

BEHAVIOUR POLICY

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BEHAVIOUR POLICY

AIMS AND VALUES

Our academy holds in high regard values which are built on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the academy community working together in a collaborative way. In turn, the academy aims to provide an environment for learning in which everyone feels safe, secure and happy.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the academy community and in turn become increasingly responsible and independent members of the wider community outside the academy.

Throughout the history of mankind, we have often looked to nature for ways to improve our lives. In our academies, we have been looking at how geese work together, help one another and make a positive difference to each other's lives. We have decided to use their example to remind us of the responsibilities that we all share.

FACT 1

As each goose flaps its wings it creates "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

LESSON:

People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the thrust of one another.

FACT 2:

When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON:

If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

FACT 3:

When the lead goose tires, it rotates back into formation and another goose flies to the point position.

LESSON:

It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities and unique arrangements of gifts, talents or resources.

FACT 4:

The geese flying in formation honk to encourage those up front to keep up their speed.

LESSON:

We need to make sure our 'honking' is encouraging. Where the hearts and souls of individuals are bolstered by the encouragement of their community, both individual and community will benefit. It's all about Quality Honking!

FACT 5:

When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

LESSON:

If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

The motto that underpins the ethos of our academy is:

Learning Together, Growing Together, Making a Difference

WHOLE ACADEMY RULES

From ideas suggested by children and staff 'The Academy Promise' was formulated. It embodies the ethos and culture which makes our academy a safe and happy environment for everyone. All members of the academy community are familiar with the promise and use it as a benchmark to promote positive behaviour.

'The Academy Promise'

At our Academy we understand,
That respect and learning go hand in hand.
We look after our friends, and treat property with care.
We follow the rules, and our problems we share.
We try our best to be sensible and safe,
To make our Academy a happy place.
We use kind words and try not to disagree,
Everyone is equal at our Academy.

Formal rules are kept to a minimum but are essential if the health and safety of children is to be ensured.

- All children are expected to wear full uniform and sensible black school shoes/plimsolls indoors (see uniform policy).
- Wearing jewellery in the academy can place children at risk of injury. Only small stud earrings and watches may be worn and are the full responsibility of the pupil. The academy will take no responsibility for any loss or damage to jewellery.
- Children should not wear make-up or nail varnish. In the event of an accident, make-up or nail varnish can slow down diagnosis and treatment.
- No jewellery should be worn during PE lessons.
- No money, other than for authorised reasons (e.g. lunch money, fruit money, charity donations etc), should be brought into the academy.
- Mobile phones, brought for safety reasons, should remain switched off throughout the academy day. The academy will take no responsibility for any loss or damage to phones.
- In the interests of health and safety, sweets and chocolate should not be brought into the academy.
- Drinks brought from home are only allowed in packed lunches, as water is provided in every classroom.

REWARDS

The children within the academy are rewarded for positive behaviour whenever possible.

These may include:

- Staff verbally congratulating/ praising children
- Children being given Brambles (Brambles) or Honks (Dormanstown). These are entered into a prize draw during celebration assembly. The more tokens, the greater chance of winning – you have to be in it to win it! The children keep a record of their tokens in their house point book and receive bronze, silver and golden sticker awards as they accumulate.
- One child from each class will be nominated for a 'pen award' each week. This can be a reward for ongoing hard work, a one off event or any other deserving act (Dormanstown only)
- Children receiving stickers and certificates for good behaviour.
- Notes home to let parents know about good behaviour.
- Extra privileges.
- Being given positions of responsibility (Head boy/girl/ prefects/buddies etc)
- At the weekly Academy Celebration Assembly, a child from each class will be nominated for 'Honker of the Week' and awarded a badge and certificate. As the children collect more badges, they can 'trade up' to bronze, silver and gold awards. In order to be considered for 'Honker', the following criteria must be consistently met during the week.

- Full academy uniform including footwear
- 100% attendance
- No lates
- Not to be on the behaviour chart that week

NOTE: Teachers should involve the children in making a decision about who is most deserving where there are numerous children eligible to win.

- All children in the academy enjoy 'Golden Time' on a Friday afternoon, where appropriate. This rewards children who choose to behave well and abide by academy rules. A proportion of this time is lost if children are regularly appearing on the 'Class behaviour Chart' (see sanctions).
- Free visits to the cinema are organised every term as a reward for 100% attendance and no lates.
- Children are given an eight pounds reading voucher for Amazon when they have read 100 times at home.

