

Behaviour Policy

‘A Positive Approach’

Summer Term 2017

Review Date – Summer Term 2018

‘Good behaviour is a necessary condition for effective teaching and learning to take place’

Aims

At Southery Academy we aim to develop and promote a positive learning environment that;

- Allows staff to teach effectively and make clear the links between behaviour and learning.
- Makes the boundaries of acceptable behaviour clear.
- Ensures rights and responsibilities regarding behaviour are widely known, understood and met.
- Promotes self-esteem, self-discipline and positive relationships.
- Develops the skills necessary for children to take ownership of their behaviour.
- Ensures an inclusive, safe, calm, purposeful and positive atmosphere within the school.
- Maintains and develops a positive partnership with parents.

Meeting the aims – a proactive approach

The aims of the behaviour policy will be met through creating and maintaining an environment which limits the likelihood of disruptive behaviour occurring. This will be achieved through;

- Staff taking responsibility for children within their sight or sound at all times.
- At the start of each year, every class will set up class rules with their teacher. These will then be displayed in every classroom.
- Supporting and training **all** staff to develop understanding and skills regarding positive behaviour management.
- Regular opportunities for staff to update and learn skills around promoting positive behaviour and responding to inappropriate

behaviour will be provided. This helps to ensure that a fair and consistent approach to behaviour management is evident in practice e.g. the use of the language of choice.

- Through our PSHE curriculum we will teach each child a range of skills and strategies that enable them to understand and meet expectations around positive behaviour.
- Children being supported to take ownership of, and responsibility for, behaviours for effective learning and to be taught the skills necessary for them to be able to evaluate the impact of behaviour choices on their learning outcomes and those of others.
- Adults actively modelling the positive behaviours and attitudes that they wish pupils to emulate.

Understanding that children will be on a continuum with their social, emotional and behavioural skills and that additional provision may be needed for some children.

- Some children will not have the skills necessary to meet expectations around behaviour. Where the regular teaching of positive social, emotional and behaviour skills is insufficient to meet these needs then additional provision will be put in place.
- Observations of the child will be carried out by another professional within school.
- Teachers will engage parents in a 'structured conversation' during which a rounded view of the child's behaviour will be formed and an action plan put in place.
- The child's SEN Support Plan, where applicable, will identify the skills the child needs to learn to overcome barriers. The child will be involved in setting their targets and will be active in evaluating outcomes.
- In response to particular needs, a child may require a 'Pupil Specific Risk Assessment' (refer to Positive Handling Policy for details) and/or a Pastoral Support Plan
- Where appropriate, and following rigorous assessments of needs, external agency involvement will be sought.

Ensuring the curriculum engages all children as learners, with additional provision in place as appropriate.

- Children who feel good about themselves as learners are far less likely to present negative behaviours.
- Adults will provide regular and positive feedback regarding learning and behaviours for learning.
- The curriculum routinely incorporates activities designed to promote children's social and emotional skills, including how to deal with bullying.

Rewards and sanctions can only be used effectively within a structure based upon clearly understood rights, responsibilities, rules and routines. This structure is provided through the use of behaviour for learning expectations, class traffic light system and whole class rewards that tells children what

behaviour is expected and enables them to make choices between alternatives.

Reward system

- The reward systems in place (both formal and informal) will be used by all staff across the school.
- Staff will notice positive behaviour in a much higher ratio to negative behaviour.
- Praise begins with frequent use of verbal and non-verbal communication in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.
- In addition, each classroom will establish its own 'informal' reward systems which will respond to the needs of individual, groups and/or the whole class.
- See Appendix 1 for more details.

Sanctions

It is expected that sanctions will be the least used part of the behaviour policy. The purpose of sanctions are;

- i. To reinforce in pupils the understanding that they are responsible for their behaviour and should they choose to not meet behaviour expectations then there will be a consequence to their actions
- ii. To change behaviour, i.e., reduce the chance of negative behaviour happening again

- Hierarchical sanctions, as demonstrated through our consequences ladder (Appendix 2), are determined through consultation with staff, these sanctions will be enforced across the school by all staff.
- Sanctions are fairly and consistently applied.
- The immediacy of response, not the severity, is a guiding principle.
- Staff will be clear that it is the behaviour that is undesirable and not the child.
- We encourage pupils to reflect on their behaviour, for example using the '4w form'. What did I do? What rules did I break? Why did I do it? What do I need to do to put it right?
- The use of low level non-intrusive intervention and de-escalation approaches, both verbal and non-verbal, will be used before more 'high level' sanctions are resorted to.
- The use of the traffic light system shall be a method of monitoring and responding to both good and bad choices for learning behaviour so that children will be helped to link the concept of consequences to the concept of choice.
- For situations when children go beyond the traffic light system they will be issued with a yellow note which is logged on the server using the behaviour log. This note is always shared with parents and it is expected to be signed and returned to school

- To maintain good order it may be necessary for staff members to search a pupil for prohibited items.

Monitoring the use of sanctions

The behaviour log will be used to monitor the use of and impact of sanctions to gain a picture of whether, overall, any particular groups of pupils are disproportionately represented (refer also to disability equality, race equality and gender policy)

School Council – Pupil voice

This behaviour policy will be regularly reviewed with the pupil voice through the school council. The aim is to ensure that the policy is understood and upheld by all pupils at Southery Academy.

Monitoring of this policy.

The purpose of monitoring and evaluating the behaviour policy is to gather information about whether the policy;

- i. Addresses its stated aims
 - ii. Accurately reflects the ethos of the school
 - iii. Is being implemented successfully
 - iv. Meets the needs of the school community
 - v. Addresses the day-to-day handling of behaviour issues
 - vi. Is accessible to all staff, including those new to the school and supply staff
 - vii. Is having a positive effect on behaviour within the school community
- The behaviour policy will be reviewed regularly within the school's review cycle. The review process will reflect upon the evidence collected as part of the behaviour policy's ongoing monitoring and evaluation processes involving the collection and dissemination of evidence of good practice.
 - The evaluation evidence that has been gathered will help decide what needs to be maintained, what needs to be reinforced and what needs to change in order to maximise the learning potential of all pupils.

Adopted by the Staff, Principal and Governors October 2017

Monitoring of the policy will be undertaken by the Local Governing Body

Signed _____ Principal

Signed _____ CoG

Date _____

Behaviour policy – Appendix 1

Rewards to be used at Southery Academy

All staff recognise that by actively acknowledging achievement through a variety of different rewards and certificates we will encourage improved behaviour and attitudes to learning. We are firmly committed to focussing on the good and eliminating behaviour that is undesirable in a positive manner.

Daily

- Verbal praise
- Non-verbal praise
- Positive comments in marking of work
- Giving roles of responsibility
- Displaying/sharing good work
- Stickers
- Team points
- Whole class reward system
- Opportunity to show work to Principal/other classes

Weekly

- Sharing work in celebration assembly
- Certificates awarded in assembly
- Team Points Tally recorded in assembly
- Student of the week
- Golden Time as appropriate for age of children
- Principal's certificates.

Termly

- Presentation cup awarded for good presentation in each class – work displayed in hall.
- 3C's cup awarded for Care, Consideration and Courtesy
- Endeavour cup awarded to child who consistently tries best. Awarded medal to keep.
- Mrs Stonemans star award for Reception
- Phonics trophy
- Sportsmanship award
- Citizenship award
- Attendance certificates awarded for 100% attendance
- Team point trophy
- Sports certificates/trophy