

REAch2 AcademyTrust
Kemsley Primary Academy

Behaviour Policy

<i>Signed by Headteacher:</i>	
<i>Signed by Chair of Governors</i>	
<i>Dated:</i>	<i>June 2015</i>
<i>Reviewed by:</i>	<i>June 2017</i>

We believe that it is every teacher's right to teach and that it is every child's right to learn. No child has the right to disrupt the learning of others.

This policy provides the framework for the establishment of a safe and happy community, enabling all members of the school community to apply its principles fairly and consistently.

AIMS

As a result of following this behaviour policy –

- ✓ Children will behave in a quiet and orderly manner in class and in school as a whole, demonstrating self-discipline, tolerance and a respect for other's opinions and ideas.
- ✓ Children will develop a positive attitude towards academic work.
- ✓ Children will be able to maintain good social relationships with both other children and with adults, showing care and consideration.
- ✓ Children will be able to articulate emotions and feelings and understand why they have these feelings.
- ✓ Children will learn strategies to cope with their emotions.
- ✓ All staff of The Grovehurst Federation will treat each child fairly, respecting their individual rights and opinions.
- ✓ We will use a reward system that encourages good behaviour and a positive response.
- ✓ Both parents/carers and children will benefit from the school and home working closely together.
- ✓ Self-discipline and good citizenship will be promoted.
- ✓ Bullying will not be tolerated.
- ✓ Each child will be treated as an individual and consideration will be given to how the Behaviour Policy is implemented with regards to their needs.

OBJECTIVES

We believe that respect, honesty, fairness, co-operation and teamwork are the foundations of a successful school. As we have high expectations, it is important to reinforce good behaviour in a positive way, ensuring that each child's self esteem and self- respect is preserved and developed. Both good and poor behaviour must be communicated to the parents or carers.

Good behaviour will be encouraged and taught at all times. Children need to learn that every behaviour has a consequence and each right has a responsibility. Personal discipline and self-control are very important and children must be encouraged and taught to accept responsibility for their own behaviour and to be personally accountable.

All members of the school community – teaching and non-teaching staff, parents, pupils and governors will work towards the academy aims by:

- ✓ Providing a well- ordered environment in which everyone is aware of the behavioural expectations.
- ✓ Children and adults are to be treated as individuals, showing respect for their rights, values and beliefs.
- ✓ Teaching the children about emotions and giving them strategies to cope.
- ✓ Fostering and promoting good relationships both inside and outside the academy.
- ✓ Offering equal opportunities to all.
- ✓ Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- ✓ Rejecting all bullying or harassment in any form.
- ✓ Developing strategies to eliminate undesirable behaviours and applying consistently.
- ✓ Caring for the physical environment of the school.
- ✓ Working together and supporting and encouraging each other as a team.

Kemsley Primary Academy Rules (Appendix 1)

Our academy rules will be discussed and evaluated by both staff and children to ensure acceptance and understanding. When developing the class rules, we will consider each child's right to be safe, the right to be heard and the right to learn. Reference will be made to respect for others and property, honesty, trust and fairness, tolerance and self respect and discipline. Everyone working in the classroom must be aware of the rules.

- ✓ We respect every child's right to learn.
- ✓ We are polite and caring to both children and adults.
- ✓ We listen to instructions and follow what is said.
- ✓ We concentrate on our work.
- ✓ We always try to do our best.
- ✓ We move around school quietly and carefully.
- ✓ We look after our school and the equipment in it.

Rewards (See appendix 5)

Children will be rewarded with:

- ✓ Praise – both verbal and written, private and public
- ✓ Stickers
- ✓ Star charts in the classroom
- ✓ Use of other incentives, such as chance cards, marbles in the jar, additional computer time etc
- ✓ Achievement points which are broadcast each week
- ✓ Entry in the Praise and Thank you Book – read in assembly weekly. Emphasis to be on academic achievement and effort as well as noted social behaviour.
- ✓ Outstanding work to be taken to the Head of School for praise. Also praise for good attitude and behaviour.

The School Council across the federation take a lead role in advising on achievement. All children contribute to identifying achievement types and suggest suitable rewards for these achievements. The children have ownership of these staged approaches hence they are slightly different for both academies. Both charts are under regular review by the School Councillors.

Consequences (Appendix 2)

Children must be aware that poor behaviour has a consequence.

The following lists some sanctions that will be used. Each child will receive a warning before a sanction is applied.

- ✓ Verbal correction and discussion of behaviour.
- ✓ Detail of the poor playground behaviour placed in the 'playground book'. Placing pupil on a playground passport if the behaviour warrants it or the child is displaying regular poor behaviour at playtimes. (Appendix 3 for playground passport.)
- ✓ Sitting alone in class or removal to another class – time out.
- ✓ Working in another class for a short time – up to 15 mins maximum.
- ✓ Sent to deputy head, Head of School, and/or executive head teacher, if necessary.
- ✓ Early involvement and discussion with parents and use of contact book/ phone contact. (See appendix 4)
- ✓ Exclusion – internally
- ✓ Exclusion - lunch time, fixed time, permanent.

