



POLICY

BEHAVIOUR

Responsibility:

Principal / Inclusion Manager

Governor Committee:

Staffing and Environment

Date Adopted by Governors:	21 June 2016
Date to be Reviewed:	2018

The Academy operates a positive behaviour policy, which recognises the importance of mutual respect for all.

WE AIM TO:

- Create a positive learning environment.
- Maximise the quality of the learning experience for the children.
- Enable children to understand and control their own behaviour.

PROMOTING POSITIVE BEHAVIOUR

Whole-Academy level

- All understand and demonstrate the Academy promises:

- Respect ourselves, other people and their belongings
- Try and keep to the virtues
- Treat everyone equally
- Be positive about our learning
- Cherish our relationships
- Choose our behaviour carefully
- Care for each other and the school.
- Do everything to the best of our ability

These are displayed in the hall and regularly referred to in whole school assemblies

- Positive out-of-class behaviour is promoted by agreed routines and clear systems and routinely recognised and celebrated.
- Behaviour is monitored regularly and recorded in a behaviour log to enable patterns of behaviours to be identified and consequences to be monitored for consistency.
- Academy 'virtue' assemblies are used to develop children's social, emotional and behavioural skills.
- Staff and children share a code of rights and responsibilities and all pupils sign up to these at the beginning of each academy year. The signed class sheets are displayed in the hall.
- Parents and carers are aware of and contribute to the Academy's positive behaviour ethos and share the rights and responsibilities.
- Developing the 5 Social and Emotional Aspects of Learning (SEAL) underpins our teaching; Self-awareness, Managing feelings, Motivation, Empathy, Social skills.
- There are opportunities for staff to contribute to the development of systems which support and reinforce positive behaviour.

Classroom level

- Appropriate behaviours are taught and reinforced on a regular basis.
- Classroom codes of conduct, devised through discussion with the children, are displayed to promote positive social and learning behaviours.
- Children are encouraged to identify and celebrate their own and others' strengths and achievements.
- Teachers have their own personal strategies for recognising achievement in their classroom.
- All classes have a weekly 'Circle Time' as a forum for discussing personal and social issues.
- Each class has an assembly on a Thursday during which they reflect on the virtue of the week.

Individual child level

- All children's strengths and achievements are recognised and celebrated by staff.
- Systems are in place for noticing and drawing attention to both good and improved behaviour.
- There are systems which allow all children to be 'special' at times and for their personal qualities to be recognised e.g. special day, 'Feather assembly', sharing of P.E. and learning achievements, 'Blue Briefing' etc.
- Good behaviour is recognised and praised at all times and is rewarded for all through 'Golden Time' on Friday afternoons.

Golden Time

- All children begin the week with full entitlement to this.
- Children who do not display positive behaviour at any time may lose their entitlement in 10 minute blocks. Any adult can make decisions on this.
- This time can be earned back through subsequent positive behaviour.
- Children who lose 10 minutes or more will attend the 'Circle of Reflection' during Golden Time to discuss their behaviour with a member of the leadership team. This enables the leadership team to work in partnership with the class teachers and recognise patterns of behaviours where more support may be recorded.

Challenging behaviour

- Inappropriate behaviour choices are dealt with as and when they occur by whichever adult is present.
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.

The staff recognise that there may be contributory factors which affect children's behaviour and respond according to individual need.

Restrictive Physical Interventions (RPI) / Team Teach

- We pride ourselves at St Columb Minor Academy on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction techniques and removing triggers where possible.
- However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions. At St Columb Minor Academy, we have trained in the Team Teach approach to manage challenging behaviour. We have at least two members of staff in school who carry out initial training, ongoing refresher training, and advise staff on managing behaviour.
- All incidents where children need to be held to help them to calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an Individual Behaviour Management Plan that will be discussed with you and consistently followed by all school staff. It may be necessary to share this information with other people/agencies supporting the child/family, eg. Behaviour Support Team, family support, link family, etc.

SUCCESS CRITERIA

As an Academy community:

- we make positive behaviour choices.
- we take responsibility for our own behaviour.
- we treat others and their property with respect.
- we understand our rights and responsibilities in the Academy.
- we take responsibility for making the Academy a safe and fair place for everyone.
- we care for the school environment.

