



Behaviour Policy 2015

St Stephens Community Academy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	St Stephens Academy Anti Bullying Policy

St Stephens Community Academy

This revision: January 2015



Behaviour Policy

Policy is applicable to all mainstream pupils and to class and lunchtime behaviour.

Aims

Our **academy aims** are for pupils to become:

- **Safe and Strong**—*To have a healthy body and mind*
- **Self Confident**—*To have high self esteem and self confidence*
- **Socially Aware**—*To be global citizens with good social skills*
- **Skilled**—*To have learning skills for the modern world*
- **Soaring Stars**—*To have a love of life in all its forms*

Principles

- Social interaction based on mutual respect is fundamental.
- Pupils must develop self control and respect for themselves, others and property.
- Appropriate behaviour must be taught. Adults must model this for pupils to learn. The three basic academy rules are non-negotiable.
- All members of the academy community must feel physically and emotionally safe, to be respected and property must be safe. All have the responsibility to allow others around us to feel safe.
- Pupils have the right to learn and staff have the right to teach and support pupil's learning without undue interference, disruption or threat of verbal or physical aggression.
- Where concerns arise intervention should be early, the least intrusive necessary and non-judgmental.
- An assertive discipline approach will underpin our expectations.

The Three Basic School Rules

- 1) *Follow instructions with thought and care*
- 2) *Show good manners at all times*
- 3) *Care for everybody and everything*

Rewards and Sanctions

The academy believes that good behaviour must be encouraged and bad behaviour modified through having a structured and consistent system of rewards and sanctions.

Rewards are far more powerful than sanctions in modifying behaviour as they deal with the underlying self esteem that is often the root cause of poor behaviour.

Rewards

(See Appendix 1 - Behaviour Policy Revision 2015 for specific details)

- Staff attention and praise is the most powerful motivator
- Individual credits
- Golden time of half an hour per week.
- Special certificates which are earned for good class work.
- Star of the week certificates given to two pupils in each class
- Sent to another member of staff with work for praise
- Stickers given by staff to reward good work and behaviour

Sanctions

(See Appendix 1 - Behaviour Policy Revision 2015 for specific details)

It is important that staff remember to give children a series of options about their behaviour. Types of inappropriate behaviour, thresholds of sanctions and clear consequences for inappropriate behaviour are made explicit. Sanctions will include:

- Loss of golden time
- Time out in a paired class
- Lunchtime detention
- After school detention

Serious Misbehaviour

This includes rudeness to staff, serious verbal or physical aggression and bullying. This behaviour is fully investigated, recorded and monitored via SIMS. Appropriate sanctions are agreed in partnership with parents.

Roles and Responsibilities

It is vital that all staff remember that they are role models for children both in how they interact with pupils and in how they interact with other people in front of children.

All Staff

- Are expected to treat pupils with respect and speak to them in an appropriate manner.
- They are expected to listen to pupils and not jump to conclusions.
- Are expected to recognise and praise good behaviour and to deal with inappropriate behaviour.

Midday Supervisors

Midday supervisors have the following additional responsibilities:

- To report any concerns over behaviour to the class teacher
- To encourage children to play a variety of games with the equipment

Class Based Staff

All class based staff; both teachers and teaching assistants are responsible for

promoting a positive attitude to pupils in the class towards following the agreed class rules. They need to do this by encouraging children to make the right choices in their behaviour and to avoid backing children into corners or developing conflict. Staff need to be constantly recognising and rewarding good behaviour, both with tangible physical rewards such as stickers, certificates etc, and through praise.

Teachers

Teachers have to ensure that certain administrative tasks are carried out within their class. These include:

- Ensure that children's lessons are well differentiated so that all pupils are challenged but capable of success.
- Develop consistent routines that reinforce appropriate behaviour within the classroom in accordance with this policy and guidance.
- Ensure that the learning environment is stimulating and organised so as to engage and motivate children in their learning.
- Track the academic progress and personal development of pupils
- Maintaining records on children whose behaviour is giving cause for concern.
- Agree a set of class rules (based on basic school rules) with their pupils which are displayed in the class to be referred to regularly as needed. These are made more powerful if they include pictures of pupils from the class modelling the correct behaviour.
- Maintain communication with parents about their child's behaviour

Senior Leadership

The senior leadership of the school need to ensure that the following are provided:

- Staff are appropriately trained in behaviour management.
- School environment encourages pupils to behave appropriately.
- Pupils and parents are informed about the school's approach to encouraging positive behaviour.
- All staff are regularly involved in discussions over pupil's pastoral welfare. Once a term Key Stage meetings should involve teachers and teaching assistants discussing pupil's needs and support.
- A strong Personal Well being and Citizenship programme takes place in the school based on current good practice.
- All new staff are inducted into the school's approach when they join.
- School systems are regularly reviewed to ensure that they are succeeding in encouraging desired behaviours.
- Where necessary staff are trained and authorised in the use of restraint and that where restraint is used (Team Teach) that appropriate records are kept, parents are informed and staff are debriefed.
- Good links are maintained with outside agencies such as the Educational Psychologist, County Behaviour Service etc.

