St Stephens Community Academy

Behaviour Policy

Status: **Adopted** **The AnDaras Multi Academy Trust (ADMAT) Company An Exempt Charity Limited by Guarantee Company Number/08156955**	
Recommended	
Statutory	Yes
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Advisory Committee	School Improvement and Strategic Development Local Governing Advisory Body
Linked Documents and Policies	Anti-Bullying policy DFE Exclusion List Peer on Peer Abuse Policy Relationships Policy Restraint Policy Safeguarding and Child Protection Policy SEND Policy

St Stephens Community Academy
Our Three School Rules

Rule 1- Follow instructions with thought and care
Rule 2 - Show good manners at all times
Rule 3- Care for everyone and everything

COVID-19 Update: This policy will still apply but with social distancing measures in place (also refer to the COVID-19 RA). See below (amendments/additions in red).

Behaviour Policy

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

A general overview for encouraging outstanding behaviour for learning in our school:

- We make clear our expectations of acceptable behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set high expectations of behaviour; leading by example.
- We praise good behaviour both privately and publicly.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a clarity of direction and shared expectations of rewards and sanctions.

Our Key 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 key school rules are non-negotiable.
- All members of the school 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.
- We follow the principles of a Trauma Informed School to support our school values and expectations.

Trauma Informed Schools (TIS):

St Stephens Community Academy is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health.
To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build an academy/trust network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

St Stephens behaviour policy and the Trust's relationship policy reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma-informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.
Trauma Informed Schools is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK, namely those who have suffered trauma, abuse, neglect and/or have

mental health problems or attachment issues. It aims to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.
We have specially trained Trauma and Mental Health Informed Practitioners across the Trust. These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in a 1:1 session, in class or in small groups **(CV19: social distancing measures in place, year group bubbles maintained in relation to CV19 Risk assessment).**

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self- esteem and develop their potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and calm environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education.
- To treat pupils with respect and speak to them in an appropriate manner.
- To recognise and praise good behaviour and to deal with unacceptable behaviour.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

The Governors' Responsibilities Are:

- To monitor in conjunction with the Headteacher behaviour records on a termly basis.
- To have regular discussions with the Headteacher, teachers, learning support assistants, midday supervisors and pupils about their opinions of behaviour.
- To monitor exclusions and racist behaviour incidents. These will be reported to the LA.
- To have a Pupil Discipline Committee, which is properly formulated according to regulations, which can hear any appeals over pupil exclusions.

Rewards

Good behaviour and good work will be rewarded in a variety of ways:

- Verbal praise
- Written comments on work
- Stickers/house team points
- Certificates
- Child of the week award
- Postcards to parents
- Text messages
- Special envelopes, this contains a reward thought up by the children e.g. a cooking afternoon, afternoon tea with the head etc.
- All pupils belong to one of four houses: Roundhouse (red), Priory (blue), Zigzag (green) and Castle (yellow). All pupils collect house team points. They are collected by each individual for positive behaviour and are

logged in class. Each individual's points also contribute to the team as a whole. **Covid-19: Year Six House Captains to collect points as usual and display in the hall but not to visit different classrooms to collect points.**

- Celebration assembly rewards **Covid-19 update: All whole school assemblies will be led via Teams video links during this time. However, assemblies, including celebration assemblies, will take place in year group bubbles in classrooms. Physical awards, e.g. trophies, will be cleaned before being given to the next year group bubble. Certificates to be handed directly to the child (by staff member who has washed/sanitised hands/wearing gloves) and child to place straight into bag.**
- Raffle tickets are given out at lunchtime by Staff members on duty and Lunchtime Supervisors who have observed positive behaviour. A raffle tickets is randomly selected weekly in a Friday's celebration assembly and pupils can choose a prize. **This will be done via Monday Teams video and prize delivered to correct bubble.**
- Attendance: Attendance is displayed weekly and the class with the highest attendance is rewarded with a trophy and an extra playtime. **This will be done via Monday Teams video and trophy delivered to correct bubble.**

Rewards and Sanctions Behaviour Ladders

Praise

Everybody needs to be praised and feel a sense of achievement when they have done something well. In our school children receive verbal praise from adults, stickers and certificates, Headteacher awards, postcards and texts home. It is important to remember that every child starts each day afresh however a build-up of unacceptable behaviour over a period of time will be closely monitored. We have been working on developing our **'Behaviour Ladders'** which is based on a reward system for good behaviour and sanctions for poor or unacceptable behaviour. This has been shared and explained to the children and is displayed in each classroom.

