

St Stephen Churchtown Academy



Behaviour Policy

St Stephen Churchtown Academy

Rationale

The Headteacher and the Governing Body of the Academy have a duty of care to all pupils and staff at the school. This Behaviour Policy is a framework to ensure that this duty is fulfilled.

The policy outlines the underlying philosophy, purpose, organisation and management of pupil behaviour at St Stephen's Academy. It will need to be applied with professional judgement and with a degree of flexibility in order to take account of individual circumstances and needs.

The aim of St Stephen's Academy is for every member of the academy community to feel valued, respected and to be treated fairly.

The behaviour policy is a working document designed to enhance the development of positive relationships between pupils, teaching staff, non-teaching staff, visitors and parents of the Academy community.

Its fair and consistent implementation is the responsibility of all staff. The full support of parents will be actively sought and welcomed.

Core Beliefs

- That behaviour can change and that every child can be successful.
- Good behaviour is not automatically learned but needs to be explicitly taught.
- That praising and rewarding good behaviour is more effective than blaming and punishing undesirable behaviour.
- Celebrating and rewarding success develops self esteem and increases pupils' confidence in their ability to succeed.
- **All children are the responsibility of all staff.** If children are not supervised by their class teacher, all staff have a responsibility to ensure these children are behaving appropriately.
- A few children may need additional support and individual plans in order to succeed.

Aims

- St Stephen is a caring community, underpinned by the values of trust and respect therefore the behaviour policy is designed as a framework to enable the academy members to live, learn, play and work together in a supportive way.
- To promote positive relationships between pupils, adults involved in the school community and parents whilst creating a positive environment for working, learning and playing.
- To ensure positive behaviour management strategies are used by all adults throughout the school to create a climate of high expectations, in which good behaviour is recognised and rewarded and inappropriate behaviour is dealt with fairly, appropriately and consistently so that learning takes place in a safe and happy environment.
- To teach children to manage their feelings and emotions and to embed the values and attitudes of good citizenship such as respect, kindness and fairness.
- To promote independence and confidence so that all pupils take responsibility for their own behaviour, their own safety, the safety of others and develop self-esteem and a sense of pride in their own achievements.
- That pupils will have confidence in the fact that both good and unwanted behaviours are dealt with consistently and fairly by all members of staff.

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- St Stephen's Academy will not tolerate bullying of any kind. Acts of bullying or intimidation will be recorded and actions are taken immediately to prevent any further occurrence of such behaviour. See Anti-Bullying Policy for further information.

Expectations of staff

- To know the school's behaviour policy and use their professional judgement to implement the policy fairly and consistently.
- To be an exemplary role model for children and colleagues.
- To teach expected behaviour, rules, rewards and sanctions so that all children clearly understand what is expected of them and how the behaviour system works.
- Display rules, rewards and sanctions clearly in the classroom.
- To teach clear expectations for class and school routines such as listening, lining up, moving around school and transitions between activities.
- To be aware of each child's needs and know that some children may need additional and different support to achieve the desired outcomes.
- To respect all children and to fairly and consistently implement rules, rewards and sanctions.
- To give all pupils involved in poor behaviour the opportunity to explain what happened, without making assumptions.
- To teach all children how to recognise and manage their feelings and emotions and develop positive attitudes and values such as fairness, respect for others and kindness.
- To encourage all children to accept varying degrees of responsibility (for example allocating classroom roles such as cloakroom monitor etc), both in and out of the classroom with the purpose of promoting independence, self reliance and trustworthiness.
- To provide an inspiring and inclusive curriculum in a way that enables all children to learn and progress.
- To create a safe and stimulating environment that supports children's learning.
- To encourage school/parental partnerships to promote children's well being, education and maintain standards of behaviour.

Expectations of pupils

- To know and follow the school rules.
- To always try their best and take an active approach to their own learning.
- To treat adults and other children with respect and consideration.
- To take care of and respect property within the school environment and community.
- To follow the instructions of all adults who work in the academy.
- To take responsibility for behaving safely and acting sensibly to protect the safety of other pupils.
- To act to resolve problems, worries and concerns in an appropriate way.
- To sign the Academy's home school agreement.

Expectations of parents/carers

- To enjoy good relationships with the school and to support the school in the implementation of the behaviour policy.
- To ensure that children are aware of appropriate behaviour in all situations and support the school's rules and expectations.
- To ensure that children attend school in good health, punctually, regularly and wearing the correct uniform.

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- To share with appropriate staff any information which may impact upon a child's well being, learning and behaviour at school.
- To encourage independence, self- awareness, self-discipline and show an interest in all that their child does at the Academy.
- To read and sign the home- school agreement.

Academy Rules

The rules are kept to a minimum and are included in our home school agreement. They are designed to be both accessible, memorable and effective.

- 1. Show respect and good manners at all times.**
- 2. Follow instructions with thought and care.**
- 3. Care for everyone and everything.**
- 4. Always try your hardest.**

As well as the rules every member of the academy community should apply the following principles:

If you do not stop inappropriate behaviour you are condoning it.
You own your own behaviour.

