

BEHAVIOUR POLICY

JUNE 2014

Introduction

The promotion of **success behaviours** is a STEP Academy Trust Non-negotiable. These are defined as the types of behaviours that will lead to social, academic and professional success. The STEP Academy Trust Behaviour Policy sets out our approach to managing our pupils' behaviour.

The STEP Academy Trust Board of Directors has agreed this Policy and, as such, it applies to all Academies within the Trust.

This policy is to be read in conjunction with our Safeguarding Policies:

- *Child Protection;*
- *Safeguarding;*
- *Intimate Care;*
- *Positive Handling;*
- *Anti-Bullying;*
- *Behaviour;*
- *Behaviour and Exclusion;*
- *Health and Safety;*
- *Anti-Harassment & Discrimination;*
- *Code of Conduct setting out standards and acceptable behaviour for staff;*
- *E-Safety and ICT acceptable use;*
- *Managing allegations of abuse against staff;*
- *Equalities;*
- *Admission;*
- *Whistleblowing.*

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the emotional, social and learning needs of individuals are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower pupils so that they are able to self-manage their behaviour;
- Praise and reward good work, behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;
- Be aware that discipline in schools must respect children's human dignity (Article 28)

Ethos

The STEP Academy Trust requires all its Academies to commit to becoming **UNICEF Rights Respecting Schools**. Rights respecting is, therefore, the key principle that underpins our policy for promoting positive behaviour. In consultation with the children, staff, parents and governors, the

STEP Academy Trust has developed a policy which aims to encourage children to work and play together to maintain this ethos.

We promote an awareness of everybody's individual needs and aim for everybody to be valued in a community. Each child is aware of their rights and responsibilities and will have helped to produce their Class and Academy Charters.

We expect good behaviour to be modelled by all adults and we expect everyone to take pride in their Academy, their class, their work, their environment and their relationships.

We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.

We celebrate and praise children's achievement and success.

We value parental support in working collaboratively to find solutions to behaviour management issues.

Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in the school.

Teaching and Learning

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities, planned for explicitly and embedded into Academy life. The strategies we use include:

- Providing a learning environment that is tidy and well ordered;
- Providing stimulating lessons, matched to prior attainment, which capture the interests of the pupils (Quality First Teaching);
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work in silence, independently;
- Planning pro-actively for smooth transition times in class, around school and in the playground;
- Adopting and developing a range of strategies such as singing to inspire joy, teamwork, unity and focus;
- Building a team identity and incorporating team building activities into the curriculum.

STEP Academy Charters

The principles for behaviour have been discussed and agreed by our STEP Academy communities (including our children). These are recorded in our STEP Academy Trust Charter:

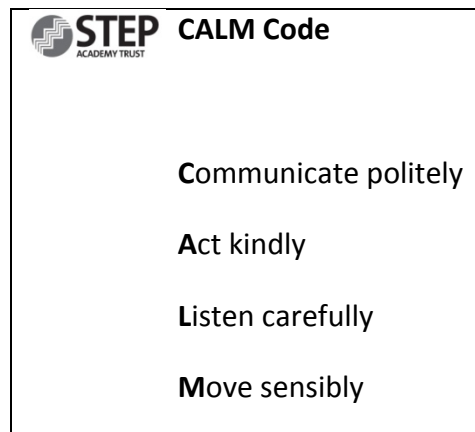
- RESPECT EACH OTHER'S DIFFERENCES
- RESPECT THAT EVERYONE COMES TO SCHOOL TO LEARN
- RESPECT EACH OTHER'S SAFETY
- RESPECT THE ADULTS IN THE SCHOOL
- RESPECT THE SCHOOL ENVIRONMENT

Each Academy uses these principles to inform their Academy Charters, Class Charters, Lunchtime Charters and Playground Charters.

Our Class Charters are discussed and agreed by pupils at the start of each year. They are then displayed in the classroom and on the MLE. The Lunchtime and Playground Charters are also discussed and understood. These Charters include the rights and responsibilities of everyone in the Academy.

STEP Academy Trust CALM Code

STEP Academies promote a calm and safe, learning environment. Although we aim to make learning dynamic and fun, from an early age children are taught how to return to a place of reflective calm. As such, the '*STEP Academy Trust CALM Code*' is used across the Trust to develop our pupils as "self-managing" individuals who are able to set and maintain high standards of behaviour in every situation.



