

Albert Bradbeer Primary Academy

Behaviour Policy

Dated – December 2016

For review in December 2017

Aims and Objectives

At Albert Bradbeer, we want every child to actively engage in their learning and be able to develop the positive attitudes needed to become confident and successful learners. We are committed to nurture in our pupils the lifelong skills of independence, emotional resilience and personal responsibility, ensuring our children become considerate and caring members of the community. At the heart of our ethos is our commitment to provide a safe and supportive learning environment where all children are treated fairly and respected as individuals knowing they are cared for and feel secure. To enable this to happen we expect every child to be respectful, considerate and caring to others and to accept personal responsibility for their own behaviour and how their behaviour impacts on others.

Our academy behaviour policy has been designed to support the way in which all members of the academy can work together in a supportive and consistent way, to actively promote excellent standards of behaviour with our values and aims at the heart of this.


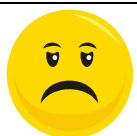
Promoting positive behaviour

All adults within our academy have high expectations of children's behaviour and model the kind of behaviour we expect from our pupils. We actively promote positive behaviour by:

- Providing a calm and purposeful learning environment where all children can achieve
- Modelling good manners and showing respect for all members of our academy community
- Consistently praise positive behaviour demonstrated by pupils
- Encourage relationships based on mutual respect, kindness, acceptance and understanding of others
- Ensure Fair and consistent treatment of all children

Our Code of Conduct

At Albert Bradbeer Primary Academy we have decided a code of conduct. This shows the behaviours that we all decided we wanted to see and also those we didn't want. We decided the behaviour that would be in the list. Our code of conduct is shared with all members of our academy community, including parents, visitors and governors.

	
Respect others	No hurting others
Be nice to others	No bad language
Line up and move around academy sensibly	No sticking tongues out
Be friendly and polite	No rude gestures towards others

Share	No name calling
Accept other people's decisions	No answering back
Behave sensibly	No pushing

Rewards and praise

At Albert Bradbeer we use rewards and praise to promote positive behaviour and attitudes:

- All staff and children belong to a house team. Staff and children are encouraged to give team points to reward positive and kind acts of behaviour
- Citizen of the week award rewards helpfulness, kindness and consideration towards other pupils
- Stickers
- Star Pupil certificates
- Verbal praise
- Visit to Head Teacher/Assistant Head Teacher for good work or behaviour
- Inviting parents in to share good work
- Phone calls home for positive behaviour
- Public recognition in our Praise assembly
- Sending a post card home in recognition of good work/conduct
- 'Golden Time' a thirty minute weekly reward of free choice activities

Managing unwanted behaviour

We actively strive for excellent standards of behaviour and most children most of the time make correct and positive behaviour choices. However, at times, pupils must be guided in how to make better behaviour choices and to take personal responsibility when unacceptable behaviour occurs. We recognise it is necessary and realistic for sanctions to be applied when unwanted behaviour occurs. Our whole academy behaviour code clearly communicates our standards and expectations of behaviour and ensures consistency of sanctions through each year group as children move throughout the academy.

Albert Bradbeer Whole Academy Behaviour System

Step 1 : **One verbal warning**

Misbehaviour continues/other displays of misbehaviour:

Step 2: **Name on the board**

Misbehaviour continues/other displays of misbehaviour:

Step 3: **5 minutes of Golden Time lost**

This is indicated by (5) next to the child's name

Misbehaviour continues/other displays of misbehaviour:

Step 4: **Sent out of class/work in another class= loss of play**

If step 4 is reached in literacy, child automatically misses playtime. If step 4 is reached in numeracy, child misses lunchtime. If step 4 is reached in the afternoon, child misses next morning play.

Step 5: Sent to Assistant Head/Deputy Head/Head Teacher

If child misbehaves when working in another class, or when they return back to class, they are sent to the Assistant Head or Head Teacher and will be removed from class for the rest of the day.

In cases of extreme behaviour, a child can be sent out of class immediately without following steps 1-3. This would automatically result in missed play/lunchtime.

