

Success for All

SOUTH KIRKBY ACADEMY

Dedication Aspiration Co-operation Inspiration



Behaviour

Policy

2021-2022

To be reviewed July 2022

Purpose

At South Kirkby Academy, we want all children and adults who work in our school to feel happy, safe and respected. Everyone in our school community is working together to make a difference in providing the right environment for this to happen. There is a joint responsibility in supporting every child to develop a culture of positive behaviour in and out of the school community.

Aims

- To promote a safe and calm school environment where every child feels welcome
- To value and appreciate one another irrespective of age, gender, faith or race and to acknowledge that everyone has a part to play within our school community.
- For all children in our care to develop their self-esteem, consideration, self-control, honesty, responsibility and respect, and to gain confidence.
- For all children to work within the four school values, school motto of 'success for all' and golden rules set in each class.

Achieving Positive Behaviour

Parents:	Governors:	School:
<ul style="list-style-type: none"> • Will be models for their child's behaviour. • Will support the school, proactively advising them of any factors at home which may affect their child's behaviour. • Will work with the school to promote positive behaviour and resolve any difficulties, as outlined in the home-school agreement. 	<ul style="list-style-type: none"> • Will be supportive of the school's determination to promote positive pupil behaviours in school and the local community. • Will work closely with staff to improve positive 	<ul style="list-style-type: none"> • Will regularly share our expectations with pupils, parents and the community. • Will have clear, consistent procedures for the whole school. • Will encourage positive behaviour through use of school values, golden rules and rewards. • Will deal with unacceptable behaviour accordingly.
Children:		
<ul style="list-style-type: none"> • Will have high standards of behaviour for themselves and each other. • Will be kind to others. • Will help each other to be safe in and out of school. • Will show respect to one another. • Will listen to each other. • Will work together as a community. 		

School Rules and School Values

School and class rules are based around the golden rules and our school values. At the start of each academic year, new class expectations are decided and agreed with the children, support staff and class teacher. They are clearly displayed in the classroom and signed by the children to show their agreement and understanding.

During lunchtimes the same rules, rewards and consequences will apply.

Rewards

- All adults at our school support children where appropriate by encouraging them to do their best and praise their efforts. All adults are encouraged to get to know the children as individuals.
- Rewards are used as a way of acknowledging when children have achieved or accomplished **more than what is expected**.
- Class Dojos are directly linked to the positive behaviour policy and are consistently applied throughout school. A set 'menu' of Dojos has been shared with all staff so rewards are given consistently across school. There are rewards for individual children and classes. The class with the most Dojos each week is celebrated in Friday's assembly.
- Exceptional behaviour may be rewarded with a sticker or certificate from the headteacher, deputy headteacher or assistant headteacher.
- The 'Star of the Week' reward is used in Celebration Assembly to celebrate and showcase outstanding behaviour and work.
- The 'Hall of Fame' is used in Celebration Assembly to showcase talents and hobbies which take place outside of the school day.
- High-quality 'Golden Time' rewards throughout school are used for those children demonstrating positive behaviour.

Unacceptable Behaviour and Consequences

If the school rules are broken, we have established a clear system of sanctions which are known by the children, staff and parents. The list of negative behaviours is not exhaustive.