Class, Key Stage, and Whole Academy assemblies all feature examples of positive behaviour and rewards.

SANCTIONS

Most children behave in a consistently appropriate manner, but all communities need procedures to deal with situations when this is not the case.

Our Academy employs a five stage system which is followed consistently by all staff when children choose not to follow the rules set by the 'Academy Promise' (full details of the system on appendix 1)

Summary of Indoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1 – Warning - The child will receive a verbal warning.

Stage 2 – Thinking Time - The child will complete three/ five minutes 'Thinking Time' in their own class copying out the Academy Promise.

Stage 3 – Time Out - The child will complete fifteen minutes 'Time Out' in the designated link classroom completing their own work.

Stage 4 – Isolation - The child will spend a full session (morning or afternoon) with a senior leader. Parents will be informed in writing when Stage 4 is reached.

Stage 5 - The child will be sent to the Head of Academy and parents will be informed. The child is likely to be excluded for the rest of the day. The child will spend the next full day isolated from their class.

Summary of Outdoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1- Warning

Stage 2 - Thinking Time - five minutes on the wall or with staff on duty.

Stage 3 - Time Out - remainder of the time on the wall/ with member of staff + miss next outdoor session.

Stage 4 - Isolation - remainder of the time on the wall/ with member of staff + miss next two outdoor sessions

Stage 5 - refer to senior member of staff to consider evidence and decide upon a suitable sanction.

For some children, who find managing their behaviour difficult, we have the STEPs programme. Full details can be found at Appendix 2.

The 'Academy Promise' and sanctions are displayed in all classrooms and in the communal areas around the academy. This supports all children in the academy knowing the standard of behaviour that is expected and, where there are incidents of inappropriate behaviour, the Academy Promise and sanctions can be referred to.

1. Detention

If a child's behaviour is deemed inappropriate and goes against the academy expectation, then detention may be used as a punishment. Detention may be used when children refuse to complete work, do not complete a satisfactory amount or do not complete it to a satisfactory standard.

Where detention is to be used, parents will usually be given 24 hours' notice (either verbally or in writing), though the academy has no obligation to provide this.

Parents may wish to discuss the implementation but cannot over-rule the decision made by the academy.

2. Confiscation

Staff have the right to confiscate any inappropriate items which children bring to the academy. The behaviour policy clearly states what children are allowed in the academy (see above). Any items outside this may be confiscated. Any confiscated items will be returned to parents if this is appropriate.

3. Searching Pupils

The Head of Academy or the Executive Principal can authorise the search of pupils and their possessions, without consent, if there are reasonable grounds to do so.

4. Hand Signals

For some children the usual verbal reminders of stages do not work. 'Hand signals' (illustrated on the behaviour poster) allow staff to give Non-Verbal Warnings/ Thinking Times/ Time Outs/ Isolations to children without interrupting a lesson. This system is more visual for some pupils whose auditory processing is poor.

5. Behaviour Modification Charts

We use a variety of behaviour modification charts which are appropriate for different aged children ranging from smiley faces to individually designed charts reflecting the child's interests (e.g. football). These are used to target a particular behaviour. The day is broken down into manageable periods of time, again according to need. These charts vary according to need and are negotiated individually.

6. Exclusion

Exclusions are rarely used and only as an absolute last resort in extreme circumstances.

Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is excluded for a fixed term.

Meetings are arranged for children at risk of exclusion. Exclusions can only be initiated by the Executive Principal or the Head of Academy. The LA's Code will be followed in these circumstances. The Chair of the Local Improvement Board will be advised of the exclusion and parents will be fully informed of the reasons for exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered. Depending on the reasons for exclusion, children are either excluded entirely from school or are excluded to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

7. Losing Golden Time

Children will lose entitlement to 'Golden Time' if they regularly appear on the Indoor or Outdoor Behaviour Chart. Half-time is lost if children end up on a Stage 3 or more on any single day or end up with a cumulative total of between six and seven across the week. All of 'Golden Time' is lost if children reach Stage 3 or more on two or more days. They receive a total of eight or more across the week or are involved in a particular severe incident. This is decided in discussion with teaching staff and senior leaders. All children who miss 'Golden Time' are supervised and spoken to by a senior leader during their session away from their peers. During this time, the teacher will talk to children about how they could have avoided this sanction.