The School Council across the federation take a lead role in advising on behaviour. All children contribute to identifying poor behaviour types and suggest suitable consequences for these

behaviours. The children have ownership of these staged approaches hence they are slightly different for both academies. There is an accompanying document detailing the strategies and agencies we use to support children displaying poor behaviour.

Staff Responsibility

All staff in the federation play a critical role in the implementation and reinforcement of this policy. The staff includes all adults who work in the school – teachers, teaching assistants, mid-day meals supervisors, office staff, caretaker etc. All adults will use praise to reinforce good behaviour to achieve a working, friendly atmosphere where effective teaching and learning can take place.

The children will be treated with respect and kindness by all adults in school, even when a child may be especially challenging. Adults are not expected to retaliate unpleasantly. Examples of good behaviour will be actively sought and praised, both to reinforce the behaviour and to send the message to others. We must look for the good in every child and publicly recognise it.

Procedures for providing children with opportunities to discuss appropriate behaviour:

- ✓ Conferencing with a senior member of staff.
- ✓ A programme of PSHE set in a moral framework designed to promote mutual respect, self - discipline and social responsibility, with a clear focus on relationships and feelings.
- ✓ Circle time – an opportunity for open discussion held in class groups on a regular basis.
- ✓ A programme of religious education which includes ethical issues.
- ✓ A reminder at the beginning of each term, of the school and class rules and frequently revisited during the term.
- ✓ Rules displayed clearly with consequences and sanctions – children to be aware and to have discussed fairness.

Moving around the site

Children should move around the school quietly with no running. The children must come into school in an orderly way from the playgrounds after lunch. The children will line up and be collected by their class teacher or teaching assistant promptly.

Lunchtimes

The children are expected to maintain an acceptable level of behaviour and table manners and to follow the directions of the mid-day meals supervisors and teaching assistants. The mid-day meals supervisors and teaching assistants will keep a record of all incidents, both accidental and behavioural, which will be regularly shown to the deputy head teacher or head teacher. Behaviour issues will be dealt with according to their severity. If a child's behaviour continues to be a concern, it may be necessary for the child to go home for lunch. The SLT will have regular meetings with the mid-day meals supervisors/ TA's to discuss individual children and any organisational difficulties.

Parents

Kemsley Primary Academy aims to work in partnership with parents and will inform them when their child's behaviour is causing concern. It is important that children realise and understand that home and school are working closely together and that what they do at school effects home and vice versa. We will also inform parents of their child's good behaviour with stickers, certificates and in a contact book. If poor behaviour continues it may be necessary to request assistance from the behaviour support service. The school will support parents experiencing difficulties with their child at home.

Kemsley Primary Academy
School Rules

- ✓ We respect every child's right to learn.**
- ✓ We are polite and caring to both children and adults.**
- ✓ We listen to instructions and follow what is said.**
- ✓ We concentrate on our work.**
- ✓ We always try to do our best.**
- ✓ We move around school quietly and carefully.**
- ✓ We look after our school and the equipment in it**

Appendix 2. Kemsley Primary Academy Behaviour & Consequence Stages

Your behaviour	Consequence – what will happen
<p>STAGE 1 No PE kit & no note (isolated incident)</p> <p>Some low-level disruption Swearing about a situation or to other pupils</p> <p>Inappropriately familiar & rude to adults Ignoring adults</p> <p>Fidgeting on carpet despite warnings Looking at others instead of focussing on task</p> <p>Swinging on chair Annoying other children</p> <p>Lack of respect for resources Telling tales</p> <p>Copying naughty behaviour of others Running in inappropriate places</p> <p>Off task talking Repeatedly talking in assembly</p> <p>Lack of homework Other behaviour</p> <p>(details to be noted in SIMS)</p>	<ul style="list-style-type: none"> ▪ Told by adult what you have done and how to put it right ▪ Miss part of your break/lunchtime to complete work ▪ Move from group and sit alone for a fixed period of time– earn right to return ▪ Speak to your parents ▪ Note home to parents about no PE kit
<p>STAGE 2 (General behaviour)</p> <p><i>NB: For most stage 2 behaviours, an adult will have discussed the behaviour with the child previously</i></p> <p>General low level disruption Answering back (to adults) – wanting the last word</p> <p>Open defiance (unusual for you – a one off) Off task behaviour</p> <p>Repeatedly talking during taught input Persistently ignoring the TA's or teacher's instructions</p> <p>Throwing things (unusual for you) Copying the work of another child - opportunistic</p> <p>Swearing at another pupil Regular lack of PE kit (no PE kit in school for more than 1 week)</p> <p>Racist and Homophobic Language Deliberate lack of respect for resources</p> <p>One off harm to another child Refusing to line up for TAs at end of break / lunch</p>	<ul style="list-style-type: none"> ▪ Time out with another member of staff - class TA ▪ Working in another class for a short time – up to 15 mins ▪ Speak to your parents ▪ Record behaviour on SIMS ▪ Miss part of your break / lunchtime to complete work

