



BEHAVIOUR POLICY

Vision:

Our vision is to ensure the highest standard of behaviour and safety at school in strong partnership with parents. Our ethos promotes self-esteem and respect within a spiritual, moral, social and cultural context and in a trusting and caring environment.

Principle:

We believe good conduct is essential for effective teaching and learning to take place. Children who disrupt this atmosphere prejudice not only their own education but also the education of other children around them.

Inclusion:

We believe that all children, including those with Special Educational Needs and Disability are valued equally and have the same expectations of behaviour.

Aims:

To instil positive attitudes to learning,
To show courtesy and take responsibility for their actions
To promote confident, self-assured learners
To be self-disciplined and take pride in their work
To show respect and care at school

Values: Yoimoji

We endorse **the Fundamental British Values** and link these to our Yoimoji.

Our core Yoimoji values are:

- Kind - I like helping People
- Curious - I love finding things out
- Patient - I can wait my turn
- Independent - I try to do things on my own
- Brave - I like to try new things
- Honest - I always tell the truth

Parents may send in Wowmoji notes when these values are demonstrated at home.

PSHE:

Personal, Social and Health Education is embedded in our curriculum and is part of a whole school approach to promote a positive impact on children's confidence, resilience and self-esteem. PSHE impacts on learning, behaviour and attendance in school.

We follow the PSHE Association Scheme to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives.

The PSHE Programme of Study covers 3 core themes:

1. Health and Well-being
2. Relationships
3. Living in the Wider World

Parental Engagement:

We believe our positive relationships with parents promote excellent behaviour.

We aim to:

- Provide a welcoming atmosphere and promote an active home / school partnership.
- Establish excellent relationships between all members of the school community
- Inform parents of concerns and also when their child has behaved particularly well through reward systems e.g. Star of the Week assemblies, Yoimoji notes
- Ensure that parents are familiar with the behaviour policy, through Induction meetings, parent/teacher meetings, web-site, home -school agreement.

Classroom Behaviour Management:

Every opportunity is taken by staff to reward and encourage good work ethic and behaviour. All members of staff are responsible for the discipline within their class and for upholding the culture of high expectations across school through:

- Clearly defined expectations and strategies for managing inappropriate behaviours
- An organised and well managed, calm environment with consistent routines
- Visual behaviour and reward system across school - Good to be Green, Golden Time Clock, Class Dojo system
- Well planned, differentiated lessons with challenge and quality resources
- Inspiring curriculum contexts and memorable learning experiences
- Valuing children's efforts and praise to raise self esteem
- At play-time we expect children to respect the games and friendships of other children, respond to the instructions of all adults supervising e.g. line up sensibly and quietly on the whistle.

Rewards:

We use incentives to suit individual needs.

- **Yoimoji:** These reinforce our values
- **Wowmoji:** Parents may send in Wowmoji notes when values are demonstrated at home.
- **Marvellous Me badges** are awarded weekly. Parents can 'High 5' their own child's tokens. Tokens are linked to our key values.
- **Star of the Week** awards are shared in weekly assembly and certificates are sent home. Early Years classes choose a **Star of the Day**.
- **Golden Time** is earned each week and displayed on a Clock in KS1 and KS2 Classes
- Parents are invited to hand-writing and reading awards each term.
- **100% Attendance** stickers are awarded termly and best class attendance has a non-uniform day each half term.

Sanctions:

Children follow the '**Good to be Green**' behaviour scheme whereby:-

- A wall-chart with each child's name and set of cards is prominently displayed in each classroom, showing green cards each morning, starting the day on a positive note.
- If a child displays inappropriate behaviour, they first have a verbal warning
- If staff need to give a formal warning then the Green card is replaced with a Yellow Warning Card. This gives the child an opportunity to reflect and modify their response.
- If the inappropriate behaviour is repeated, then a Red Consequence card is given.

Recording:

- Behaviour incidents are logged on the pupil's record on Simms system
- For some children a Home-School book will be agreed.

Challenging Behaviour:

Unacceptable behaviour, should this occur will be acted on promptly, recorded and parents informed. Sanctions are a response to the behaviour not the person and are applied in line with the nature of the misdemeanour and the age of the child.

Where a child exhibits persistent challenging behaviour, school may look to put a Personal Behaviour plan in place, involving the Senco and Behaviour Support Team. Staff should never feel isolated when dealing with challenging behaviours. Support to solve problems will involve Senior Leaders and Parents.

External agencies:

Referrals to external agents are made with parents' consent. Advice can be sought from-

- EP: Educational Psychological service
- Behaviour Support Team
- Local Support Team
- School Nurse where there are medical and health needs

Exclusion:

Exclusions are in response to serious breaches of the Behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

A decision to exclude a pupil is a very serious one. See SUAT Exclusion Guidance. A child returning to school after a period of exclusion would have a behaviour support plan drawn up.

Physical Restraint:

Physical Restraint is NOT used in this school however, it may be reasonable to interpose in exceptional circumstances if a pupil is placing himself or others in danger.

We follow SUAT guidance on RPI. See Policy for Restrictive Physical Intervention.

Role of the Local Academy Council LAC:

The Governors support the Principal and staff in maintaining a high standard of Behaviour and Discipline. In consultation with the Principal, Local Academy Councillors establish the principles for the schools Behaviour and Discipline policy, which will be acted on and clearly understood by children, parents and school staff. Local Academy Council has a specific role to play in the Exclusion and Complaints procedures.

Bullying:

The academy promotes a safe and caring environment where everyone in any capacity will be tolerant of others, regardless of age, religion, size, race, interests, abilities or disabilities. We aim to prevent bullying and deal with bullying swiftly should it occur. Staff and Governors take bullying seriously and investigate it thoroughly. Bullying in our academy will **not** be tolerated.

Points of Contact:

Mrs. Threlkeld: Principal: DSL

Miss Willis: Deputy Principal: DSL, Team around the Family Lead (TAF)

Mrs Bate: DSL

This policy reflects the shared aims of all staff and local academy council and applies to all children in our care. This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school Evaluation schedule and Academy Development Plan.

This policy should be read in conjunction with SUAT Behaviour Policy 2018

Related Policies are: SEND, Teaching & Learning, Anti-Bullying, E-Safety Safeguarding.

Policy updated by E. Threlkeld, Sept 2015, Jan 17, Oct 18

Next Review: Sept 2019