We know that 'Golden Time' is highly regarded by the children, and they try really hard not to lose this special time.

Certain behaviours will result in immediate sanctions.

Immediate Stage 3 - children can be moved to a Stage 3 where the child has done something that they clearly know that they shouldn't have e.g.

- Swearing

- Hitting/ fighting
- Defiance

Immediate Stage 5 - children can be moved to a stage 5 where there is a risk of harm or significant injury/ offense to others e.g.

- Aggressive use of swearing against another child or adult
- Refusing Isolation (Stage 4)
- Significant verbal threats to adults/children
- Unprovoked violent attack against other children or adult

FORCE TO CONTROL OR RESTRAIN

The Principal and teachers can use reasonable force to restrain pupils if

- There is danger of them hurting themselves or others
- They are committing criminal offence
- They are causing damage to property
- They are refusing to comply with the academy rules.

Where restraint has to be used to manage children, all incidents are recorded in detail. These actions, when taken, are in line with government guidelines on the restraint of children.

All staff members may undertake pupil searches.

Teachers can instruct pupils to empty their pockets and belongings.

Where there is potential danger or risk to the personal safety of teachers or pupils the police will be called.

All staff members are aware of the regulations regarding the use of force by teachers. Staff have completed the Team Teach Programme on the correct handling of children. This training is endorsed by Middlesbrough and Redcar and Cleveland Local Authority.

For full details please refer to the Positive Handling Policy

ROLES AND RESPONSIBILITIES

The Class Teacher

It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times. They should ensure that the academy rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.

Where behaviour in class is unacceptable, the teacher is responsible for keeping accurate records on the Class Behaviour Chart (see Appendix 3).

The class teacher will liaise with the Deputy Head of Academy, SENCo and external agencies as necessary, to support and guide the progress of the pupils' behaviour.

It is the responsibility of the Deputy Head of Academy, in conjunction with the Head of Academy, to ensure that the Academy Behaviour Policy is implemented consistently throughout the academy. They are to support staff in implementing the policy and provide specialist support in managing more challenging pupils, where appropriate.

The SLT will report to the Local Improvement Board on behaviour across the academy on a termly basis.

It is the responsibility of the Deputy Head of Academy to ensure that whole academy behaviour records are completed correctly. These include weekly record forms, reports of serious incidents and misbehaviour, details of exclusions and intervention from outside agencies.

The Head of Academy

The Head of Academy is responsible for ensuring the academy behaviour policy is consistently applied by all staff.

In conjunction with the Executive Principal, she holds responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour. Where necessary, permanent exclusions may be deemed necessary.

The Role of Parents

The academy aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in the academy and wider community.

The 'Academy Promise' and behaviour systems have been put together in our 'Good Behaviour Guide' and this is given to parents when children join the academy. We expect that parents read the guide with their children and support its implementation. (See appendix 4)

Where parents have a concern regarding the sanctions used with their child they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Leadership Team. If the problem can not be resolved a formal complaints procedure can be implemented through correspondence with the Chair of the Local Improvement Board.

The Role of the Local Improvement Board

The Local Improvement Board (LIB) has responsibility to review guidelines set on behaviour and their effectiveness. The LIB support the academy leaders and academy staff in carrying out the behaviour guidelines.

The LIB may give advice to the Principal about how to approach particular disciplinary issues.

FIXED TERM AND PERMANENT EXCLUSIONS

Only the Executive Principal (or Head of Academy) has the power to exclude a pupil from the academy.

The Executive Principal may exclude a pupil for one or more fixed periods for up to 45 days in one academic year.

The Executive Principal may also exclude a pupil permanently if the circumstances warrant this.

Where a pupil is excluded, parents are informed immediately, giving reasons for the exclusion. It is also made clear to the parents that they may appeal against the decision if they wish. If the child is to return to the academy, then a Reintegration Meeting MUST take place before the child returns.

Exclusions are also reported to the Local Improvement Board who will review all permanent exclusions.