We have specific rules which are enforced on the grounds of helath, welfare and safety.

a. Jewellery.

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during PE and swimming lessons. Teachers are not to assist children with the removal of Jewellery. If children cannot remove it themselves it should be removed at home on PE days. Any items removed should be kept safely by the teacher for the duration of the lesson.

b. PE Kit

Appropriate clothing must be worn for all PE activity.

c. School Clothing

Parents are asked to send their children to school tidy and dressed appropriately for the weather. Only flat heeled shoes should be worn.

d. Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Any money brought to school should be handed in as soon as possible in named envelopes or purses and never left in bags, trays or coat pockets.

d. Mobile Phones

Ideally children will not bring mobile phones to school. If needed they must be handed in to the office upon arrival or given to the class teacher who will store them safely within the classroom. They can be collected at the end of the school day. School will not take responsibility for mobile phones that go missing!

Behaviour Guidelines and Procedures

A 'no shouting policy' is in operation and shouting must not be used as a class management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control or be heard in the playground.

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Our 'Use of Force Policy' clearly defines what is and is not acceptable practise should physical intervention be required. All such intervention must be reported and recorded.

If a child should run out of the class or school building for any reason, staff should not overreact and should never run after them. They may place the child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. An adult should keep the child within visual range whilst waiting for support to arrive. The child should not be approached until they are calm.

In most cases, the child will remain on site and stay within visual range. An adult should monitor the child until support arrives. Once the child has calmed down, an appropriate member of staff will attempt to approach the child and calmly to invite them to return to a school building. If a child leaves the site parents should be informed immediately, followed by the police. If parents and emergency contacts are unavailable the police should be informed straight away .

After returning to school, when the child is calm, it is important to explain the dangers of leaving the school buildings or premises and how seriously this is viewed by the school.

When appropriate the child's behaviour will be explored, next steps identified and possible alternatives such as 'voluntary time out' may be introduced.

Movement in and around School

All movement around the school should be calm and purposeful. Staff should ensure that children are suitably supervised. Expectations of behaviour for classes, groups or individuals moving around school should be clearly stated and reinforced by all staff using the rewards and sanctions system.

Playtime Supervision

Playtimes will be supervised by teachers and teaching assistants with a minimum of two staff members on duty. Supply teachers should cover the duties of absent teachers. The school's rules, rewards and sanctions system will be used at play times. Pupils should be taught and encouraged to resolve minor issues appropriately and independently. If the weather is not appropriate for outside play time then the class teacher will remain responsible for the supervision of their own class. Classes should never be left unsupervised

Lunch Times

Lunch times are supervised by lunch time staff. They will use the school's rules, rewards and sanctions system to encourage good behaviour and discourage inappropriate behaviour. In addition children who behave well and with good manners in the dining room will be invited to join the 'Captain's table' on Fridays. Lunch time staff will inform classroom staff of any behavioural issues that might require investigation or further discussion. At lunch time children who are not following the school rules will be warned, if the inappropriate behaviour continues they will be shown a yellow card and ask to stand out for 5 minutes, should the behaviour continue they will be shown a red card and brought in for time out with a member of the senior management team. More serious issues including any incidents involving race, homophobic behaviour or bullying issues must be reported to a member of the Senior Management Team and recorded.

Rewards And Sanctions Overview

All pupils must be aware of the school's reward system and the consequences of inappropriate behaviour, which will be used to help pupils reflect upon their behaviour. The behaviour policy emphasises the importance of **rewarding** and **praising** effort, work and behaviour **whenever possible**.

The School rules, a behaviour ladder, the rewards, the sanctions and smiley charts should be clearly displayed in every classroom. The system must be applied with professional judgement so that it remains sufficiently flexible to take into account individual circumstances and needs.

Every Class will have a behaviour ladder. Every child begin each learning session on green or above. They will move up or if necessary down the behaviour ladder depending upon their behaviour and effort.

Rewards

All members of staff will look for, praise and reward appropriate effort, work and behaviour at all times.

Whenever appropriate a pupil's best work and effort will be celebrated through positive feedback, display and certificates.

Once awarded smileys and stickers cannot be deducted.

Teachers may have and use additional rewards. However the whole school system will take precedence and must be followed.

Rewards May Involve:

- overt or discrete verbal praise
- thumbs up or a high five
- showing good work to other members of staff
- stickers
- smileys
- certificates
- weekly award certificates
- privileges card (leading the line/holding the door open)
- positive feedback to parents/carers
- names in newsletter
- class wide rewards (games)
- Green Time
- Class Smiley Accumulator Time

Instant smileys can be awarded for good behaviour, kindness, politeness, trying hard, good ideas and good work. If a child is on gold on the behaviour ladder at the end of the day they will receive a smiley. Stickers can also be exchanged for smileys. Smileys are saved on individual bronze, silver, gold or platinum charts. When a child has completed their chart they are presented with a certificate and a small prize in assembly. A letter is also sent home to share the good news with parents.