Children miss a maximum of five minutes Golden Time per day. At the end of the day, the child's name is wiped off the board and appropriate corrections are made to the Golden Time chart.

Even if a child's behaviour improves, their name is to be kept on the board all day as a visual reminder of what stage the child is at. Golden Time cannot be 'won back' but other rewards e.g. house points may be given.

Time Out

For children who miss their playtimes, it is the responsibility of the class teacher to record the names and type unwanted behaviour in the 'Time Out' book. For children who miss their lunchtimes, the same procedure is to be followed in the lunchtime 'Time Out' book.

Individual Behaviour Reports

On the occasions when a child repeatedly makes inappropriate behaviour choices, and needs more support in choosing the correct behaviour, we create an individual behaviour report to modify and encourage positive behaviour. Individual behaviour reports are developed in collaboration with teachers, pupils and parents to support and improve behaviour of individual pupils. Personalised behaviour targets are discussed and set with the pupil, and monitored daily. At Albert Bradbeer we aim to nurture pupils' positive behaviour choices through developing self-awareness and a sense of personal responsibility for their actions and children are given daily opportunities to evaluate and reflect on their behaviour, both positive and unwanted, with learning mentors. Regular review and assessment meetings involving pupil, teacher and parent ensures appropriate and relevant targets and strategies to help support and improve pupils' behaviour.

Monitoring and reviewing behaviour

At Albert Bradbeer we recognise the importance of monitoring the effectiveness and impact of our behaviour systems as we strive to continuously improve behaviour and ensure all children have positive attitudes to learning. We monitor each class behaviour chart on a weekly basis and every class teacher keeps a daily record of each child's position on their behaviour chart. The data is then collected and submitted to the Head Teacher who monitors the behaviour of each class, and identifies children at each stage of our behaviour choices chart. Children who persistently display unwanted behaviour are identified and support is given to child and class teacher. This system also identifies and rewards children for making continued positive behaviour choices.

Other ways behaviour is monitored in academy:

- Formal lesson observations
- Informal 'drop ins' to lessons by senior leadership team
- Parent opinions/questionnaires

Involving our pupils with monitoring behaviour:

We value children's opinions and support them in making autonomous decisions in helping improve behaviour in our academy. A team of children have been set up across KS2 to help review and monitor behaviour. Our children attend regular meetings with the deputy head, identifying target areas around academy to improve behaviour, as well as helping to implement and evaluate new initiatives designed to improve behaviour.

All children complete a behaviour questionnaire at least twice a year which helps the senior leadership team monitor children's opinions about behaviour in our academy as well as acting on recommendations made by our children on how to improve behaviour. This data is collated by the head teacher and shared with our academy community through Academy Council meetings, academy and class assemblies and Senior Leadership and Governors' meetings.

The head teacher monitors our academy behaviour policy on a regular basis, and is responsible for reporting to the governing body on the effectiveness of this policy and if necessary, makes recommendations for further improvements.

Roles of adults in behaviour management

Class Teacher

It is the responsibility of every class teacher to ensure their class behave in a responsible manner in the classroom and during transitions around academy. They are responsible for following and implementing our academy behaviour system and policy promptly and consistently whilst demonstrating and modelling good behaviour. They are required to communicate their high expectations of behaviour to children and the wider academy community and to report any concerns about pupils' behaviour to parents or to seek advice and support from our behaviour coordinator.

We expect our teachers to support children to

- Use manners in class
- Be respectful and courteous to each other
- Wear correct academy uniform
- Line up in a quiet, orderly manner
- Choose correct behaviour in class

Teaching Assistants

Teaching assistants are required to support teachers to implement our academy behaviour system and to follow the academy behaviour policy. They are responsible for promoting high standards of behaviour through praising and rewarding examples of positive behaviour and through the modelling of their own behaviour.

