



STEP Academy Trust

Behaviour Policy

Date Policy Agreed: February 2016

Date Policy Reviewed: February 2018

Introduction

The promotion of **positive behaviours** is a STEP Academy Trust Non-negotiable. These are defined as the types of behaviours that will lead to social, academic and professional success, empowering children to be resilient learners for the present and the future.

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust. This policy is to be read in conjunction with the following policies:

- *Child Protection;*
- *Safeguarding;*
- *Intimate Care;*
- *Positive Handling;*
- *Radicalisation and Extremism;*
- *Anti-Bullying;*
- *RRS;*
- *Behaviour and Exclusion;*
- *Health and Safety;*
- *Anti-Harassment & Discrimination;*
- *Code of Conduct setting out standards and acceptable behaviour for staff;*
- *E-Safety and ICT acceptable use;*
- *Managing allegations of abuse against staff;*
- *Equalities;*
- *Admission;*
- *Whistleblowing.*

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the academy day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the emotional, social and learning needs of individuals are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower pupils so that they are able to self-manage their behaviour;
- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;
- Be aware that discipline in schools must respect children's human dignity (Article 28).

Ethos

STEP require all its Academies to commit to the **UNICEF Rights Respecting Schools** ethos. Rights respecting is, therefore, the key principle that underpins our policy for promoting positive behaviour. In consultation with the children, staff, parents and governors, the STEP Academy Trust has developed a policy which aims to encourage children to work and play together to maintain this ethos. We promote an awareness of everybody's individual needs and aim for everybody to be valued in our community. Each child is aware of their rights and responsibilities and will use these, for example, to help to produce their Class and Academy

Charters. We expect positive behaviour to be modelled by all adults and we expect everyone to take pride in their Academy, their class, their work, their environment and their relationships. We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner. We celebrate and praise children's achievement and success and value parental support in working collaboratively to find solutions to behaviour management issues.

Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in our academies. At the end of this policy, is an appendix to demonstrate our individual academy's procedures.

Teaching and Learning

A positive learning environment is achieved when pupils are taught how to self-manage and can learn independently. This is the starting point of all activities, planned for explicitly and embedded into Academy life. The strategies we use include:

- Providing stimulating lessons, matched to prior attainment and full potential which captures the interests of the pupils (Quality First Teaching);
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work as a class, in teams, pairs or independently;
- Planning pro-actively for smooth transition times in class, around school and in the playground, ensuring no learning time is ever wasted;
- Adopting and developing a range of teaching strategies to inspire joy, teamwork, unity and focus;
- Building a team identity and incorporating team building activities into the curriculum.
- Providing a learning environment that is tidy and well ordered.

STEP Academy Charters

The principles for behaviour are discussed and agreed by our STEP Academy communities, which obviously include our children. An example of this can be recorded in a Behaviour Charter:

- RESPECT EACH OTHER'S DIFFERENCES
- RESPECT THAT EVERYONE COMES TO OUR ACADEMY TO LEARN
- RESPECT EACH OTHER'S SAFETY
- RESPECT THE ADULTS AND CHILDREN IN OUR ACADEMY
- RESPECT OUR ACADEMY ENVIRONMENT

Each Academy will use these principles to inform their Academy Charters, Class Charters, Lunchtime Charters and Playground Charters. Class Charters are discussed and agreed by pupils at the start of each year. They are then displayed in the classroom. The Lunchtime and Playground Charters are also discussed and understood. These Charters include the rights and responsibilities of everyone in the Academy.

PUPAC Values:

Each of our academies adopts PUPAC values and these are reinforced through our daily communication with staff, parents and pupils. We believe that if we model these values to our children then we will be able to effectively inspire children to make positive choices in their future.

