

## Behaviour Policy

Our aim is to create a calm, purposeful learning environment in our academy through a clear and concise code of conduct.

### Four Main Academy Rules:

- Listen and follow instructions
- Keep hands, feet and objects to yourself
- Call people by their chosen name
- Always walk quietly in the main building and nursery

All staff will have high expectations of behaviour which they will communicate clearly to the children. They are required to follow this policy consistently, which encourages a positive approach to behaviour management with a strong emphasis on praise, rewards and encouragement. Children are expected to take care of each other and all equipment.

### Rewards and Praise:

- Head teacher's award
- Verbal praise or encouraging smile
- A written comment on pupil's work
- Visit to another member of staff for praise
- In nursery through to year 4, DoJo points will be given. 10 DoJo points = 1 house point. In year 5 and 6 house points only will be used
- Public praise in front of a group, class or whole assembly
- Postcard, text or phone call home to inform parent of achievement
- Collective and individual house point rewards:  
House points will reward exemplar behaviour or work. These will be collated weekly as a whole school and the winning team will attend a reward night at the end of each term. House points will also be recorded in each class for individuals where children will have the opportunity to earn a bronze (100), silver (150) and gold (200) award. This will ensure those children who are consistently good get rewarded.
- Children will earn 2 minutes reward time per day (to be banked for an end of half term afternoon) as long as they have no 3s.  
Every time a child gets a 3, 2 minutes are lost. E.g. 6 week half term = 60 minutes of reward session. If a child has 7 3s then they lose 14 minutes.

### **Procedures and monitoring:**

Any behaviours that do not follow the school rules will be counted using the 1,2,3 magic programme. If children receive a 3 they will spend time out/reflection time (1 minute for each year of their age) in a place chosen by the member of staff who completed the counting. At lunchtime this will be completed walking with the adult on duty.

### **Major stop behaviours – straight to 3 with the possibility of + 10 mins**

Fighting	Spitting
Swearing	Abusive language
stealing	Lying
Breaking things on purpose	Disrespecting school equipment

### **All stop behaviours relate to these school rules (counting 1, 2, and 3) – reminders can be given**

- Talking over other people
- Disrespect
- Throwing/flicking things
- Shouting out
- Lingered by the lockers
- Not lining up as expected
- Pushing/kicking
- Teasing
- Running down the corridor
- Arguing
- Inappropriate behaviours
- Loud voices in the corridor
- Getting out of seat
- Distracting others
- Ignoring instructions

### **Minor but Annoying behaviours (MBAs) - to be counted**

- Swinging on chairs
- Shouting out
- Talking over others
- Throwing items in pencil pots

### **Persistent 3s or refusal**

- Loss of privilege
- Complete task
- Note or call home
- Visit to SLT
- Reduced IT time

- Missed opportunity for Dojos/house points
- Reduced preferred activity
- Time out/reflection at table/at a different time e.g. play or lunch
- Time in another class
- Internal exclusion – recorded in behaviour log – child removed from class for whole sessions
- Fixed term exclusion – this will only be applied in serious cases of misconduct or for persistent disruptive behaviour and then only after careful consideration and proper application of the appropriate regulations.
- An intention to behave better in the future should be recognised and carry the possibility of earning a reduction in the sanction imposed. This is an incentive for the pupil.

Whilst the sanctions described here are necessary the academy endeavours to create a positive atmosphere through a range of activities inside and outside of the classroom. Parents and all staff must work together to ensure the highest standards of behaviour are maintained by the children – **we share this responsibility.**

**Any severe form of behaviour involving violence, bullying or racism must be recorded on CPOMS and reported to the principal immediately. We have separate race equality and anti-bullying policies and all such incidents will be recorded and reported to the governing body.**

Parents will be asked to come into the academy if the misbehaviour is particularly severe and/or frequent. The principal will monitor misbehaviour on a severity and frequency chart if necessary and work with the pupil, class teacher, family support co-ordinator and parents to improve the behaviour through a pastoral support programme. Referral to external agencies with a view to additional support for the pupil in school will be considered if appropriate.

Staff have the power to use positive handling in appropriate circumstances for example, teachers will separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Nominated teachers and teaching assistants have been trained in the use of this approach.