SUPERVISION AT BREAK AND LUNCHTIME

Break time

- There will always be at least five members of staff on duty outside at breaktime at Dormanstown and five members at Brambles.
- The class teacher is responsible for ensuring that children have left the building in an appropriate manner. Children should be sent to the toilet at the beginning of break.
- Any child kept in by the class teacher is the responsibility of that teacher. They must not be left unsupervised.
- All staff are responsible for issues occurring at break time. Break time is a break for the children. It is paid time for staff.
- Any child injured during breaktime should be brought in by one of the staff on duty and taken to a First-Aider. In the event of a serious injury the child should not be moved but the First Aider and Head of Academy should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to whom it was reported. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE.
- Staff must leave the staffroom and be available to supervise children back into the learning areas so that lessons start promptly.
- The Head of Academy must be made aware of any significant incident, even if it has been dealt with and resolved.

Wet breaktimes

On wet days children will remain in their classrooms. Clear instructions must be given about appropriate behaviour and activities. Staff will take a break in turn, leaving their class in the care of another member of staff. Each teacher should provide a box of 'wet breaktime' activities for children in classrooms. Children should not use classroom equipment at break times.

Lunchtimes

- Staff should ensure that their class are ready for lunch and supervise them with regard to hand washing and use of the toilet.
- Each academy has their own arrangements for getting children into lunch.
- A member of the Senior Leadership Team or a nominated person will be on duty in the hall.
- The Lunchtime Supervisors report concerns to class teachers and any major concerns directly to the Deputy of Head of Academy.
- Lunchtime supervisors are trained to use the 'Outdoor Behaviour Policy'.
- Lunchtime club is organised in both academies. Children are given tickets as a reward or may be invited to go to Lunchtime Club for additional support.
- Any child injured during lunchtime should be brought in by one of Lunchtime Supervisors and taken to a First-Aider. Some supervisors are also first aid trained. In the event of a serious injury the child should not be moved but the First Aider and Head of Academy should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to whom it was reported. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE.

Wet Lunchtimes

- Children to remain in classrooms until collected by supervisory assistants
- Children to return to classrooms after lunch. Appropriate activities will be agreed with class teachers. We continue to have high expectations of behaviour during these times.
- All children **MUST** be supervised at all times

HATE CRIME (See Anti Bullying Policy)

Any 'hate' incidents are logged by the Pastoral Lead and reported to and dealt with by the Head of Academy.

REVIEW

The behaviour policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the academy change.

It is generally accepted that good behaviour has contributed significantly to the development of the academy, being a positive reward system that is perceived as fair by the children involved in the system, and also by adults who administer it. There are several elements identified by the staff of the academy as being particularly significant in the success of our current behaviour policy.

Parental Support

This is crucial to the success of any system. We understand that children sometimes feel that they have not been treated fairly or they are unhappy with the sanction placed upon them. We ask that parents support the academy in the first instance and come into school to discuss any issues. We accept that mistakes will occasionally occur. Where this is found to be the case, we will make every effort to rectify the situation. However, we do make every effort to ensure that our judgements are correct in the first instance.

Consistency

In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the academy. All staff must apply the procedures in the same way.

Fairness

The system has pre-determined rewards and sanctions built into it. If these rewards and sanctions are applied consistently, they are perceived to be fair by the children. Children have to accept responsibility for their own actions and behaviour. In this respect, and this is made explicit to all children within the academy, they choose their attitude and behaviour.

How does the policy work in practice?

It is essential that staff at the academy have high expectations of the children with regard to behaviour and attitude. Poor behaviour makes the academy an unhappy place, and inhibits learning. Our expectations of behaviour are set out in our 'Academy Promise'. We recognise that some children have problems managing their behaviour and we have the STEPs programme (Appendix 2) to help these children. Children may be placed on the STEPs Programme for a variety of reasons including attitude, friendship problems or poor classroom behaviours.

Establishing our behaviour system took a considerable amount of time. It is essential that with the passing of time we continue to pay attention to the details. Classroom behaviour charts must be completed immediately following any poor behaviour so that the children see this is taking place. Staff and children must ensure that the correct terminology is being used so that there is a consistent approach across the academy. Teachers need to make sure that when children go into Time Out/ Isolation they are able to continue with their work without support. Behaviour is the responsibility of every adult and child though we do accept that adults have a significant role in setting the tone and atmosphere of the academy.