Values:

Passion — Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

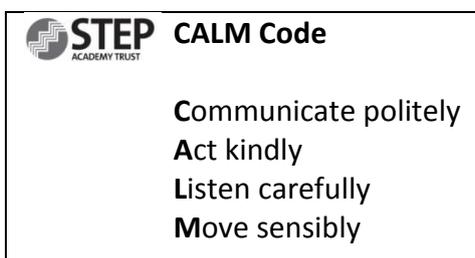
Urgency — The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in a STEP Academy must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity — Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration — Embodied in the Trust motto, “Striving Together for Excellence in Partnership”, all members of staff aim for excellence in their individual professional roles.

Commitment — Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

STEP Academies promote a calm and safe, learning environment. Although we aim to make learning dynamic and fun, from an early age children are taught how to return to a place of reflective calm. As such, some of our Academies use the ‘STEP Academy Trust CALM Code’ which is used across the Trust to develop our pupils as “self-managing” individuals who are able to set and maintain high standards of behaviour in every situation.



APPROPRIATE BEHAVIOUR – what we do:

- Use reward, praise and encouragement at every opportunity to foster self-esteem and motivation;
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures;
- Provide a role model of calm, self-management in all relationships with children, parents and other staff;
- For those academies that use the Calm Code, clarify the rights and responsibilities that underpin it. *‘Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to support this;*
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to a senior leader;
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils;
- Employ rewards and sanctions in a fair and consistent way;
- Exercise positive handling (restraint) of a child only in strict accordance with the STEP Academy Trust Positive Handling Policy;
- Communicate pro-actively with parents/carers and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

INAPPROPRIATE BEHAVIOUR – what we do:

- Give time for a child to engage (‘calm compliant’) so that contrition and a change in behaviour is genuinely appropriated (e.g. ask for an apology only when the child is able to respond);
- State clearly what the inappropriate behaviour is and how to correct it;
- Discuss problems/reprimand pupils in a private space away from others;
- Use positive directives telling children what **to** do, rather than what **not** to do;

- Keep the focus on the primary behaviour. Any form of confrontation or argument MUST be avoided;
- Sarcasm, humiliation and put-downs are never acceptable;
- Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome;
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. Where possible they should be immediate, although on occasions it may be necessary to defer;
- Allow the consequences to do the teaching – avoid oppressive talk;
- Wherever possible, give the child a chance to right the wrong e.g. apologise;
- Always re-establish relationships after correction.

Additional support

Some children for whatever reasons have difficulties making the right choices with their behaviour as we believe it is important to give every child the best chance at being the best they can be we will provide children with various additional support to promote positive behaviour for learning, these may include- Nurture groups, Thrive sessions, gender groups, mindfulness, Lego Therapy, self- confidence groups, etc.

Expectations: what we expect of each other

We believe that excellent teaching and learning promotes positive behaviour. The STEP Academy Trust Teaching and Learning Policy defines the standard of teaching and learning expected in member Academies. As well as providing consistently high standards of teaching and learning experiences, children can expect staff to:

- Devise a Class Charter (in partnership with the class), which focuses on their Rights and Responsibilities, so that a positive working and learning environment can be established and maintained;
- Be aware of the social, emotional and learning needs of the children in the Academy;
- Treat them fairly and consistently when they have made negative behaviour choices. They will be listened to and expected to explain their actions.
- Ensure classrooms and playgrounds are positive, stimulating environments;
- Praise and reward good work, positive behaviour and attitudes, both in the classroom and around the school;
- Use Circle Time, Reflection time, Philosophy for Children (etc) time to develop self-reflection and self-esteem;
- Take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Bullying is abusive behaviour which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying. Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated – see STEP Academy Trust Anti-Bullying Policy.

All children are expected to:

- Treat everyone within the Academy community with respect and consider their rights, both as learners, teachers, adults and children;
- Follow the Academy Charters/academy rules and behave appropriately;
- Know that sanctions are in place if children make negative behaviour choices;
- Listen to each other and to all the adults in the Academy and respect each other's feelings;
- Attend every day, arrive on time, line up calmly, enter school ready to learn and play an active role in Academy life.