The procedure for applying the behaviour policy in classrooms is as follows:
Each class has its own classroom charter that the children have drawn up together and agreed with their teacher. Each class teacher has a behaviour 'ladder' prominently displayed in the classroom. At the beginning of the day all children are on expected behaviour in the centre of the ladder. Positive behaviour is rewarded by writing the child's name on the ladder. The child can receive a number of rewards for displaying positive behaviour e.g. stickers/stamps, headteacher's praise, good news postcards home and special envelopes.
Children who choose to behave inappropriately are first given a verbal warning by the teacher. If they choose not to redress their behaviour their name will be moved onto the sanctions ladder further resulting in a range of sanctions including, moving to another part of the class, loss of break time, being sent to another classroom **(socially distanced area)** and working in seclusion. Every child is given the opportunity to 'turn it around' throughout the day. At the end of the day a 'fresh start' is given and all names returned to expected behaviour.
Children who need to be moved to another room or to see a senior member of staff should be accompanied by a LSA with some indication of the reason for removal from class. If no-one is available a responsible child should be sent to the office to obtain assistance and ask for a helping hand. **In line with CV19 distancing and risk assessments.** Suitable work should be set. It is not the receiving teacher's responsibility to set work for the child to do.

Rewards

Expected Behaviour - Get caught being good! - Verbal praise from teacher, learning support assistant or midday supervisor.
Step 1: The child's name is put up a rung and they get a house point for their team.
Step 2: Headteacher's praise – you will be given the opportunity to talk about your good behaviour with Mrs. Furber and receive recognition for this.
Step 3: A text is sent home to say how brilliant the child's learning behaviours have been.
Step 4: A good news postcard will be sent home through the post telling the child's family how proud we are of them.
Step 5: Gold Box Prize which is chosen in Golden Assembly on a Friday.
Step 6: Special Envelope –these contain rewards such as: Afternoon tea with the Headteacher, special lunch in the Jubilee Room, cake for the class, extra play for the class or a group of special friends. Many of the awards will be what the children have asked for e.g. to shadow the Headteacher for the afternoon!

Sanctions for unacceptable behaviour.

Covid-19 update: pupils will be regularly reminded of the Covid-19 measures in place, e.g. social distancing, keeping within their zones of the school and bubbles.

Although we try to achieve our expectations of each other in a positive way, we will apply sanctions for unacceptable behaviour:

- Bullying (See Anti-Bullying policy for definitions)
- Verbal attacks on adults or children, including those of a homophobic or racist nature.
- Use of foul or abusive language.
- Physical attacks on children or adults.
- Dangerous behaviour.
- Abuse of property.
- Refusal to follow reasonable instructions

The ladder system is also used to help children when behaviour is unacceptable and is designed to give children choices to stop and make changes. The children realise that there will be consequences for unacceptable behaviour. An initial verbal warning is given—the child is asked to think about making the right choices and changing their behaviour.

Step 1: If behaviour continues to be challenging then the child's name will be recorded on the first rung.

Step 2: If behaviour continues to be unacceptable then the child will be moved to another area of the classroom with the expectation that they complete the task /work set.

Step 3: If behaviour continues to be unacceptable then the child will be moved to another classroom/area of the school with the expectation that they complete the task /work set. **In line with CV19 distancing**

Step 4: If a child continues to behave inappropriately they will have their independent time (e.g. lunch time) taken away in 5 minute blocks and miss the next break time to catch up on work missed. The class teacher will inform parents/ Carers

Step 5: The child will miss majority of their lunchtime and complete any work not finished in class. The class teacher will inform parents/ Carers or a text/phone call will be sent home informing parents/carers of their behaviour

Step 6: If behaviour is not corrected at this point then the child will spend half a day in another class/ area of the school. **In line with CV19 distancing**

Step 7: If a child gets this far up the ladder then they will spend the next day working in seclusion, break time and dinner will also be taken separately to the other children. Parents/carers will be informed and a meeting held to devise a plan for the way forward. **In line with CV19 distancing**

If a child receives 2 or more instances of being sent to another class (**area in the school**) in a week then they will go to see the Head/Assistant Head and a text/phone call will then be sent home. Parents will be asked to come in for a meeting **(socially distanced)** with the Head. This makes sure that we are working with parents to help support their child's behaviour sooner rather than allowing the situation to develop.

Serious Misbehaviour/Persistent Problems

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

•Evidence needs to be collected on the child's behaviour to see if 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 including fixed term exclusions. 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 teacher informed.

Individual Behaviour Plan

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, parents, relevant professionals and SENDCo. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

SEND

St Stephens Community Academy will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.

Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against. **COVID-19 update: SENDCo will complete a risk assessment for a child with an EHC Plan which will be shared and reviewed regularly.**

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, learning support assistants who have undertaken Team Teach training are also
empowered to restrain. (See 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.

COVID-19 update: Positive handling (Team Teach) in line with the Restraint Policy, is not able to be put into practice during this time, due to social distancing measures and minimising any risk of spreading Covid-19. It will only be put in place in extreme circumstances, for example, there is an immediate risk to the safety of a child/staff member. Parents/Carers will be contacted immediately.

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 school 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 school to help their child stop. 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 school including internal isolation, removal of lunchtime breaks and in extreme cases exclusion. Bullying is regarded as serious misbehaviour.

COVID-19 update: Parents to be reminded of social media guidelines due to increased exposure for some pupils to technology devices and being online during this time.