Negative Behaviour Examples	Consequences and Procedures
<p style="text-align: center;">Stage 1</p> Failure to follow basic instructions, calling out, interrupting, irritating others, talking, non-compliance to Golden Rules, walking around classroom, making silly noises	<ul style="list-style-type: none"> • Verbal warning. • Ensure child knows what it is that they are being warned about. • Remind them that if they continue, their name will be put on the board.
<p style="text-align: center;">Stage 2</p> Continuation of 'Stage 1'	<ul style="list-style-type: none"> • Name written on the board. • Warning that if they continue, they will lose part of, or the whole of the next break (playtime or dinner time detention) or loss of 'Golden Time' for that day if after dinner.
<p style="text-align: center;">Stage 3</p> Continuation of 'Stage 1/2' or ignoring instructions, refusal to work	<ul style="list-style-type: none"> • 'Time away' to calm and reflect if needed. • Part or whole loss of break or dinner time or loss of 'Golden Time' for that day if after dinner. <i>Part of break lost, whole break lost or part of dinner lost – stay with class teacher. Whole dinner lost – detention room with member of leadership.</i> • Phone call home to notify parents of unacceptable behaviour if necessary e.g. loss of whole break or dinner. • Record telephone call on Pupil Asset 'pupil log' with brief log of behaviour – no need to put on CPOMS if no safeguarding/CP concern.
<p style="text-align: center;">Stage 4</p> Destructive behaviour, verbal aggression, extreme rudeness, spitting, physical aggression, stealing, swearing, vandalism, racism, homophobia.	<ul style="list-style-type: none"> • 'Time away' to calm and reflect. • Full dinner time detention or loss of 'Golden Time' for that day or both, depending on the needs of the child, the time of day and severity of negative behaviour. • Phone call home to notify parents of unacceptable behaviour – record this on Pupil Asset 'pupil log' – refer to CPOMS report. • Record incident on CPOMS. • Parent meeting with Headteacher or Deputy Headteacher.
<p style="text-align: center;">Stage 5</p> Violence which causes injury, serious damage to property, ongoing and escalated behaviour from Stage 4.	<ul style="list-style-type: none"> • Internal or external exclusion • Phone call home to notify parents of unacceptable behaviour – record this on Pupil Asset 'pupil log' – refer to CPOMS report. • Record incident on CPOMS. • Parent meeting with Headteacher or Deputy Headteacher.



Stage 5

Exclusion

Violent behaviour which causes injury, damage to property. Repeated behaviour from Stage 4.



Stage 4

Extreme Negative Behaviour

Destructive behaviour, physical and/or verbal aggression, extreme rudeness, stealing, swearing, vandalism. Removal from class and loss of free time.



Stage 3

Consequence

"You have continued to ignore my instructions so will have to lose some of your free time." Part or whole loss of next free time.

Everyone starts here!
Ready to learn.

Our Behaviour Stages



Stage 1

Verbal Warning

"Please stop calling out. If you continue to call out, your name will be put on the board."
Failure to follow instructions, calling out, irritating others, talking, not following golden rules, walking around without permission, making silly noises.

Stage 2

Formal Warning

"You have continued to call out, so your name is going to be written on the board. If you continue, you will lose some of your free time."

A Restorative Approach

All adults use a variety of restorative approaches to support our children, promoting mutually respectful relationships to manage negative behaviour and conflict.

Our children will:

- Know what positive behaviour is expected of them and the consequences of negative behaviour.
- Have access to high-quality learning opportunities to support their behaviour choices.

We use the 'Five Questions Approach':

- What's happened?
- What were you thinking at the time?
- Who has been affected?
- In what way?
- What needs to be done to make things right?

This approach is used to help the children build resilience and self-regulate their resolution of negative behaviour and conflict, in turn creating a positive learning environment.

Detention

- Detention will take place during lunchtime with a senior member of staff.
- It will last for 45 minutes if it is a full detention.
- Children will enter the room and sit in complete silence.
- They will eat their lunch in detention: they will bring lunch with them and collect school dinners at the start of lunch.
- Children will be dropped off to detention by their teacher.

Internal Exclusions

When a child has demonstrated repeated negative behaviour choices, they may be given an internal exclusion for the next day. This means that they start the next day separate from their class until they show from their behaviour and attitude that they are able to return to class. Parents/carers will always be informed.

Fixed Term Exclusions

In extreme circumstances, a fixed term exclusion will be given. The school will inform the governing body and the trust and parents will be asked to come to school to collect the child. Work will be set for the duration of the fixed term exclusion with the expectation that this will be completed at home. A 'reintegration meeting' will take place, led by a member of the senior leadership team, with the child and parent/carer on the morning of the return to school.