All parents and carers are expected to:

- Attend parents' evening and communicate with the Academy any concerns or issues which may affect their child's behaviour or learning;

- Support the Academy in its application of the STEP Academy Trust Behaviour Policy;
- Talk to their children about the Academy's expectations of work and behaviour;
- Encourage children to discuss problems;
- Ensure that their child attends every day and on time.

Rewards

STEP Academies seek to systematically encourage positive behaviour. Whilst the systems used across the Trust may vary, within each Academy the chosen approach is consistently applied. The SLT/staff and Strategic Governing Body of each Academy determine the specifics of their reward system and how it will operate.

Sanctions

The charters are established with the children and apply throughout each Academy. When children do not follow these charters they understand that there are consequences and they need to take responsibility for their actions. As with the rewards, each STEP Academy determines sanctions they consider appropriate for their context. These are recorded as appendices to this policy.

Internal, Fixed Term External and Permanent

Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher, the Strategic Governing Body but must follow Local Authority Guidelines. The child will be provided work throughout internal and external exclusions.

The following types of behaviour may result in an internal and/or external exclusion:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the Academy, but will operate within DfE guidelines and the Equalities Act.

Positive Handling

Positive handling, physical restraint, strategies should only be used within the strict safety guidelines laid out in the STEP Academy Trust Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the Academy's managed learning environment (MLE).

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: mobile phones, toys, electric games, football cards, sweets and chewing gum are not allowed. Confiscated items will be retained by staff to be collected from the Academy office by a responsible adult. Staff reserve the right to search pupils or their belongings where they reasonably suspect that "prohibited items" may be in a child's possession. These could be items which are stolen, illegal or dangerous e.g: drugs, weapons, cigarettes, fireworks or pornographic images.



Gonville Academy

Behaviour Systems

Rewards

Achievement Awards (weekly) – Star of the Week celebrated in each class and for the playground during a special weekly assembly. Class of the Week awarded. Parents of the Stars of the Week are invited to attend via a text message, sent the previous afternoon.

House Points – Children can earn house points for good behaviour and working hard. A weekly house points assembly celebrates the winning team, and every half term the overall winners are allowed to attend school in team colours.

Attendance awards – Every term children with 100% attendance receive a special certificate. There is also a monthly attendance prize draw, for children who have 100% attendance for a month. At the end of a full academic year, children with 100% attendance for a whole year receive a special prize.

Raffle tickets – Raffle tickets are awarded for good work and behaviour. There is a weekly prize draw – if a child's raffle ticket is selected they win a small prize.

G-cards – Awarded to children who have worked extremely hard.

Pupil Leadership Roles

Head Boy and Head Girl – the Head Boy and Head Girl are elected by Year 6 students and staff.

