

St Agnes ACE Academy

Behaviour Policy

At St Agnes ACE Academy our aim is to engender mutual respect and manners amongst all members of our school community. We aim to create a positive learning environment and to maximise the quality of the children's learning experience. Furthermore, we wish to enable children to understand and control their own behaviour.

Aims

- To use praise and encouragement as much as possible
- To encourage positive attitudes and self-respect
- To encourage increasing independence and self-discipline so that each child accepts responsibility for his or her own behaviour
- To make boundaries of acceptable behaviour clear and ensure the safety of all children
- For all adults to use consistent, positive and supportive approaches in dealing with children throughout the school – to ensure that good, productive relationships prevail
- To use punitive measures sparingly but effectively

Guidelines

- We have a clear code of conduct, Golden Rules, in place. This is displayed in classrooms and understood by children
- Communication with parents is most important. We aim to encourage support, understanding and approval of the methods we employ
- All teaching and non-teaching staff are responsible for encouraging good behaviour
- The Golden Playtime Rules are in place for playtime and lunchtime
- Non-teaching staff should refer incidents to the class teacher or Headteacher, depending on the circumstances
- Where either persistent or severely poor behaviour is noted a log should be kept by the teacher. The Headteacher should be informed that the log has been started and a review process agreed

Staff responsibilities

- Treat all children fairly and with respect
- Encourage children to be aware of the needs of others
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Recognise that each child is an individual and to be aware of their special needs; make adjustments to their learning programmes and their behaviour plans to provide individual support when required
- Create a safe and stimulating learning environment
- Ensure awards and sanctions are followed through
- Be a good role model
- Form a good relationship with parents so that all children can see that the key adults in their lives share common aims
- Provide opportunities for children to take responsibility both in and outside the classroom
- Children to understand the Golden Rules and have a very clear idea about how they are expected to behave
- Teaching staff and SMT to keep a record of ongoing behavioural issues involving individuals
- Discuss with parents any concerns about a child's behaviour
- Be aware of ongoing behavioural issues and keep records when appropriate

Parents' involvement and support

Our school expects and depends upon support of parents in all matters concerning their child's behaviour.

Parents are contacted when their child has received 3 consequence slips within a term or if there has been an incident or problem. On these occasions a brief record of contact date and reason is noted.

Parents are encouraged to contact us if they have any concerns about their child's progress, happiness or attitude to school.

Golden Rules

This is a whole school code of conduct that has been formulated and agreed by staff and pupils. These rules are sometimes phrased differently depending on the age of children in particular classes. The rules are as follows:

- We are kind to each other
- We look after our own and other people's belongings
- We do our own work and let others do theirs
- We listen when others are speaking and put our hands up before we speak in class
- We use quiet voices in school
- We walk in school
- We follow instructions

Golden Playtime Rules

- We are kind to each other
 - We look after our own and other people's belongings
 - We follow instructions
 - We line up quietly and sensibly
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- Golden tickets to be handed out during playtime and lunchtime breaks by members of staff
 - At the end of play the children hand tickets to the teacher for collection
 - At end of week a Year 6 child will collect Golden Tickets
 - The class with the most golden tickets wins a reward or privilege

Encouraging good behaviour

We use an assertive approach to behaviour. Good behaviour is encouraged through the use of positive and specific praise. A strong emphasis is put on telling children what we want them to do rather than the negative.

The children aspire to be reachers, not rollers, in their work and attitudes. Each class has a system of rewarding good behaviour and effort, appropriate to the age of the class. These systems are based on adherence to the Golden Rules and

may include stickers, reward charts, marbles in a jar, Golden Time etc. They may be used to reward individual, group or class efforts.

Golden Assembly provides additional opportunities to encourage and celebrate good behaviour as well as other achievements.

The teaching of SEAL (Social and Emotional Aspects of Learning) throughout the school provides opportunities to reinforce appropriate behaviour and discuss issues such as bullying, racism and taking responsibility for your behaviour.

Discouraging Inappropriate Behaviour

By having clear standards and expectations and positively reinforcing good behaviour, much inappropriate behaviour is avoided.

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

The stages of sanctions for inappropriate behaviour are as follows:

- If a child behaves inappropriately we remind them of the Golden Rules and ask the child how we can help them follow the rule
- If the child persists in inappropriate behaviour, we remind them of the Golden Rules and issue a warning. This may be accompanied by a visual reminder e.g. a move down the reward chart. There is always the opportunity to regain rewards through improved behaviour.
- If a child continues to persist in inappropriate behaviour a sanction is issued.

For less serious inappropriate behaviour, the child loses a privilege such as some playtime or golden time or a child is moved to work in a different area of the class or school

For hurting another person, the child may be sent to the Headteacher with a consequence slip. The child's home may be contacted. The contents of the consequence slip are discussed and agreed with the child

Non-violent though persistent or more extreme misbehaviour can also result in a member of staff issuing a consequence slip. Upon receipt of 3 consequence slips within a term arising from this type of behaviour, the Headteacher will normally contact the child's home.

For some cases of inappropriate behaviour the Senior Management Team will decide upon the best course of action.

For children with more complex needs the SENCo, parents and teacher agree on procedures and share these with all staff to ensure consistency of approach

- As a rule, sanctions are applied the same day as the inappropriate behaviour has occurred. A new day brings a fresh start.
- There are clear guidelines in the Exclusions Policy for those rare occasions when a child may need to be excluded on a temporary or permanent basis.
- We pride ourselves at St Agnes ACE Academy on providing a safe learning environment for our children. Sometimes a pupil will get anxious or agitated; we will do our best to help a child calm down using communication skills, distraction techniques and removing triggers where possible.

However, there may be time when a child needs more help to calm down. This may require staff physical support to ensure the pupil's own safety and that of other children and staff and to reduce the risk of damage to property. This can require physical intervention. Some members of staff have been trained in the Team-Teach approach and are committed to 'Positive Handling'. This involves a broad spectrum of risk reduction strategies.

All incidents where children have had to be held to help them to calm down are recorded in school. Parents are informed as a matter of course. Children who are likely to need help in this way will have an Individual Behaviour Plan which is developed with the SENCo, teacher and parents. This is consistently followed by all school staff. It may be necessary to share this information with other agencies supporting the child e.g. Family Support, Behaviour Support etc.

The local authority guidelines which the school follows can be found in the Child Protection and Safeguarding Policy.

We expect a high standard of behaviour when children are on a school outing or at other times when they are representing the school.

Our children are generally very well behaved and cooperative. We have high expectations of behaviour and expect our children to behave in a responsible manner, showing consideration, courtesy and respect to others and their property at all times. Most do, but a policy is needed so that all staff and parents understand the methods we employ to maintain high standards of behaviour throughout the school.

Agreed by staff September 2009

Approved by governors Spring 2010

Reviewed by staff Autumn 2010

Reviewed by staff Autumn 2011

Reviewed by governors Spring 2012

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