Stuart Road Primary Academy

Behaviour Policy

At Stuart Road we promote self-discipline and a proper regard for authority through our school Behaviour Policy. We encourage good behaviour and respect towards all members of our school community. Bullying amongst pupils in any form is not tolerated. We are secure in the knowledge that the standard of behaviour of our pupils is good and that pupils complete tasks well and are respectful towards staff and pupils.
Education and Inspections Act 2006 part 7 section 89

What does this policy aim to do?

- To develop a whole school Behaviour Policy supported and followed by all the school community, parents, carers, teachers, children and governors based on a sense of community and shared values
- To acknowledge that children are individuals. They are entitled to an education that will meet their needs and help them fulfil their potential. We provide a broad and balanced curriculum, in a happy secure environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills so they can make full use of further opportunities successfully
- To ensure that all children should acquire a love of learning; have a positive attitude towards responsible behaviour, encourage self-discipline and enable them to develop a respect for themselves and other members of society
- To raise and maintain the children's self-esteem so they leave us as confident, articulate and self-disciplined individuals
- To ensure that all children benefit from this policy, including those with special needs by adapting or changing the policy if necessary
- To maintain effective discipline on a day-to-day basis and to ensure that our school remains a calm and orderly community

At Stuart Road Primary Academy all children are encouraged to show respect and consideration for themselves, for others and for property. We believe that good behaviour is the hallmark of a good school. Our aim is to maximise teaching and learning time.

All members of the school community follow the whole school rules:
Ready to learn
Respectful of others
Safe in all contexts

Whole School Rewards
Children from Reception to Year 6 are rewarded through an online learning platform 'Class Dojo'. Points are awarded for demonstrating positive learning behaviours represented through the Visible Learning Attributes; independence, challenge, reflectiveness, taking risks, perseverance and taking ownership.

Golden dojo points are also awarded to children who are seen to follow the school rules. All of these 'dojo points' contribute directly towards a year group reward.

Visible warning systems: Reception & KS1

- Names all start day on green,
- Can move up to the 'gold star' resulting in a golden dojo point
- Can move down to amber for a warning, which can result in removal to group room or loss of playtime to complete unfinished learning.
- If amber warning not adhered to, then move to red which could lead to sanctions of being sent to another class with work, sent to SLT or Headteacher. This will also trigger a letter home. (Refer to flow chart for further steps).

Visible warning systems: KS2

- Names all start day on green – *this is the expected level of behaviour*
- Can move down to amber, warning in class to be determined by teacher
- Can move down to red: sanctions, loss of play, sent to another class, SLT or Headteacher. This will also trigger a letter home. (Refer to flow chart for further steps).

Other Rewards
Each class teacher uses their own in class reward system such as stickers, verbal praise, raffle tickets, post cards etc.

Celebration Assembly
Certificates are awarded to each class each week, linked to achievement in Maths and Writing. There is also a Headteacher's certificate which can be awarded for learning or behaviour.
Attendance certificates are handed out termly and the class with the highest percentage of attendance each week receives an award.

Class Dojos Rewards
Class dojos are traded in at the end of each half term for in class rewards.

Rewards and Sanctions
The pupils must be aware of the rewards system that is in place and the consequences, which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. These are displayed within the school.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

The emphasis of the academy is on reward and praise, which should be given whenever possible for both work and behaviour.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have a Personal Behaviour Plan detailing alternative rewards and sanctions. (See attached flow chart)

Incidents to be recorded on CPOMS (internal log) and reviewed regularly by members of the SLT.

Individual Behaviour Plan
When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree a Individual Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

Bullying
Stuart Road Primary Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend our academy free from fear (See Anti-Bullying Policy for further information).

Parental involvement
The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Stuart Road Primary Academy welcomes the interest and close involvement of parents and we expect that parents will support the agreed behaviour policy.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a Personal Behaviour Plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures. On rare occasions, this may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Dealing with serious incidents
We have the right to take measures to keep pupils and staff safe. These measures include: -

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty to make provision to tackle all forms of bullying
- There will be zero tolerance of any form of serious assault on pupils or staff. The Headteacher has a duty of care to all pupils and staff, and this

Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school

Exclusions

In the event of severe unacceptable behaviour that seriously breaches the School's Behaviour Policy, the pupil may be:

- Subject to a temporary Internal Exclusion for part or whole days as a result of bad behaviour choices
- Placed on a Reduced Timetable for up to six weeks following the Plymouth City Councils' Statutory procedures

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. Before taking such a step they will have taken advice from the Governors, Reach South Board, the Education Welfare Service, County Psychological Service or the school medical officer and any other relevant professionals. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governors. The academy informs the parents how to make any such appeal. The Headteacher informs the Local Authority (LA) and the Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governors cannot either exclude a child or extend the exclusion period made by the Headteacher. A child may be excluded from school by the Headteacher for a number of reasons, and for anything from a half-day to permanently. Goosewell Academy will adhere to the guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012 which relates to :

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Section 89 of The Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can for be one day or up to five days. Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff
- Constant disruption to the education of other children
- Regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusions will only be used as a last resort, in response to:

- a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Serious breaches that may lead to permanent exclusion include: Persistent long term defiant behaviour, threatened or actual physical assaults, sexual abuse, supplying illegal drugs or carrying an offensive weapon

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Monitoring

The Headteacher will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the Governors on the effectiveness of the policy and if necessary, make recommendations for further improvements.

To be reviewed annually

Behaviour Policy Steps of Action:

1. Positive behaviour is supported with clear rules and high expectations of the teacher. All pupils expected to be 'ready, respectful and safe' to learn.
2. Children who display negative, disruptive and disrespectful behaviour are given verbal warning and a chance to rectify choice. If negative behaviour persists, then move to 'amber'.
3. If, once moved to amber, a child continues to distract, disrupt or be disrespectful then a change of setting is needed. A move to another classroom to complete work, loss of playtimes to achieve the same with a phase leader. A letter is sent home to parents and incident recorded on to CPOMS.
4. Three letters home in a term warrants an IBP. If the IBP doesn't have the desired effect, another meeting with parents should quickly be arranged and targets revised. The Headteacher should be involved with this meeting and possibility of fixed term exclusion discussed.
5. If child's behaviour not altered by steps above, external support from agencies (MAST, EP, EHAT) has not achieved desired outcome a fixed term exclusion may be issued and plan developed for the child. This may include provision such as Edison centre, managed moves/fresh starts before final stage of permanent exclusion.

Dear parents/carers,

_____ did not follow our school rules today _____.

We ask that all children are:
√ Ready
√ Respectful
√ Safe

Your child broke our _____ rule because they

_____

_____

We ask children to follow these rules to protect the right of every student to learn and enjoy school. Any child that chooses to break these rules interrupts their own learning and the learning of others. Because your child broke this rule, they are were internally secluded for a period of time to reflect on this, and to complete learning missed, before returning to their class.

Please acknowledge receiving this letter by signing your name at the bottom and returning it to me tomorrow.

Thank you for your continued support.

Yours faithfully,

Class teacher

Parent signature _____