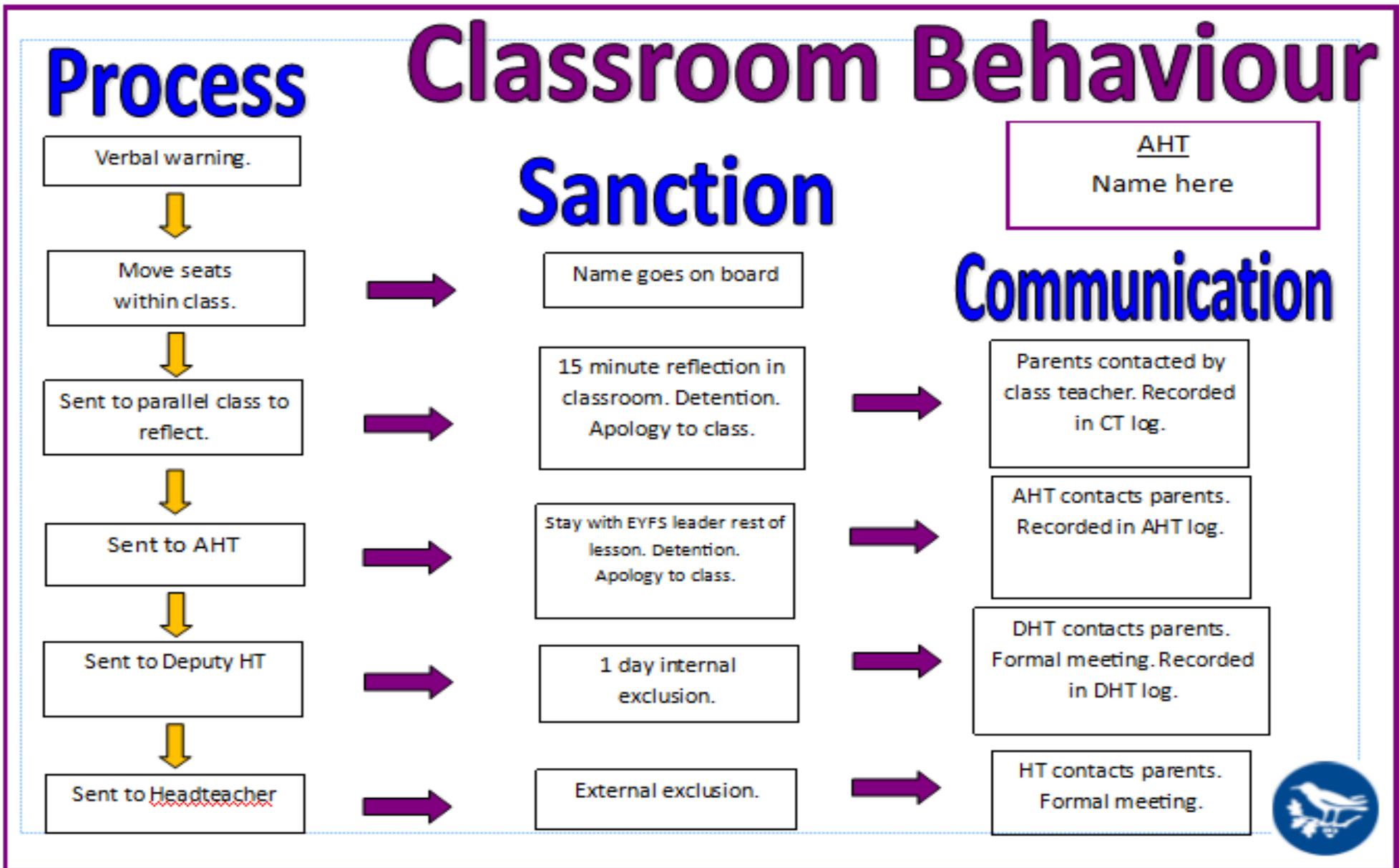
Pupil Advocates – Pupil Advocates apply for prefect roles within the school. They are interviewed and selected by the Head of Pastoral Care, and cover a range of roles, including: Play Leaders, Dining Hall Monitors, Readers, Tour Guides, Office Assistants and Eco-Monitors.

House Captains – House Captains are selected by class teachers at the end of Year 5. They meet with the Headteacher on a termly basis, and take a lead during sporting events.

School Council Members – School Council are elected by their peers within the classroom, and meet every fortnight to discuss whole school issues. School Council are very involved in charity fundraising.

Rights Respecting Leaders – Elected by their peers. They are responsible for make sure children respect each other's' rights across the school.

Class Monitors – Selected by the class teacher to fulfil a range of classroom jobs.



Process

Verbal warning.



5 minute time out on wall.



10 minute time out on wall.



