**Behaviour Policy**

**Next review 31/08/2022**

**Behaviour Policy**

We aim to foster a welcoming, caring environment where relationships are built on respect and to develop a positive self-esteem in every individual. All staff are committed to maintaining high expectations of good behaviour to positively encourage and enable each child to fulfil their own potential and to ensure their happiness and well-being while in school.

The policy has been produced in line with latest DfE guidance and recommendations, in line with Section 89 (1) of the Education and Inspections Act 2006

*The headteacher must set out measures in the behaviour policy which aim to: • promote good behaviour, self-discipline and respect; • prevent bullying; • ensure that pupils complete assigned work; and which • regulate the conduct of pupils.*

*DfE – Behaviour and discipline in schools, January 2016*

This policy has also been amended after consultation and the support of; The Waterton Trust; The Minsthorpe Primary Partnership and the Staff, Children and Chair of Governors of South Kirkby Academy.

**Aims of the South Kirkby Academy Behaviour Policy**

* **To encourage a calm, purposeful and happy atmosphere within school.**
* **To foster caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.**
* **To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.**
* **To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.**
* **To make boundaries of acceptable behaviour clear and to ensure safety.**
* **To help pupils, staff and parents have a sense of direction and feeling of common purpose.**
* **Promote a behaviour which is acceptable later in life.**

**Responsibilities**

**Accountability Standards Committee’s (Governors) Responsibilities**

It is the responsibility of the Governors to uphold the principles and practice of the Positive Behaviour Policy on behalf of all children, parents and carers and staff at our school. Behaviour will be reported to the committee on a half termly basis. The report will be anonymised.

**Parent’s Responsibilities**

It is the responsibility of the parents to work together with the school in order to make children aware of appropriate behaviour inside and outside of school at all times. Parents also have the responsibility to encourage independence and self-discipline and liaise with the school regarding any issues which might affect their child’s behaviour. For further information, please refer to the parent’s code of conduct and the Home School Agreement. These are available on the school website or paper copies can be requested from the office.

**Staff’s Responsibilities**

It is the responsibility of staff to help our children learn their rights, responsibilities and rules and to ensure fairness and consistency in their application. All staff’s responsibilities are outlined in the Staff code of conduct.

**Staff Aims**

* **To treat all children, as individuals, fairly and with respect.**
* **To raise children’ self-esteem**
* **To celebrate successes.**
* **To provide a stimulating, challenging and relevant curriculum.**
* **To create a safe and stimulating environment.**
* **To use rules and sanctions clearly and consistently.**
* **To be a good role model.**
* **To recognise that each child is an individual.**
* **To form good relationships with the children, parents and outside agencies.**
* **To encourage each child to achieve their full potential.**
* **Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).**

**Pupil’s Responsibilities**

Pupils will be responsible for upholding the school’s values (as stated on the Home School Agreement). Pupils will report immediately any incidents which counteract the schools policy, procedure and expectations and effect themselves and others.

**School Pledge**

At the end of each day and at the end of each assembly **all children and staff** will chant the School pledge:

***S.K. Academy***

***We reach for the stars***

***Learning together***

***Success for all!***

The message encompasses the schools vision and values and acts as a reminder, prompt and motivational focus for the whole school community.

**Rewards and Sanctions**

We recognise that the most effective way to promote good behaviour is to highlight and reward it. The following describes our whole school approach to rewarding good behaviour and sanctioning unacceptable behaviour.

**Headteacher Awards & Value Ambassador of the Week Certificate**

Children will be nominated for an Ambassador of the week award for an exemplary display of our core values. These awards are made at the weekly Celebration of Achievement assembly.

Special Headteacher certificates will be awarded to children from each class for consistently up holding the schools core values. These awards will be presented at the final celebration assembly of each term. A weekly ‘Hot Chocolate with the Headteacher’ will be awarded for behaviour that exemplifies any of the schools core values.

**Dojo Points System**

Dojo Points are linked directly to the Behaviour Policy.