STAGE 6 - National Standard List of Reasons for Exclusions – CONSEQUENCE: Internal Exclusion, Lunchtime Exclusion, Fixed Term Exclusion or Permanent Exclusion

- **Physical assault against a pupil or adult**– fighting (another child) , violent behaviour, wounding, obstruction and jostling
- **Verbal abuse / threatening behaviour against pupil OR adult** – threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
- **Bullying** – verbal, physical, homophobic bullying, racist bullying
- **Racist abuse** – racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- **Sexual misconduct** – sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
- **Drug and alcohol related** – possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
- **Damage** – vandalism, arson, graffiti
- **Theft** – stealing school property, stealing personal property (pupil or adult), stealing from local shop on a school outing, selling and dealing in stolen property
- **Persistent disruptive behaviour** – challenging behaviour, disobedience, persistent violation of school rules
- **Other** – includes incidents which are not covered by the categories above but this category should be used sparingly

Appendix 3

Playground Passport

The child is required to show the adult on duty their playground passport in order for them to draw in a smiley or unhappy face. If a child receives a smiley face at morning break they will be allowed their lunch break, if they receive a smiley at lunchtime they will receive the following day's morning break and so on.

If the child receives an unhappy face they will be removed for the next two playtimes and placed in isolation either in the conference room at lunchtime or outside the Head of School's office at break time.

A child is required to have three full weeks of smiley faces to be removed from the playground passport system.

Week ending:				
Mon	Tues	Wed	Thurs	Fri
<u>am</u>	<u>am</u>	<u>am</u>	<u>am</u>	<u>am</u>
<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
Week ending:				
Mon	Tues	Wed	Thurs	Fri
<u>am</u>	<u>am</u>	<u>am</u>	<u>am</u>	<u>am</u>
<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
Week ending:				
Mon	Tues	Wed	Thurs	Fri
<u>am</u>	<u>am</u>	<u>am</u>	<u>am</u>	<u>am</u>
<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>

The Grovehurst Federation
Playground Passport



Name: _____

Appendix 4: The Grovehurst Federation - Head of School Behaviour Report

Pupil Name: _____ Class: _____ Week commencing: _____

Targets:

1
2
3

Behaviour Report Guidelines

Please take this report to every lesson. At the end of the lesson grade yourself and ask your teacher to grade you with a 1, 2, 3 or 4 against your targets.

1. You have been perfect in every way - well done!
2. You have made a good effort towards your targets but need to work a little harder to get a perfect lesson. Your teacher will tell you how to achieve this - so listen well.
3. Much more effort needed to satisfy the school's expectations. Talk to your teacher to see what more you can do to improve your behaviour.
4. Not very good at all - are you sure you are trying?

We are here to help you so please make sure you understand what is expected of you. If your grading and that of your teacher do not match then you will need to discuss and understand why.

Please make sure your class teacher and your parent or carer signs this each day. **Please show your report to the Head of School on Friday afternoon.**

It will then be decided whether you continue on the behaviour report or are removed. **REMEMBER** this is your choice as you will be removed from report once your behaviour matches our expectations. You need to gain a score of 35 or less to be removed from report.

Appendix 5. Kemsley Primary Academy Achievement Chart

	Achievement Points		Rewards
1	<ul style="list-style-type: none"> • A good piece of home learning • 100% attendance in a term • Older children helping younger children at playtime • Demonstrating good manners including at lunchtime • Putting extra effort into a piece of learning • Mentioned in the praise and thank you book 	25	<ul style="list-style-type: none"> • Allowed to wear non-uniform on a day of your choice • 15 minutes on a laptop • Have lunch in the staffroom for a day • Be a guest at a school council meeting
2	<ul style="list-style-type: none"> • An outstanding piece of home learning • Helping adults in their own time including Breakfast club, After school club and lunchtime • Earned pen licence • Helping visitors to our school 	50	<ul style="list-style-type: none"> • Work with Mr. Wilson for a morning until playtime • Being a Teaching Assistant for an afternoon in another class • Host an assembly • Choose one afternoon's learning for your class
3	<ul style="list-style-type: none"> • 98%+ attendance across a school year • Completing additional piece of home learning at good quality • Being a 'buddy' for a new child in the class • Times table challenge completed/achieving top award in x-factor competition • Mathlete of the week • 3 mentions in the praise and thank you book in a single term 	75	<ul style="list-style-type: none"> • Be the Assistant Headteacher for a day • Work in the office for an afternoon
4	<ul style="list-style-type: none"> • Representing the school at an event • Awarded 'Pupil of the day' by the Teaching Assistants when the teacher is out of the class 	100	<ul style="list-style-type: none"> • Trip to the swimming pool • Be Head of School for an afternoon
5	<ul style="list-style-type: none"> • Star of the week • Organise a school event (eg fundraising event) 	125	<ul style="list-style-type: none"> • Trip to a local restaurant • Be Head of School for a whole day