Sent to AHT



Sent to DHT



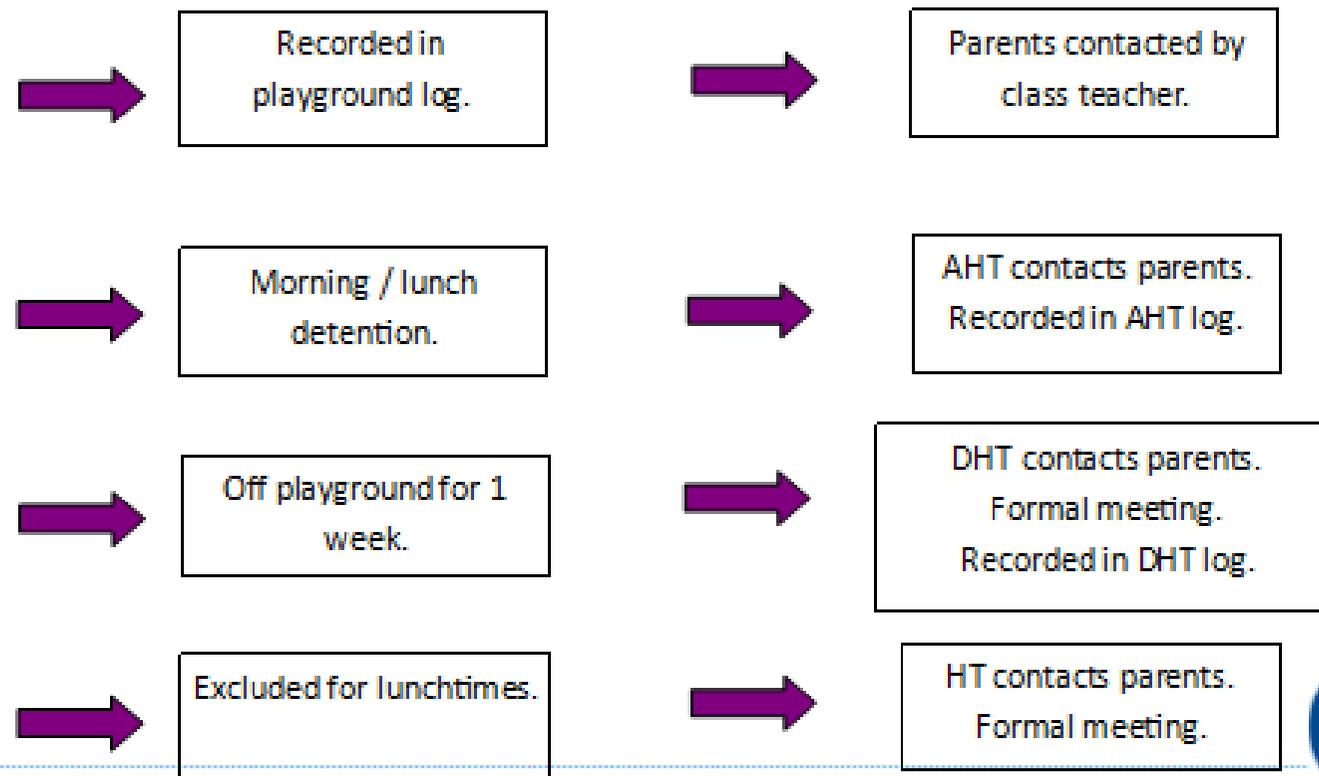
Sent to Headteacher

Playground Behaviour

Playground behaviour logs to be handed in to EYFS Leader at the end of every lunchtime.

Sanction

Communication



Process

Classroom Behaviour

Sanction

AHT

Communication

Verbal warning.

Move seats within class.

Sent to parallel class / Team Leader to reflect.

Sent to AHT.

Sent to Deputy HT.

Sent to Headteacher.

Name goes on board.

15 minute reflection in classroom. Detention. Apology to class.

Stay with AHT for rest of lesson. Detention. Apology to class.

1 day internal exclusion.

External exclusion.

Parents contacted by class teacher. Recorded in CT log.

AHT contacts parents. Recorded in AHT log.

DHT contacts parents. Formal meeting. Recorded in DHT log.

HT contacts parents. Formal meeting.



Process

Playground Behaviour

Playground behaviour logs to be handed in to Head of Pastoral Care at the end of every lunchtime.

Sanction

Communication