* Dojo Points will **be awarded daily** when children display positive behaviour in all aspects of school, academic and non-academic.
* Dojo Points will be calculated weekly and announced in the Reward Assembly.
* At the end of each half term, the number of Dojos in each house will receive a special prize, alongside the individual pupils who have earned the most Dojo Points across the term.

**House teams and colours are as follows:**

**GREEN** House will be called **DEDICATION**

**RED** House will be called ASPIRATION

**BLUE** House will be called **CO-OPERATION**

**YELLOW** House will be called INSPIRATION

**Attendance & Punctuality Awards**

Good attendance and punctuality are celebrated verbally and through rewards and incentives. The class with the best weekly attendance is given an attendance trophy at the Celebration of Achievement Assembly. Individual pupil names are entered into a random selector to be drawn weekly and receive prizes. Pupils with 100% termly and annual attendance will be awarded special certificates and prizes. Parents who support the attendance of their children will also be rewarded. Further to this pupils who improve their attendance, will be invited alongside their parents to an attendance tea party, these are held half termly. These will be chosen by our Attendance Officer and our Education Welfare Officer.

**Displaying Achievement**

The overall weekly attendance is put on the weekly newsletter and scrolling banner on the school website. Every class displays their attendance on their door with a golden rosette to indicate 100%. Each classroom has a dedicated achievement display with framed photographs of weekly children who have received rewards. Alongside this also on the schools website is the school learning journey for that week, showcasing the activities and achievements across school.

**Twitter**

School uses twitter to again showcase what is happening in school in individual classes. This is updated regularly throughout the day and week so that parents can see what they children are learning and staff can praise the children’s efforts and behaviour.

**Rewards Summary**

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|  | **Attendance** | **Behaviour** |
| **Daily** | * Each class will display their attendance immediately after registration on their classroom door attendance poster. Senior Leaders and the Attendance Officer will make daily checks on attendance and congratulate classes with 100% on a daily basis. | * Stickers are awarded for correct choices in regards to the school values and general behaviour and attitudes towards their learning and the learning of others. Stickers in books for positive work. * Dojo Points are awarded daily for positive behaviour relating to the behaviour policy. House teams accumulate points and receive a prize each half term. |
| **Weekly** | * Weekly class and whole school attendance is announced during the Friday celebration assembly. The winning class receives an attendance trophy, special gold attendance stickers and an extra pm playtime * Individual prizes awarded by the Attendance Amigo. * Winning class looks after SAM the dog and individual children who have received 100% attendance are also recognised with his puppies. | * A special *Ambassador of the Week* award is given to one child from each class by the teacher based on exemplary work towards the core values. This award is presented by the Headteacher in the celebration assembly. The child will give a quick summary of why they have been chosen to receive the award. Parents receive a post card notifying them of their child’s award. * Excellent manners at lunch time as well as consistent positive behaviour will be rewarded by the awarding of Dojo Points. * Fine Dining each Friday for those children showing consistent manners every lunch time. |
| **Termly** | * Special certificates for children attending everyday throughout the half term will be presented. * Each child achieving a 100% certificate will also receive a raffle ticket which will go into a draw at the end of the year for a special prize. * The class with the highest attendance throughout the term will receive a £25 cheque to put towards an educational visit, equipment or initiatives to enhance their learning. * Parents with children achieving 100% attendance throughout the term will be entered into a prize draw. | * Special Headteacher certificates will be awarded and presented by the Headteacher at the final assembly of each half term. The certificates will be awarded to children who have ***consistently*** upheld the schools core values throughout the half term. |

**Celebration Assembly**

Each Friday the Headteacher or a member of the Senior Leadership team will conduct an whole school assembly. The aim of the assembly is to reward children for their behaviour and/or learning linked to the core values. Each class teacher will notify the Attendance officer by Thursday lunch time of their class nomination for the Ambasssador Award. This will allow the office to send a postcard home to notify the parent of their child’s award. Other awards including attendance and behaviour will be presented at the celebration assembly.