Adult responsibilities for promoting good behaviour

- Catch the child being good and award praise and/or other reinforcers e.g. stickers, points, certificates.
- Try to anticipate problem behaviour so that you can re-direct the child.
- Give clear instructions, then apply stated consequences. Avoid pitying the child. In order to become self-managing the child has to learn to accept responsibility for his/her behaviour. Protecting children from the consequences of their behaviour means that we assume responsibility and the child has no opportunity to learn from the situation.
- Tell children what to do rather than what not to do. If you need to use DON'T or STOP in your instructions always add what the child can learn from the situation.
- Use "please and "thank you" a lot and expect children to do the same.
- Smile, look pleased to see the child and use his/her name when you speak to him/her.
- Be consistent in the way you respond.
- Set an example in your own behaviour.
- Communicate to all children that you want to trust them despite the difficult behaviour they exhibit. "I don't like your misbehaviour, but I do like you".

- By your own actions communicate that you mean what you say. If you are unable to follow something through, then don't say anything at all.
- Stay calm. Speak quietly but firmly and act rather than react. Avoid shouting.
- Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you do to. Inform the Head of Academy or Deputy Head of the situation.
- Refuse to argue or debate the rightness of a pre-set consequence.
- The child's misbehaviour is his/her business and yours, keep interventions as private as possible.
- Above all show the child his/her success is important to you and that you want the child to make wise choices in the way that he/she behaves. The child must know that you want him/her to be happy in school.

TERMINOLOGY

Warnings (Prior to Stage 1 and Stage 1)

Teachers must be positive and clear when giving instructions. They should try to anticipate and then re-direct problem behaviour using the words "Are you okay?" If the child has a problem, then the teacher tries to help. If the child is simply playing up, then the teacher should, in the first instance, attempt to re-direct the child by **reminding him/her** of what he/she ought to be doing. "I have asked you to listen so that means you need to be looking at me, empty your hands and sit still. That way I can tell you are listening". If the problem persists, then teacher says, "This is your warning" (Stage 1). The warning is immediately recorded in the appropriate box on the Whole Class Behaviour Chart (and on the Target Book for children on STEPS). The teacher again tries to re-direct the child by positively reinforcing the expected behaviour. Should the problem behaviour continue, the teacher says, "Go to Thinking Time please" (Stage 2).

Thinking Time - 3/5 mins depending on age (Stage 2)

The child must go immediately to the Thinking Time Area. The child must do this quietly and directly. Failure to do so means that the child has chosen to reject the opportunity for reflection and has chosen instead to go to their link class for 15mins Time Out.

All children must be reminded regularly what is expected of them when they are sent to Thinking Time i.e.

- The child must go to the Thinking Time area quietly and directly.
- The child must turn the timer over quietly to begin their session.
- The child must sit still at the Thinking Time table without making any noise.
- The child must copy the 'Academy Promise' neatly (or something similar for younger children). This helps to remind them of expected behaviour.

If the child does not comply with these expectations or does not complete the work set to a satisfactory standard they move to the next stage (Stage 3).

Thinking Time lasts for a few minutes (depending on the age of the child). At the end of this time, the teacher asks the child, "Why were you sent to Thinking Time?" the child must give a reason. If the child refuses, argues or cannot give the reason, the child has failed Stage 2. The teacher says "I want you to complete your Thinking Time and re-join the class, but you are showing by your attitude that you are choosing to fail. Therefore you are choosing to go to Stage 3 and that means going to our link class". The teacher gives them another opportunity to answer the initial question, "Why were you sent to Thinking Time?"

If, at the end of the period, the child gives the correct response, the teacher then says, "Do you think that you can sensibly join the rest of the class? If the child responds positively, then he/she joins the class. If the response is negative, then the teacher moves the child to Stage 3.

Time Out – 15 mins regardless of age (Stage 3)

Children must go to the Time Out Area in their link class quickly and quietly, taking their classwork. The work should be such that the child is able to work independently. Time Out lasts for 15 minutes. During this time the child is not allowed to speak unless spoken to by a teacher. He/she must get on with their work and must not leave the Time Out area without permission. In the event that the child has not started a piece of work (i.e. during the input) then they would need to just copy out the promise for the full 15 minutes to avoid disturbing the class.

Should the Time Out occur towards the end of the day, it will continue after registration the following day.

