



Behaviour Policy

2023-2024

At South Kirkby Academy, we strive for all children and adults who work in our school to be happy, safe and learning. There is a shared responsibility between school staff, children and families in supporting every child to develop a culture of positive behaviour in and out of the school community. Our main aims are:

- 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 our five core school values and golden rule.

The 'SKA Way' – Be BRAVE, dream BIG!

As a school we follow a golden rule, which acts as a thread through our everyday school life, plus five core child-centred school values which are easy to understand and relate to for all members of our school community. We call this 'The SKA Way':



A Shared Responsibility

Children will follow the SKA golden rule and five core values.

School will encourage positive behaviour through the use of our core values, golden rule and rewards. All positive and negative behaviour will be dealt with fairly, with clear and consistent procedures used by all staff. Clear expectations will be shared with all children and families.

Governors will support the school's determination to promote positive behaviour in school and the local community.

Families and friends of SKA will work with school to model positive behaviours to their children and will support the school in resolving any difficulties that may arise.

Celebrating Positive Behaviours

All adults at SKA support children to encourage them to do their best and praise their efforts. Positive behaviour is celebrated through a vast array of awards to acknowledge when a child has achieved their best or accomplished more than what is expected.

Dojos are used for individual rewards and class rewards. Each class has a recognition board where children's individual Dojos and successes are displayed. These are added up at the end of each day and at the end of the week, the top three children in each class is rewarded with a Gold, Silver or Bronze Dojo certificate to celebrate their week of success. Children may then spend their individual Dojos in the SKA Dojo Shop.

Class Dojos are earned collectively and rewards to celebrate positive behaviour as a class will be given for reaching landmark numbers of Dojos. These are cumulative and run over a half-term and are displayed on the class Dojo thermometer. Rewards are decided by the class at the beginning of each half-term.

Treat Tuesday is a weekly celebration where class teachers are able to nominate a child from their class to attend Treat Tuesday. Each week, there will be a school value link and the nominated individual must display this school value. Nominees will attend and enjoy a hot chocolate and sweet treat with a member of school staff, giving the children opportunity to relax, play games and talk about their learning and school experience.

Celebration Assembly is a weekly event where a member of the SLT runs an assembly celebrating some of the successes that have occurred at SKA that week. Treat Tuesday nominations (linked to the school values) are announced, and Star of the Week certificates are given out (one star of the week per class). The class with the highest attendance is also announced and children are welcome to come to school in non-uniform on a selected day the following week. Please see the attendance policy for a full overview of attendance incentives.

Unacceptable Behaviour and Consequences

There are clear and consistent approaches and systems in place if negative behaviours are demonstrated. The staged system on the next page is closely followed by the SLT, teaching staff and support staff. The list of negative behaviours is not exhaustive.

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.

Children will know what positive behaviour is expected of them and the consequences of negative behaviour. They will also have access to high-quality learning opportunities to support their behaviour choices.

We use the **'Five Questions Approach'** when negative behaviours have been demonstrated:

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.

Lunchtime 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.

Reflection Time Away from Peers

When a child has demonstrated repeated negative behaviour choices, they may be given time away from their peers 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 circumstances outlined on the next page, 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.

Permanent Exclusions

A permanent exclusion is when a child is no longer allowed to attend a school. The decision to exclude a pupil permanently will always be a last resort and will be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the child or others such as staff or children in the school.

We recognise that any type of exclusion should only be used as a last resort and in cases where all other possible options and advice have been exhausted, or if an incident of misbehaviour is so severe that it poses a safety risk to the pupil, other children or adults.

Stages for Negative Behaviour

Please note that the following negative behaviour examples list is not exhaustive.

Negative Behaviour Examples	Consequences and Procedures
<p>Stage 1 Failure to follow basic instructions, calling out, interrupting, irritating others, being unkind, talking when asked not to, non-compliance to school rules, walking around classroom, making silly noises, play fighting/rough play.</p>	<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 or their name moved on the stage system.
<p>Stage 2 Continuation of 'Stage 1'</p>	<ul style="list-style-type: none"> • Name written on the board or name moved on stage system. • Warning that if they continue, they will need to spend time away at the buddy classroom.
<p>Stage 3 Continuation of 'Stage 1/2' or ignoring instructions, refusal to work.</p>	<ul style="list-style-type: none"> • 'Time away' to buddy classroom for 10 minutes – a member of staff must escort the child to their buddy classroom. If the child refuses to go to their buddy classroom, a member of SLT will escort them to the HT office. If they then continue to refuse to go to their buddy classroom, the next part of Stage 3 will be bypassed and the child will reach Stage 4. <p>If negative behaviour continues on return from buddy classroom:</p> <ul style="list-style-type: none"> • Part or whole loss of break or dinner time. <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 communication on Bromcom. • No requirement to record on CPOMS (unless otherwise stated).
<p>Stage 4 Continuation of previous stages after loss of time, destructive behaviour, verbal aggression, extreme rudeness, spitting, fighting/violence, stealing, swearing, vandalism, racist or homophobic language.</p>	<ul style="list-style-type: none"> • Individual reflection time away from peers – working away from class for an extended period of time, supervised by a member of staff. • Phone call home to notify parents of unacceptable behaviour. • Record incident on CPOMS. • Parent meeting with Headteacher or Assistant Headteachers at the earliest convenience.
<p>Stage 5 Disruption of the day-to-day running of the school, damage to school property, targeted abuse (physical/verbal) against staff members, ongoing and/or escalated behaviour from Stage 4.</p>	<ul style="list-style-type: none"> • Fixed term 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 Assistant Headteachers when child returns to school.

For the majority of pupils, the clear and consistent boundaries, sanctions & rewards will be effective in promoting positive behaviour. However, there may be a small minority of children whom this does not work for, and who regularly receive display negative behaviours. In these cases, these children will be placed on an Individual Behaviour Support Plan (IBSP). The IBSP will be a working document, between teachers, parents and the children with clear strategies in place to stop a particular behaviour and promote particular positive behaviours.



Stage 5

Exclusion

Disruption of the day-to-day running of the school, targeted violence which causes injury, damage to school property, targeted abusive language towards staff members, ongoing and escalated behaviour from Stage 4.



Stage 4

Extreme Negative Behaviour

Continuation of previous stages after loss of time, destructive behaviour, verbal aggression, extreme rudeness, spitting, physical aggression, stealing, swearing, vandalism, racist or homophobic language.



Stage 3

Consequence

"You have continued to ignore my instructions so will need to go to your buddy classroom for some time away. If you continue when you return, you will lose some of your free time."

Everyone starts here!
Ready to learn.



Our Negative 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 basic instructions, calling out, interrupting, irritating others, being unkind, talking when asked not to, non-compliance to school rules, walking around classroom, making silly noises, play fighting/rough play.

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 need some time away."