At the end of each term a special Celebration Assembly will be held to present the Headteachers Awards to children from each class. Termly attendance awards and behaviour will also be presented to individuals and raffle prizes drawn. Prizes are for individual pupils and their parents /carers.

**Sanctions**

There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through to time out, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Incidents and sanctions are recorded into CPOMs.

**The use of sanctions are characterised by certain features:**

* **It is made clear what changes in behaviour are required to avoid future punishment through an initial warning**
* **There is clear distinction between minor and major offences**
* **It is the behaviour rather than the person that is the focus**

As stated in DfE documentation, ‘Behaviour and Discipline in schools’, January 2016;

*When poor behaviour is identified, sanctions should be implemented consistently and fairly. Sanctions can include:*

*• A verbal reprimand.*

*• Extra work or repeating unsatisfactory work until it meets the required standard.*

*• The setting of written tasks as punishments.*

*• Loss of privileges – for instance the loss of a prized responsibly, e.g. young leader role.*

*• Missing break time.*

*• Detention including during break and lunch-time.*

*• School based community service or imposition of a task – such as picking up litter*

*or weeding school grounds; tidying a classroom; helping clear up the dining hall*

*after meal times.*

*• Regular reporting including early morning reporting; scheduled uniform and other*

*behaviour checks; or being placed “on report” for behaviour monitoring.*

*• In more extreme cases schools may use temporary or permanent exclusion*.

**Yellow Card**

A Yellow Card will warrant timeout in another classroom. Where ever possible the pupil should be sent to another teacher (preferably not Trainee, Supply or Newly Qualified Teacher). They should come prepared with work to complete from the lesson they are missing.

**Under no circumstances should another teacher have to stop teaching or disturb the learning of their class to attend to a child from another class who has been sent for time out. If the behviour continues then a Senior Leader must be notified.**

**Red Card**

The Red Card stage involves notifying a Senior Leader and the pupil being educated outside the classroom by the Leader. Again work will need to be provided.

**A statement must be written by any adults and pupils directly involved in the behaviour incident and handed as soon as possible to the Senior Leader before the parents are notified. In all situations the Headteacher must be notified as soon as possible. An official letter will be sent home in the child’s bag, with a slip to return to school to say they have received this. A group call will inform the parent of the letter. If a red card incident is linked to a physical injury or safeguarding concern, phone contact will be made by the Class Teacher or a Senior Leader. All records at red card stage will be logged in the pupil’s personal file on CPOMs with statements scanned in.**

Children on a red card will be unable to go out to play during break and lunch. They will be supervised by a member of staff and use the time to reflect on why they have a red card and how to react differently next time.

**Incidents outside of School**

Schools have the authority where they deem appropriate to put in sanctions around behaviour that has happened off the school site. The DfE statutory guidance, Exclusion from maintained schools. acadamies and pupil referral units in England 2017 states in section 3 point 4:

*‘The behaviour of a pupil outside school can be considered grounds for an exclusion.’*

**SEND and Vulnerable Children**

If the pupil is SEND or Vulnerable, the behaviour policy precoedures remain the same but consequences can be adapted dependent on the child’s needs. They may require more restorative practice to help understand the incident and how to act differently next time.

**Behaviour Logs and Reports**

All class teachers will log red and yellow cards on to CPOMs. Senior Leaders will use CPOMs to monitor behaviour on a regular basis. A formal meeting will be arranged with parents if patterns are noticed in behaviour during these monitoring sessions and pupils maybe placed on a behaviour report card.

**CCTV**

CCTV is available certain areas of the school building. This is sometimes used to gain extra insight into an incident. If this happens, it is procedure that two senior leaders and the member of staff who reported the incident will view the footage. The footage will be viewed at least twice. No decision will be made by the Headteacher about an incident reviewed using CCTV without a discussion with the staff members who have reviewed the CCTV footage.

**Positive Handling**

The majority of staff have received training in ‘Team Teach’ which supports positive handling restraints. Through this our aims are: The promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. For further information, please refer to our Positive handling policy.