If a child refuses to work, is noisy, leaves his/her seat, refuses to go to Time Out or goes in an inappropriate manner, then this constitutes a failed Time Out. The consequence of failing Time Out is Stage 4 isolation. If a child is failing Time Out, the teacher should explain to the child, that by behaving inappropriately, he/she is

choosing to be isolated. For younger children, it may be more appropriate to say, "If you continue to behave in this way you will have to go and spend the session with Mrs/ Mr..." If the behaviour ceases, the Time Out can continue, if not, then the teacher says, "You have shown by your behaviour that you are choosing to be isolated from your class for a full session. I don't want you to be isolated; I would prefer you to complete your Time Out and then return to your class with your friends. However, I don't have a choice in this. It's your choice. If you fail Time Out you will be isolated". The child is given two minutes thinking time. If the behaviour persists then a senior member of staff is informed and isolation arrangements are made (Stage 4).

Isolation (Stage 4)

When a child moves to Stage 4 they are isolated from their peers for a full morning or afternoon session. It is the responsibility of the class teacher to send work with the child. The child should be able to complete the work without support. Teachers should have a pack ready in their classrooms in the event that this may occur so that teaching of other children is not interrupted. It is the responsibility of the Deputy Head of Academy/ Head of Academy to organise the isolation. If the Stage 4 occurs late in the session, then the DHA/ HA needs to apply an appropriate time penalty in the next session. If the child fails to complete Stage 4 successfully, then they move to Stage 5.

Stage 5

Once the child reaches Stage 5, they will generally be excluded from the academy for the remainder of that day. One of the parental responsibilities is to come to school as soon as possible if exclusion is necessary. This is part of the contract signed by the parent at the beginning of the school year. When a child is excluded the parent comes to school to collect the child. The following day, the parent is required to bring the child to the academy for a Re-integration Meeting. The focus of the meeting will be on the child's behaviour and re-establishing expectations. The child will then have a full day's internal isolation within the academy or one of its partner academies. The child will not be able to return to the academy until the Re-integration Meeting has taken place.

OUTDOOR BEHAVIOUR

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1- Warning

Stage 2 - Thinking Time - five minutes on the wall or with staff on duty.

Stage 3 - Time Out - remainder of the time on the wall/ with member of staff + miss next outdoor session.

Stage 4 - Isolation - remainder of the time on the wall/ with member of staff + miss next two outdoor sessions

Stage 5 - refer to senior member of staff to consider evidence and decide upon a suitable sanction.

At lunchtime children on Free School Meals will be provided with a packed lunch. Children at stages 3, 4 and 5 will be served last for lunch. This is part of the sanction for poor behaviour.

ASSEMBLY

Poor behaviour should not be tolerated. Teachers should try and catch the child's eye and tell them to behave. If this is not possible, they should approach the child and bend down to ask them quietly if they are okay. If they are not, then the teacher should help. However, if they are choosing to not behave appropriately then the teacher should warn the child that if they continue they will be moved. The teacher should tell the child that they do not want this to happen. If the behaviour continues, then the child should be moved to sit with an adult. If the poor behaviour continues, then the teacher should warn the child that they will be removed if they don't stop and that this will be embarrassing in front of all their friends. A senior member of staff will be called to remove the child if the need arises. This would constitute an immediate Stage 4/5 depending on the circumstances.

Assembly is a quiet, reflective time. Any behaviour management should be done as quietly and discreetly as possible.

THE RE-INTEGRATION MEETING

The purpose of the Re-integration Meeting is to ensure that the child and the parents realise the circumstances leading up to the exclusion and also how the child, by his/her behaviour, chooses to be excluded from the academy. The responsibility for Warnings, Thinking Time, Time-Out periods, Isolations and Exclusions is placed firmly with the child. Discussion also focuses on appropriate behaviours and attitudes. The child is told that inappropriate behaviour will not be accepted and that he/she chooses, in the behaviour presented, whether he/she stays in class or the academy. It is also made clear that parents and teachers wish the child to be part of the academy family. On completion of the Re-integration Meeting, the child is taken to the isolation area by the person who has conducted the meeting.

The STEPS programme has proved to be a behaviour modification programme which works with most children providing there is parental support to underpin the efforts of the academy. STEPS is used where children need more help with their behaviour. It provides them with a clear structure, instant praise or sanction and engages parents.

STEPS can be successfully used across the whole primary age range and not just with the oldest children. It is only successful if followed consistently by all adults working in the academy and when supported by parents. Senior staff play a crucial role in monitoring, supporting and encouraging pupils following the STEPS programme. Before children are placed on the STEPS programme parents are invited to the academy. At this meeting, the STEPS programme is explained and the parents and academy sign a contract agreeing to the action.