Local Governors

1) Monitor in conjunction with the Head of School behaviour records on a termly basis.

- 2) Have regular discussions with the Head of School, teachers, teaching assistants, midday supervisors and pupils about their opinions of behaviour.
- 3) Monitor exclusions and racist behaviour incidents. These will be reported to the LA.

The LGAB/Directors also need to make sure that they have a Pupil Discipline Committee, which is properly formulated according to regulations, which can hear any appeals over pupil exclusions.

Persistent Problems /Parental Roles

If there are persistent behaviour problems highlighted by behaviour logs then the following responses will be triggered.

- Evidence needs to be collected on the child's behaviour by the use of ABC (antecedents, behaviour, consequences) forms so that it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth and to decide how best to address this in school. This may be through a rewards system, a behaviour contract or other means. It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, midday supervisors, SENDCo etc. It is also important to keep the SLT and the Head of School informed.

Behaviour Support Service/Individual Behaviour Contract

If the problem is not resolved then it is appropriate to take advice from the Behaviour Support Service. A referral form will need to be filled in and parents will have to sign to give their permission. Initially this may involve observations being carried out on the child.

An Individual Behaviour Plan may be drawn up with the child and parents and the Behaviour Support Service. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

Team Teach

In certain situations where either the child is in danger or they are putting others in danger then it may be appropriate to restrain them. This is a last resort and only done if other strategies have failed. De-escalation is always preferable to restraint where this is possible. All teachers are by law empowered to restrain but if possible it is recommended that only those who have received training ever restrain pupils. In addition teaching assistants who have undertaken Team Teach training are also empowered to restrain. When pupils have been restrained it is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the Team Teach co-ordinator.

Bullying

The school defines bullying as organised and/or persistently making a pupil or pupils

intentionally unhappy. This can be through name calling, intimidation and threatening behaviour or physical assault. Staff all keep a close eye out for signs of bullying. It is important that they not only deal with this, but also report it to a member of the Senior Leadership Team and the child's teacher, so that instances of bullying can be monitored.

Children will be taught strategies to discourage and counter bullying. This will be done specifically through the Personal Well Being and Citizenship and Ethos Schemes of Work during anti-bullying week in the autumn. Children will also be reminded regularly through assemblies and PHSE themed learning that an open climate is needed to discourage bullying.

Staff at the academy regularly remind pupils that they must tell someone if they are being bullied. This can be another child who will help them tell an adult, their parent or a member of staff. It is vital that pupils are encouraged to tell someone if they are unhappy so that the situation can be dealt with appropriately.

When staff deal with bullying it is important that very clear messages are given out. The bully needs to understand about the unacceptable nature of their behaviour and the impact that it had on their victim. The victim needs to know that this has been clearly spelt out to the bully as have the consequences if they persist in their unacceptable behaviour.

If children persist in bullying then it is vital that parents are kept informed about the situation. They need to work with the academy to help their child cease to bully. If bullying persists then it will be treated as any other unacceptable behaviour and may result in the full range of sanctions used by the academy including internal isolation, removal of lunchtime play and in extreme cases exclusion.

Bullying is always regarded as serious misbehaviour.

Appendices

- 1) Assertive Discipline Approach
- 2) Appropriate and Inappropriate Behaviour Matrix Ks1/Ks2

Reviewed – January 2015

Next Review – January 2018

Signed..... Chair of Local Governors

Signed Head of School

Date.....



Appendix 1

Classroom – Assertive Discipline Approach

Basic Premise

Reward tariff displayed with types of appropriate behaviour and expected reward.
(*“Appropriate and Inappropriate Behaviour Matrix”- Appendix 2*)

Behaviour tariff displayed with types of inappropriate behaviour and expected sanction. (*“Appropriate and Inappropriate Behaviour Matrix”- Appendix 2*)

The three basic academy rules run throughout the *“Appropriate and Inappropriate Tariff Matrix”*. The three rules will be reinforced by all staff and apply to all pupils:

- 1) *Follow instructions with thought and care*
- 2) *Show good manners at all times*
- 3) *Care for everybody and everything*

Positive Reward

An enhanced positive reinforcement system providing concrete reward for appropriate behaviour choices.