**When might it be appropriate to use reasonable force?**

Examples of situations that may require restraint are when:

* a pupil attacks a member of staff, or another pupil
* pupils fighting
* a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
* a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
* a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
* a pupil persistently refuses to obey an order to leave an area
* the power to search a pupil without consent for ‘prohibited items’ and confiscate, retain or dispose of such items as required.
* a pupil behaves in such a way that seriously disrupts a lesson.

As stated in DfE documnetation, Behaviour and disipline in schools, January 2016; *Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.*

For more information please see our Reasonable Force Policy which is situated on the school website and is also available in paper copy from the office on request.

**Actions and Concequences**

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| * 1. **Warning** | **Verbal** | * **Failure to comply with adult directions** * **Inappropriate classroom behaviour; Calling out, disruption etc.** * **Corridor noise** * **Litter in and around the school** * **Low level disruption, such as tapping and humming** * **Interruptions** * **Play fighting** * **Name calling** |
| 1. **Yellow Card** | **Time Out Table / Other Class** |
| 1. **Red Card**   **Written Statements must be given to Senior Leader and added to CPOMS from adults and pupils involved in or witnessing the incident.**  **Isolation within the school – no break or lunch break to be spent with others. Separate arrangements to be made. If red card issued after12.15pm the isolation will continue the follwing morning.** | **Time out with SLT and lunch time detention**  **Pupil completes restorative practice if appropriate**  **If behaviour persists then a meeting between parents and the class teacher may be called.**  **Pupils may recive a report card to help aid communication between home and school around their behaviour.**  **Loss of privelidges; school roles, trips etc.** | * **Bad language.** * **Aggressive behaviour** * **Verbal or physical Bullying** * **Cyber Bullying** * **Homophobia (Official form to be completed by Senior Leader)** * **Racism (Official form to be completed by Senior Leader)** * **Other EQUALITY related incidents** * **Spitting** * **Leaving the class without permission** * **Throwing or damaging property** * **Stealing** * **Defiance - Arguing with an adult, Answering an adult back and isolated blatant refusal** |
| 1. **External Exclusion**   **\*Headteachers instruction only – Leaders must contact the Headteacher if out of school before any decision is made.** | **Educated off site or kept at home**  **Recorded through Wakefield Behaviour and Exclusions Service**  **Letter to parents**  **Reintergration meetings set up with a member of SLT and parents**  **Statement taken from the pupil.** | **Violence towards a child or an adult**  **Swearing at an adult/Verbal abuse**  **Leaving the school without permission**  **Cumulative acts of defiance towrads an adults instructions**  **Extreme racist or homophobic verbal abuse**  **Cyber bullying or any other cumulative acts with the intent to cause harm**  **Frequent high levels of any other incidents in the red card section.**  **Refusal or behaviour that compromises the safeguarding and or learning of the child/children.** |
| 1. **Permanent Exclusion** | **Headteacher only to contact Exclusions Team** | **This is the most serious punishment a school can give. It should only been used as a last resort.** |

**Uniform Sanctions**

Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring a uniform. If this is not possible then children will be provided with the uniform they are missing. The parent or carer will then be expected to discuss the issue with the class teacher. A date by which the child will be in full uniform will be set. There will be the occasions when the school decides that school uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fund raising event. Staff will notify parents and carers in advance as to the revised dress codes for these days.

**EQUALITY Related Incidents**

These incidents relate to:

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| **GENDER**  **RACE**  **APPEARANCE**  **DISADVANTAGED** | **LEARNING DIFFICULTUES**  **SEXUALITY e.g. Homophobia**  **LIFESTYLE** |

Official forms must be completed and sent to the Education Authority with detailed record of the incident. Forms are available via the school office and must be completed with consultation with the Headteacher. Any CRIMINAL incidents would involve contacting the Schools Police Liaison Officer. Alongside this Waterton Academy Trust would need to be notified.