5 Stage Approach to Behaviour Management

Stage 1

Teacher / teaching assistant becomes aware of challenging behaviour.

Teacher meets child involved and explains why he/she is not happy with child's behaviour.

Teacher and child agree strategies to address issues (keep notes).

Teacher informs parent / carer of concerns and agreed strategies.

Teacher informs KS leader. (copy all notes to KSL)

End of each week – Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress.

If challenging behaviour persists:

Stage 2

Teacher meets parent / carer of child and child together and explains issues and agrees ways forward (record of meeting cc. to KS leader, Inclusion Manager and HT)

End of each week – **Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress.**

If challenging behaviour persists:

Stage 3

Key Stage leader and teacher meets parent / carer of child and child together and explains issues and agrees ways forward. (record of meeting cc. to KS leader, Inclusion Manager and HT).

End of each week – **Key Stage leader meets with child to discuss progress and amend strategies.**

Key Stage leader informs parent / carers of progress.

Key Stage leader may decide to monitor behaviour more frequently e.g. end of each lesson, end of each morning or afternoon session.

Key Stage leader may decide to involve Inclusion Manager at this point and produces with teacher a Individual Behaviour Plan. This must be shared with parent / carer and child together.

Dates are set for review. Support and ideas from behaviour Support TA available.

Stage 4

Headteacher/ Inclusion Manager and Key Stage leader meet with parent carer and children together and explains seriousness of problem and agrees way forward (record of meeting cc. KSL and T)

End of each week – **Headteacher/ Inclusion Manager meets with child to discuss progress and amend strategies. Headteacher/ Inclusion Manager informs parent / carers of progress.**

HT may decide to monitor behaviour more frequently eg. end of each lesson, end of each morning or afternoon session.

Headteacher/ Inclusion Manager will involve Behaviour Support Adviser to review Behaviour Plan. This will be shared with parent / carer and child together. Dates are set for review. If challenging behaviour persists:

Stage 5

Other strategies including exclusion considered.

NB There may be times when the seriousness of a child's behaviour causes earlier stages to be jumped, as outlined in our school prospectus.

This policy should be read in conjunction with the Anti Bullying Policy but procedures for dealing with bullying incidents are outlined below.

ST COLUMB MINOR ACADEMY - ANTI- BULLYING PROCEDURES

Stage 1

Parent, child someone informs the academy of the problem

Teacher meets with all children involved and explains seriousness of problem and agrees strategies to sort problem. (Keep notes and inform the Inclusion Manager for recording in Anti Bullying Log which is shared with Associate Head and SLT regularly.

Teacher feeds back strategies agreed to informing parent

Teacher alerts all staff (especially midday supervisors) to the problem and monitors for a week.

Teacher informs appropriate KS leader.

End of week – Teacher meets with all the children again to discuss progress

A range of strategies will be trialled at this stage with regular end of week feedbacks

If problem persists:

Stage 2

Teacher meets parents of all children involved individually and explains issues and agrees ways forward. (Record of meeting cc. to KS leader, Inclusion Manager, Associate HT)

Teacher meets with all children involved and discusses agreed way forward (keep notes)

Previous alerting and monitoring repeated

End of weeks' procedures repeated

Progress recorded to all parents (records kept and cc)

A range of strategies will be used at this stage

If problem persists:

Stage 3

KS leader and teacher meets with all children and explains seriousness of problem and agrees way forward (keep notes)

KS leader and teacher meets parents of all children involved individually and explains issues and agrees ways forward (record of meeting cc to KS leader, Inclusion Manager, Associate HT)

Previous alerting and monitoring repeated

End of weeks' procedure repeated with KS leader and teacher. Progress reported to all parents (records kept and cc)

If the problem persists:

Stage 4

Inclusion Manager or Associate HT and KS Leader meets with all children and explains seriousness of problem and agrees way forward (keep notes)

Inclusion Manager or Associate HT meets parents of all children involved individually and explains issues and agrees ways forward (record of meeting cc KS Leader and Teacher)

Previous alerting and monitoring repeated.

End of weeks' procedures repeated and KS Leader and Inclusion Manager or Principal Progress reported to all parents (records kept and cc)

Stage 5

Other strategies including exclusion considered.