the following rules:

- Ready
- PROUD
- Reflective

All lunchtime supervisors carry a pencil and pad on which they record children who have been moved on the traffic lights during lunch time which is then passed to the class teacher at the end of lunchtime.

## Rewards

Children can be rewarded for good behaviour in the following ways:

- Verbal praise
- Moved up the traffic lights
- Stickers
- Class Dojos
- Message to parents
- Praise Cards
- Weekly awards
- Recognition – see appendix 1

## Sanctions

The following sanctions are in place for not following behaviour guidelines:

- Traffic lights - see appendix 2
- Sentence stems
- Restorative conversation
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Missed playtimes
- Thinking Spot [EYFS]

Staff understand they must NOT create their own sanctions.

Although the traffic light system is intended to cover all behaviour, there are incidents and situations where a more severe sanction may be required. These include:

- Racist incident or other discriminatory behaviour - report to safeguard team (principal, vice principal or SENCO)
- All staff carry sentence stem cards with the following script: Script to be learned "How can I be proud of the behaviour you are showing me?" Staff wait for time to give a response "Please show me the behaviour I need to see – make me proud."

Ending a session on Red- see appendix 3

### Part/whole loss of playtime

- For incidents such as not finishing work although adequate time was given
- Repeated incidents of rudeness towards other pupils
- Rudeness towards members of staff
- Inappropriate language
- Various instances of being down on the traffic lights
- Failure to follow an instruction by Core SLT
- Fighting [depending on severity]

### Internal exclusion – missing playtimes for a half or whole day, working in another classroom or area of school

- For repeated incidents of the above behaviours
- Damage to school property
- Lesson disruption
- Swearing or persistent inappropriate language

### Fixed term exclusions

- For violent or aggressive behaviour towards pupils or staff
- Persistent disruption to lessons

- Significant damage to school property

### Permanent exclusion (see exclusion policy)

- For an incident of extreme behaviour

Repeated incidents of unacceptable behaviour. This would usually be at the end of a series of extended fixed term exclusions – eg one day, two days, three days and a week. See exclusion policy.

### De-escalation -

All staff are aware that ALL children can be reasoned with once they are calm and feel that a fair solution will be found.

When...then... can be used to remove confrontation. By stating what will happen, there is no opportunity for defiance e.g. “When you have finished, then you can go out to play” or “When you are calm, then I will discuss this with you” or “When you have stopped doing that, then I will talk to you about other issues.”

### Calm Spaces

The Pastoral Team will organise ‘calm spaces’ for those children who need somewhere to go during lessons – this will then be added to the child’s behaviour support plan. A ‘calm space’ will also be available at breaktime and lunchtime for any children who need it.

### Record Keeping

A shared document is set up to record children who have their name moved to be able to keep track of what is happening across the year group, phase and school. These are recorded at the end of each session. The results are tracked on a weekly basis and presented to LAC on a termly basis.

## Appendix 1

### Recognition

Each classroom, has a Recognition Board display – on achieving a Purple Praise Card, pupils will have their name added to the board. When 4 Purple Praise Cards are achieved, the pupil will have afternoon tea with a member of Core SLT.

## Appendix 2

### Traffic Lights

All children start each **session** on green. Children’s names need to be moved back at the start of each session. Where possible traffic lights should be used as a positive reinforcement tool so that children are regularly moved up for good behaviour.

## Purple Star

Consistently being a good role model  
Consistently showing outstanding behaviour  
Helping others to be good learners etc

### **Reward:**

Sent to Core SLT for a praise card and message sent home to parents by Core SLT (3 times)

## Blue Star

Showing consistent green behaviour  
Making positive contributions to learning.  
Being a role model  
Persevering  
Reflecting on their learning etc...

### **Reward:**

Sent to Phase Lead for a praise card (5 blues achieved]

## Green

Expected behaviour

## Warning – sentence stem

Is this behaviour going to make me PROUD of you?  
Make the right decision.

## Amber

Not engaging in learning  
Disruptive behaviour etc

## Warning – sentence stem

This is not behaviour I can be PROUD of.  
Go and make me PROUD

## RED

Not engaging in learning  
Disruptive behaviour etc

## Appendix 3

Ending a session on Red.

Ending 1<sup>st</sup> session on Red - Part/whole loss of playtime. Parent informed in person or via DoJo by class teacher

Ending 2<sup>nd</sup> session on Red – Part/whole loss of lunchtime. Parent informed in person or via DoJo by class teacher

Ending afternoon session on Red:

Unfinished work to go home to be completed. Parent informed in person or via DoJo by class teacher. If not returned completed the following day, then work to be completed during playtime.

For any other reason, pupils will have a restorative conversation with their Year Group or Phase Lead who will then inform parents in person or via DoJo.

### Restorative Conversation Red- ending the session

I know you can behave in a way that makes me PROUD.

Are you PROUD of your behaviour?

How can you make me PROUD?

Go and make me PROUD.

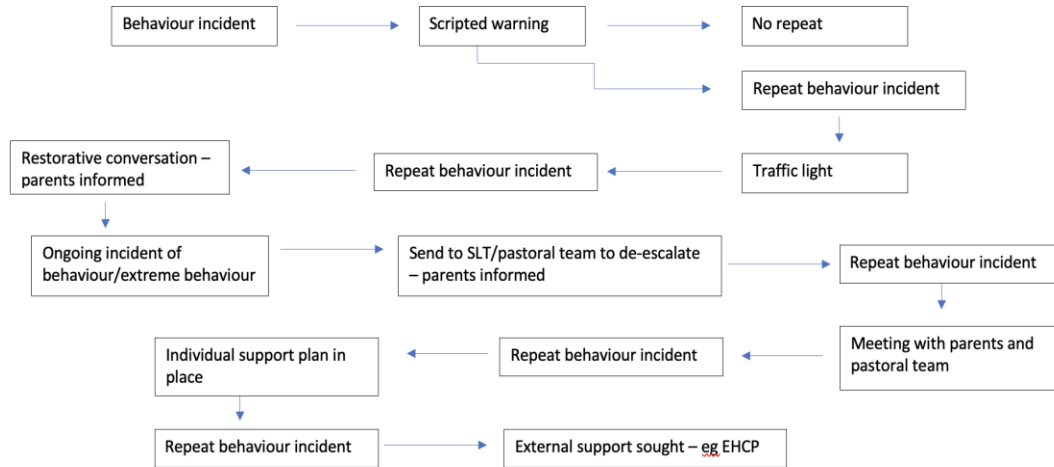
## Appendix 4 – unacceptable behaviour

Continued unacceptable behaviour will result in an internal exclusion. If a child has moved through the traffic light and behaviour systems, and continues not to follow instructions, then they will be warned that their behaviour is unacceptable. At this point a member of the pastoral team, or the school leadership, should be called for to discuss the child's behaviour. A restorative conversation, that the child is at risk of internal exclusion, should take place. This is an opportunity to de-escalate the situation. If the behaviour continues, the child will spend a half-day working in the classroom of another year group and will miss one playtime.

Unacceptable behaviour can cover a wide range of issues, and so is at the discretion of the teacher. It will usually involve repeated behaviours following several warnings. An internal exclusion will be accompanied by exclusion paperwork, a copy of which will be sent home.

## Appendix 5 – Behaviour Policy Flowchart

(During this process, it may be necessary to refer to the Exclusion Policy)



To be reviewed September 2023

Date of adoption of policy May 2023

LAC member signatory \_\_\_\_\_

SLT member signatory \_\_\_\_\_