Individual Cumulative Rewards

- Smiley Charts
- Bronze, Silver, Gold or Platinum Prizes.
- Letters home

Class Cumulative Reward

- *Green Time (5 mins earnt by the whole class, for each day that the whole class has avoided red on the behaviour ladder).*

Green time can use used for a class chosen activity such as an outdoor play session or a class disco.

- Smiley Accumulator- There will be a class award when the whole class has finished each level of a smiley chart. For example when everyone in the class has finished their bronze chart.

Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they make inappropriate choices.

Professional judgement is required to ensure that the most suitable sanction is used for the behaviour displayed. Depending on the nature of the offence this may include immediate permanent exclusion. However as a general rule the following sequence should be adhered to in order to manage classroom behaviour.

1. The pupil is given a positive reminder of the required behaviour and rule.
2. The pupil moves their name or face to amber on the behaviour ladder. They are reminded of the choice they can make.
3. The pupil moves their face or name onto red on the behaviour ladder. They now miss five or ten minutes of the next playtime dependent on age and consequent behaviour. This is recorded. Lost play time will take place standing next to the playground supervisors. During this time the pupil should be silent and be asked to reflect on their behaviour. Should they talk or behave inappropriately the time resets.
4. Time out in a different classroom. The child is escorted with a task to a different classroom for the remainder of the session. This is recorded.
5. Letter home: If a child misses three playtimes or is sent to another classroom more than once in the same week then a letter will be sent home alerting parents/carers to the school's concerns regarding the pupil's behaviour.
6. Meeting with Parents: Following 3 letters home a meeting will be called between the child's parents/carers and a member of the senior management team. This meeting will be to identify ways forward or to create an individual behaviour plan.

If at any time during steps 1-2 the pupil behaves appropriately for a reasonable period of time they will then move their name or face back up the behaviour ladder. Any child on red will return to green on the behaviour ladder after having missed the designated time at play time.

Some more serious inappropriate behaviours like racist remarks, stealing, deliberately hurting others, destroying property, absconding, consistently disrupting learning may instantly result in a letter home or a parental meeting being arranged.

Exceptions:

Some children may have specific, additional or different needs. These children will have individual behaviour plans which will be implemented and monitored by the adults who work with them.

If these measures fail to make an impact, the Behaviour Support Team or Educational Psychologist may be involved with parental agreement.

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Children whose behaviour places themselves or others at risk, or may be particularly at risk in different environments, will have individual risk assessments in place and these will be shared with all adults who work with the child and with the child's parents.

Serious Incidents.

The Academy has the right to take measures to keep pupils and staff safe. These measures include:

The right to confiscate inappropriate items from pupils such as sharp implements.

Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute.

The Headteacher has the right to search pupils if it is suspected that one of them is carrying a knife or an offensive weapon.

A legal duty to make provision to tackle all forms of bullying.

There will be Zero tolerance of any form of serious assault on pupils or staff.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented following the correct procedures.

Fixed –term and permanent exclusions

If a child's behaviour shows no improvement after all options available to the school have been tried and all the above procedures followed, then a child will be excluded for a fixed term.

A child may be excluded from school by the Headteacher for a number of reasons and for anything from half a day to permanently.

Only the Headteacher has the power to exclude a child from the academy. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Headteacher may also exclude a pupil permanently. Before taking such a step the Headteacher will have taken advice from the governors, the Aspire board, the Educational Welfare Service, the County Psychological Service or the School Medical Officer.

If the Headteacher excludes a child the parents/carers will be informed immediately and given reasons for the exclusion. At the same time the Headteacher will inform the parents/carers that they can appeal against the decision to the governing body. The academy informs parents/carers how to undertake this process.

The Headteacher informs the Local Authority and governing body about any permanent exclusion and of any fixed term exclusion which exceeds five days in any one term.

St Stephen's Academy will adhere to the principle legislation guidance 'Exclusion From Maintained Schools, Academies and Pupil Referral Units In England Sept 2012.

Reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and willful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately and invited to school to discuss their child's behaviour.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour,
- Threatened or actual physical assaults,
- Sexual abuse,
- Supplying illegal drugs or carrying an offensive weapon.

Implementation

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration has been given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions has been taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion will only made where the evidence shows that the child was responsible for the incident.

Parental Involvement.

The development of positive behaviour and self-discipline is a gradual process which begins at home . St Stephen's Academy welcomes the interest and close involvement of parents and carers and expects that parents will support St Stephen's behaviour policy. Parents/carers and children are encouraged to sign the home/Academy agreement.

If a child's behaviour raises concern, the parents/carers will be involved as soon as possible. Parents/Carers are invited to work with the Academy in order to support the child's progress.

Children who have specific, different or additional needs will have a personal behaviour plan which will be agreed with the parents/carers, the school staff, and the child. It will be implemented and monitored by the adults who work with the child but is the overall responsibility of the class teacher.

Monitoring

The Headteacher and the Inclusion Co-ordinator will monitor the the effectiveness of the behaviour policy on a regular basis, reporting to the Governors on the effectiveness of the policy and if necessary, make recommendations for further improvements.