The necessary materials for the administration of the programme e.g. Target Books and Isolation Sheets are produced by the academy and are given to pupils. Each child on the STEPS programme will be allocated a key worker who will oversee the administration of the programme and review progress.

When children begin the STEPS Programme, the Pastoral Lead or Deputy Head of Academy will explain the system and remind the children about expectations for behaviour. They will then decide on an appropriate target for the number of smiley faces to be achieved each day. This is entered in the stage section at the front of the Target Book. As the child achieves this number, their target can then be moved up the next week, so that children progress towards achieving twenty smiley faces.

The STEPS programme is to be an integral part of the Behaviour Policy and children are subject to the same daily practices as others. The only real difference is that children are given a target book. This is a visual record of their day in school and acts as a vital communication system between the academy and home. Further rewards are built into the system so that it is hopefully a positive experience for the child.

TARGET BOOKS

Target books are the means by which all the parties involved in the STEPS Programme can see how individual children are progressing. Teachers complete the record constantly during the day. It is very important that praise and sanctions are given immediately. Pupils are able to keep track of the number of smiles, sad faces or warnings they have received. Parents can see at a glance how their child is doing in the programme as the Target Book is taken home at the end of each day.

Target Books have a new smiley face space for each day. These are broken into 16 behaviour blocks and 4 work blocks. This gives a total of 20 smiles. At the end of each time period the teacher must fill in the relevant box in the child’s book. If the child has behaved in an acceptable manner, then he/she receives a “smiley face”. If the child has been placed on Stage 1, a face with a straight line for a mouth is recorded. A sad face is given for anything above Stage 2. e.g.

This child came in unsettled, and in the first ten minutes escalated to a Stage 3. Two faces were recorded in the first slot. The flat line with a crossed out 1 recorded a failed Stage 1, the child refused Thinking Time (failed Stage 2, crossed out 2) and moved to Stage 3.

The child complied with the request for a Time Out and successfully completed the Time Out in the next session therefore a smile was awarded even though they were in Time Out during that slot. The poor behaviour related to the previous time slot and was recorded in that box; we do not punish children twice for the same offense. However, if the child failed the Time Out then the Stage would be failed in the session where the Time Out takes place.

8.50 – 9.00am	9.00 – 9.30am	9.30-10.00am	10.00am-10.30am
 			

Workboxes reflect the child’s work during a lesson. In making a decision about what is recorded, the class teacher should consider the quantity and quality of work produced by children on Stages 1 and 2 to decide whether a smile is given. If a child reaches Stage 3, they should definitely not be awarded a smile for that session.

At the end of the day, the teacher and child together count up the number of smiles the child has earned that day. If the child has had Thinking Time, Time Out or Isolation, then he/she cannot attain a smile in the workbook for that time period. A child may have had a warning and still receive a smile for their **work**. This total is recorded in the appropriate place in the Target Book. The teacher signs the book and gives the child his/her Smarties or sweets. The child then takes the book home to be signed by the parent. The book must be returned to the academy the following morning.

Parents are encouraged to write comments on STEPs books, and to praise children for reaching the target even if this is quite low.

REWARDS

When adding up the score at the end of the day, a smile counts as 1 point and a straight line counts as half a point. A sad face does not score at all. In addition to this, if a child is sent to a Time Out (Stage 3 or above), this is written under the relevant boxes in the Target Book. At the end of the day, the number of smiles for that day is totalled. For every smile above the target, the child is given a Smartie or similar reward.

Once the child reaches the target for ten consecutive days, then the target has been met. At this point, the whole class receive a treat to celebrate the achievement of the target. The precise nature of the treat is discussed with the whole class. In practice, it has been found that a treat such as fifteen minutes extra breaktime is both popular and easily administered.

OBSERVED BEHAVIOUR

Penalties such as warnings, Time-Out, Isolation and sad faces in the Target Book can only be awarded if inappropriate behaviour is observed by an adult or if the adult is absolutely confident that the behaviour has occurred. In other words, these penalties cannot be implemented as the result of another child telling tales. This is not to say that such matters should be ignored. If, for instance, a child tells a teacher that he/she has been hit or threatened by a child on STEPs then this must be pursued and, if discovered to be true can be dealt with according to the STEPs procedures.