APPROPRIATE BEHAVIOUR – what we do:

- Use reward, praise and encouragement at every opportunity to foster self-esteem and motivation;
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures;
- Provide a role model of calm, self-management in all relationships with children, parents and other staff;
- Clarify the rights and responsibilities that underpin our 'CALM Code': *Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to support this;*
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to a senior leader;
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils;
- Employ rewards and sanctions in a fair and consistent way;
- Exercise positive handling (restraint) of a child only in strict accordance with the STEP Academy Trust Positive Handling Policy;

- Communicate pro-actively with parents and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

INAPPROPRIATE BEHAVIOUR – what we do:

- Give time for a child to engage ('calm compliant') so that contrition and a change in behaviour is genuinely appropriated (e.g. ask for an apology only when the child is able to respond);
- State clearly what the inappropriate behaviour is and how to correct it;
- Discuss problems/reprimand pupils in a private space away from others;
- Use positive directives telling children what **to** do, rather than what **not** to do;
- Keep the focus on the primary behaviour. Any form of confrontation or argument **MUST** be avoided;
- Sarcasm, humiliation and put-downs are never acceptable;
- Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome;
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. Where possible they should be immediate, although on occasions it may be necessary to defer;
- Allow the consequences to do the teaching – avoid oppressive talk;
- Wherever possible, give the child a chance to right the wrong e.g. apologise;
- Always re-establish relationships after correction.

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of intervention programmes such as social skills, anger management, mentoring and behaviour plans.

What we expect of each other

What children can expect of staff

We believe that excellent teaching and learning promotes positive behaviour. The STEP Academy Trust Teaching and Learning Policy defines the standard of teaching and learning expected in member Academies. As well as providing consistently high standards of teaching and learning experiences, children can expect staff to:

- Devise a Class Charter (in partnership with the class), which focuses on their Rights and Responsibilities, so that a positive working and learning environment can be established and maintained;
- Be aware of the social, emotional and learning needs of the children in the Academy;
- Treat them fairly and consistently when they have broken the rules or charter agreements. They will be listened to and expected to explain their actions.
- Ensure classrooms and playgrounds are positive, stimulating environments;
- Praise and reward good work, behaviour and attitudes, both in the classroom and around the school;
- Use Meetings (in the morning and in the afternoon) to develop self-reflection and self-esteem;

- Take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Bullying is abusive behaviour which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying. Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated – see STEP Academy Trust Anti-Bullying Policy.

What adults can expect of children

All children are expected to:

- Treat everyone within the Academy community with respect and consider their rights, both as learners, teachers, adults and children;
- Follow the Academy Charters and behave appropriately;
- Know that sanctions are in place if rules are broken at any time during the school day;
- Listen to each other and to all the adults in the Academy and respect each other's feelings;
- Attend every day, arrive on time, line up calmly, enter school ready to learn and play an active role in Academy life.

What we expect of parents and carers

All parents and carers are expected to:

- Support the Academy in its application of the STEP Academy Trust Behaviour Policy;
- Talk to their children about the Academy's expectations of work and behaviour;
- Encourage children to discuss problems;
- Attend parents' evening and communicate with the Academy any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

Rewards

STEP Academies seek to systematically encourage positive behaviour. Whilst the systems used across the Trust may vary, within each Academy the chosen approach is consistently applied. The Head Teacher and Local Governing Body of each Academy determine the specifics of their reward system and how it will operate. These are recorded as appendices to this policy.

Sanctions

The charters are established with the children and apply throughout the Academy. When children do not follow these charters they understand that there are consequences and they need to take responsibility for their actions. As with the rewards, each STEP Academy determines sanctions they consider appropriate for their context. These are recorded as appendices to this policy.

Internal, Fixed Term External and Permanent

Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher and the Local Governing Body. The child will be provided work throughout internal and external exclusions.

The following types of behaviour may result in an internal and/or external exclusion:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the Academy, but will operate within DfE guidelines.

Positive Handling

Physical force should only be used within the strict safety guidelines laid out in the STEP Academy Trust Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the Academy's managed learning environment (MLE).

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: mobile phones, toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the Academy office by a responsible adult.

Staff reserve the right to search pupils where they reasonably suspect that "prohibited items" may be in a child's position. These could be items which are stolen, illegal or dangerous e.g: drugs, weapons, cigarettes, fireworks or pornographic images.

Appendix 1

Behaviour Systems

Rewards

Values Assembly

Each week at the **Values Assembly**, class teachers nominate and celebrate the achievements of one member of their class – the **Values Ambassador of the Week**. The achievements may be academic, social or emotional and are connected to our values of Excellence, Respect, Collaboration, Responsibility, and Creativity. We aim to celebrate all the multiple intelligences. These achievements are described in the assembly by the class teacher and each child receives an award/sticker from a senior member of staff. At the end of the week, the Values Ambassador of the Week's photo and reason for the award appears on the Ambassador of the Week display outside the office. In addition, the Attendance Officer records the reason for the award on SIMS. Systematic recording of achievements is important because it creates a comprehensive profile of each child as they move through the school.