Pupils will be awarded *“Credits”* (Appropriate behaviour – *“Reward Money”*) which they can use to purchase items from the school Shop (to be run by Class 6 pupils). The shop will be open on Friday afternoon for pupils to spend their credits. A pupil can choose to spend their credits (once they have 50 or more) or save their credits for higher cost items. Once they have been spent the pupil reverts back to zero. Credits will be awarded for any behaviours or attitudes noted in the reward tariff scheme. All teaching staff, teaching assistants, and midday supervisors can award Credits to any pupil.

Badges and certificates will continue to be awarded once a week in the established categories. Award of these will remain at the discretion of the class teachers or SLT member.

Sanctions

Sanctions will be administered through a simple strike system. This gives pupils ample warning and the opportunity to modify behaviour. Teachers can apply more than one tick at a time if the situation demands it.

Inappropriate behaviour will result in:

Verbal warning and name added to the list (*Sanction* - *“Consider your choices”* list.)

First Strike – One strike added to name (*Sanction* - 5 minutes from Golden Time)

Second Strike – One strike added to name (*Sanction* - 5/10 minute internal exclusion to paired class)

Third Strike – One strike added to name (*Sanction* - Lunchtime detention)

For serious infractions there is the option of a:

***Final Strike** – (*Sanction* - SLT called removal from class room for rest of day. Parent contacted).

A pupil who gets three strikes will receive the following sanctions:

- a) 5 minutes loss of “Golden Time”
- b) 5-10 minutes internal exclusion to paired class
- c) 25 minutes lunchtime detention

All strikes will be recorded on a weekly class check sheet. This will record the rules broken which led to the strike being given (e.g. a strike for not following instructions would lead to a 2d code being written next to the pupil’s name)

Lunchtime Detention

On the day the pupil receives three strikes (or the day after if a pupil gets three strikes/third strike in the afternoon) they must attend a 25 minute lunchtime (12.05-12.30) detention staffed by a SLT member (see rota below).

The detention will take place in the meeting room.

A standard letter will go home explaining why the pupil received a detention sanction. The detention details will be recorded on SIMs.

Once a detention has been decided all strikes are cleared and the pupil starts afresh (if the detention is the day after the strikes have been received then they start afresh that morning)

After two lunchtime detentions within a rolling three week period, the pupil will be placed on a behaviour plan and chart in an attempt to alleviate a third lunchtime detention.

Lunchtime detention rota:

Monday – Mrs Paul

Tuesday – Ms Mills

Wednesday – Mrs Hudson

Thursday – Mrs Murphy

Friday – Mrs Bassett

After School Detention

Once the pupil has completed three lunchtime detentions within rolling three week period they must complete an automatic after school detention (administered initially by SLT). The pupil will then start the term afresh once it has been completed although a behaviour plan and chart will still be used. This detention will occur following a meeting with parents to ensure all are aware of the reasons for the detention and school expectations.

Recording of the inappropriate behaviour which led to the detention will be completed by the SLT member on duty.

After the pupil has served an after school detention then there will be a further meeting with parents to restate academy expectations.

Appendix 2

St Stephens Academy – KS1/2 – Appropriate/Inappropriate Behaviour Tariff

1) Choice of appropriate behaviour:	2) Choice of inappropriate behaviour:
a) Learning well <i>2-5 Community Credits</i>	a) Not listening <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
b) Listening to and following instructions first time <i>2-5 Community Credits</i>	b) Making wrong choices <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
c) Following 3 basic school rules (below) <i>5-10 Community Credits</i>	c) Talking at the wrong time <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
d) Kindness to others <i>5-10 Community Credits</i>	d) Not following instructions <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
e) Having respect for others <i>5-10 Community Credits</i>	e) Impolite or rude to others <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
f) Being helpful to others <i>2-5 Community Credits</i>	f) Using bad language/calling others names <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i> *(if racial/gender/appearance inform CP Manager)
g) Keeping the class and school tidy <i>2-5 Community Credits</i>	g) Not taking reading book home <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
h) Looking after things <i>2-5 Community Credits</i>	h) Not using equipment properly <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
i) Thinking of others <i>2-5 Community Credits</i>	i) Deliberately upsetting others <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
j) Being cheerful and happy <i>5-10 Community Credits</i>	j) Not following safety rules <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
	m) Not following basic 3 school rules <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
	n) Not completing tasks <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
	o) Creating noise or fuss <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
	p) Not having reading book or PE kit <i>Minimum – 1 Strike</i> <i>Maximum – 2 Strikes</i>
	3) Choice of serious inappropriate behaviour:
St Stephens Academy - Basic 3 Rules Rule 1 - Follow instructions with thought and care Rule 2 - Show good manners at all times Rule 3 - Care for everyone and everything	a) Hitting or hurting others <i>Minimum – 2 Strikes</i> <i>Maximum – Immediate Final Strike</i>
	b) "Picking on" others/bullying <i>Minimum – 2 Strikes</i> <i>Maximum – Immediate Final Strike</i>