STEPS AT BREAKTIME/ LUNCHTIME

Children do not take Target books outside. Staff on duty are responsible for reporting to the class teacher about the behaviour of children on STEPs Supervisory Assistants are responsible for monitoring the behaviour of all children at lunchtime. The class teacher must complete the target book for the child. The Deputy Head of Academy will regularly talk to Lunchtime Supervisors and STEPs procedures will be reviewed at the termly meeting.

As you can see, the STEPs programme is almost identical to our usual system and in this way the children view it as fair. However, we recognise that for some children we need to make our praise and sanctions more overt.

STEPS should be seen as a relatively short term intervention (around 6- 8 weeks). Children's placement within the programme needs to be regularly reviewed.

Good Behaviour Guide



Please be aware that this is a short summary. For more details of the practices and strategies used to manage behaviour in the academy, please visit our websites at www.bramblesacademy.co.uk or www.dormanstownacademy.co.uk

OUR ACADEMY PROMISE

At our academies, we have worked together to create an academy promise that we ask everybody to follow.

At our academy we understand,
that respect and learning go hand in hand.
We look after our friends and treat property with care.
We follow the rules, and our problems we share.
We try our best to be sensible and safe,
to make our academy a happy place.
We use kind words and try not to disagree.
We are all equal in our academy.

When the children, staff and visitors follow the promise, we are then able to provide a safe and happy learning environment for everyone. We expect the children to display excellent behaviour, and for this they are rewarded.

REWARD SYSTEMS

It is important to reward the children wherever possible in a variety of different ways. This includes ...

Honker Award

Golden Time

Extra privileges

Notes home to parents

Certificates

Stickers

Honk / Brambles Token

verbal praise

BEHAVIOUR SANCTIONS

If a child chooses not to follow the 'Academy Promise', then they must accept the consequences of their behaviour. In this instance, the academy behaviour system will be initiated. This is in place to ensure all children are treated fairly. Inappropriate behaviour is recorded on a class sheet which is collected at the end of each week.

Children who do not complete a sufficient amount of work or work to a satisfactory standard may be asked to catch up at break/ lunchtime.

BEHAVIOUR SYSTEM

All children will be reminded about how to behave before the recorded behaviour system begins.

STAGE 1 The child will receive a verbal warning.



STAGE 2 'Thinking Time' in their own classroom (3 or 5 minutes depending on age).



STAGE 3 'Time Out' in their link classroom (15 minutes).



STAGE 4 Isolation for the rest of the session organised by a senior leader. Parents are informed.



STAGE 5 If negative behaviour continues then the child will be isolated for a full day by the Head of Academy, who will contact parents to discuss the matter further.



A small minority of children struggle to manage their behaviour. For these children, we have a more intensive support programme called STEPs. This system has been highly effective over a number of years in helping children to modify their behaviour.

OPERATING THE BEHAVIOUR SYSTEM

The 5 stage behaviour system operates over the course of one day. A new day, is a new start.

However, behaviour is logged and if, over a period of half a term, a child continually reach Stages 1, 2 or 3, a letter would be sent to parents to make them aware of the problem.

When a child reaches Stage 4, a letter will be sent home informing parents that their child has needed to be removed from class.

If a child reaches Stage 4 and 5 on a regular basis, then a fixed term exclusion may be considered. If this was to be acted upon, the information would be recorded by the academy, and the Local Improvement Board and the Local Authority would be informed.

OUTDOOR BEHAVIOUR

As well as in the classroom, we expect the children in the academy to behave in an acceptable manner when they are outdoors.

Where children display unacceptable behaviour outdoors, the staff on duty will follow the 5 stage sanctions identified below.

STAGE 1—Warning

The child will receive a verbal warning and be reminded of the correct way to behave.

STAGE 2—Thinking Time

The child will be asked to stand against the wall for 5 minutes or walk with the teacher on duty.

STAGE 3—Time Out

The child will miss the remainder of the session and the next outdoor session.

STAGE 4—Isolation

The child will miss the remainder of the session and the next two outdoor sessions

STAGE 5

Isolation. Senior member of staff to consider sanction. Parents Informed.

HOW CAN YOU HELP AS PARENTS

Please take the time to read through this booklet with your child. We ask that you support the academy with any action regarding poor behaviour.

If you have any concerns, then please share them with the class teacher in the first instance.

Thank you for your continued support.