Values Cards

All members of staff can reward children for significant achievements by awarding a **Values Card**. Reasons for awarding a card may include: demonstrating a healthy attitude to learning; showing accelerated progress; producing excellent work relative to the child's ability; caring for others; and, looking after the environment. The reason for the award is recorded on the card along with the name of the nominator. Completed Values Cards are presented in class during the Afternoon Meeting and taken home by the child to celebrate with their family. Values cards are recorded on SIMS by the Attendance Officer (teachers need to complete a tracking sheet to ensure that the right number of cards is recorded).

Growth Mindset Awards

At the end of each half-term, children who've displayed a clear growth mindset are given Growth Mindset Awards for: English, Mathematics, Creative Arts, Performing Arts, Sports and Outstanding Effort. The names of the children are recorded on the Achievement Board in the Hall.

House System

Children are allocated to one of five houses; named after charitable organisations: Médecins sans Frontière (BLUE), La Croix Rouge (RED), Habitat pour l'Humanité (GREEN), Les Restaurants du Cœur (YELLOW), Emmaüs (PURPLE). Siblings are, wherever possible, put into the same house. The House System is used during cross-school events such as Sports Day or at times when children work across year groups.

Behaviour Chart

Using the Behaviour Chart, pupils start the day on Green. Sanctions are described below, in the Sanctions section.

Behaviour Charts are displayed in class rooms. Teachers can design their own Charts.

Jean de la Fontaine Awards

At the end of each term, children who have displayed exceptional qualities in fictional writing will receive a Jean de la Fontaine Award and their work will be published in our school Newsletter. Their work will also be displayed in our school reception area.

Pupil Leadership Roles – Head Boy and Head Girl / Pupil Advocates / Team Captains / School Council Members / Eco-Warriors / Class Monitors etc

To promote the leadership skills of our pupils, a number of responsible roles are created. Children are awarded leadership positions in a variety of ways, including by: election, application/interview process and being appointed by staff.

Sanctions

Using the Behaviour Chart, all children start the day on Green. If children breach the class rules they are given a warning resulting in them moving to Orange, a further warning moves them to the second level of Orange, Amber; a failure to improve behaviour will result in them moving to Red. A serious breach of the charter, fighting, bullying, swearing or stealing will result in instantly moving to Red, without prior warning. Children are also to be praised for positive behaviour. However, praise should not replace the intrinsic values of our academy (i.e. I behave well because it's the right thing to do, not because I'll get a reward). It is important that children are given an opportunity to rectify negative behaviour and are therefore able to move in a positive direction on the chart.

Consequences will be:

- **Amber** – a playtime or portion of playtime missed, during which the child will have an opportunity to reflect on their behaviour. Class teachers, supported by their phase leaders are responsible for supervising children missing morning play.
- **Red** – a lunchtime play missed, during which time a Red Reflection (RR) sheet will be completed. The class teacher completes the first section with the child before escorting them to the Lunchtime Reflection Room. A rota of senior leaders is in place to supervise children on RR.

The class teacher, supported by their phase leader, will make arrangements for the parent(s) to be contacted when a child has reached Red. Children understand that reaching Red is serious and, as such, their parent(s) will be informed. Serious offences will always involve a senior leader. When a child reaches Red, the incident is recorded in SIMs by the teacher or senior leader who met the parent(s). If appropriate, staff share completed RR sheets with parents. Parents will also be informed when children regularly move to Amber. When this happens is at the discretion of the teacher, but a record will be made in SIMs when the parent(s) has been seen.

Completed RR sheets are kept in Class Reflection Files. Phase leaders use these files to monitor behaviour across their phase.

The Playground

If a child breaks a charter agreement in the playground a member of staff will first give them a warning and the child will need to take five minutes Time Out to calm down and think about their actions. This is often all that a child will need to help them to modify their behaviour and enjoy the

rest of their playtime. However, if they ignore the warning and continue to break a charter agreement they will be required to go and sit in the office (escorted by an adult). The situation will be discussed with the senior member of staff. Depending on the severity of the offence, the child may be required to:

- Miss the rest of their play;
- Complete a RR sheet.

Children sent to the office need to be escorted back to class straight after playtime/lunchtime.

At the end of lunchtime, completed RR sheets are taken to the Academy Office. They are then returned to class teachers who will make arrangements for parents to be contacted.

Children should **not** be sent to the office to complete work.