Behaviour coordinator/Head Teacher

The behaviour coordinator and head teacher are responsible for ensuring our academy behaviour policy is adhered to and implemented consistently. They are responsible for monitoring and reviewing our academy

behaviour systems and reporting to academy governors on its effectiveness. They offer support to staff and children in promoting positive behaviour choices and setting high standards of behaviour across the academy and wider community. This may involve talking to children and parents and supporting teachers to improve behaviour. They are responsible for implementing and communicating new behaviour initiatives to staff, governors, parents and children.

Senior Leaders

Senior leaders are responsible for promoting high standards of behaviour across the academy and reinforcing our academy behaviour policy. They offer advice and support to teachers in dealing with unwanted behaviour.

Non classroom staff

It is the role of office and premises staff to ensure academy rules related to behaviour are correctly followed by children when moving around academy e.g. halls and corridors. Any incidents noted should be dealt with where appropriate or reported to class teacher or senior member of management team.

Parents

We work closely with parents and carers to communicate our expectations of behaviour and we recognise the importance of their continued support in managing pupils' behaviour. Where behaviour is a concern, we aim to inform parents at the earliest opportunity and invite them to discuss their child's behaviour and to inform them of any actions we have taken in regards to their child's behaviour.

Our behaviour policy is displayed on the academy website and parents are informed of any updates in policy.

LAB Members

It is the responsibility of governors to review the effectiveness of the behaviour policy and to critically question the monitoring and decisions made by the head teacher/senior leadership team involving implementing behaviour policy. They are also responsible for offering guidance and support to the head teacher regarding disciplinary issues in general or involving individual cases.

Behaviour at lunchtime

Our lunchtime supervisors are fully involved in supporting and promoting positive behaviour choices. It is the responsibility of lunchtime staff to deal with minor incidents of unwanted behaviour and to pass on more serious incidents to the Head teacher/Assistant Head teacher.

Our lunchtime supervisors attend regular communications meetings with the deputy head teacher to improve lunchtime behaviour and to reinforce our lunchtime behaviour code.

Lunchtime Behaviour Code of Conduct

Unacceptable Behaviour

Swearing- in any situation

Vicious name calling/'put downs'/insults

Aggressive behaviour/fighting

These types of behaviour must be reported to the deputy head/head teacher immediately. The child/children involved will be removed from the playground/lunch hall and the incident dealt with immediately. This level of sanction will result in missed playtime the next day ('Time Out'.) The Incident will be recorded in the 'Lunchtime Incidents' log book by the deputy head enabling us to monitor the behaviour of the children involved and to contact parents if behaviour continues.

All lunchtime supervisors will be issued with a 'red hand' which is sent into a member of SMT when assistance with behaviour is needed on the playground or lunch hall.

Deliberately ignoring requests/instructions

Back chatting/rudeness

Questioning of your decisions/judgements

Antagonistic behaviour/ 'winding up' other children

Pushing/shoving

Children are warned to stop this behaviour, if they refuse to do so, this is to be reported immediately to the deputy head teacher/head teacher and the incident will be dealt with immediately. For children who are becoming over excited/too boisterous, a 'time out' may be needed e.g. 5-10 minutes cool down time to stop behaviour escalating. This is at the supervisor's discretion.

Rewarding positive behaviour

Lunchtime supervisors are encouraged to praise and reward positive behaviour choices and do so by:

- Awarding house points
- Informing teacher of good behaviour
- Informing Assistant Head Teacher/Head Teacher of exceptionally good behaviour

Inappropriate behaviour of a serious nature

Unfortunately, on rare occasions, some behaviour demonstrated by children is extreme enough to warrant more decisive action. The head teacher, in conjunction with the governing body, has the authority to administer fixed term or permanent exclusions depending on the severity of behaviour displayed. This is the most serious sanction and is administered when a pupil has posed a significant risk, harm or injury to another child or adult in our academy community through physically aggressive behaviour or sustained bullying.

It is the responsibility of the governing body to monitor the number of exclusions and to ensure that the academy policy is administered fairly and consistently.

In less extreme cases, when the learning of other children is continually disrupted by the behaviour of another child, we can apply internal academy exclusion. This involves removing the child from class for a fixed period

and establishing an individualised time table in collaboration with parents, behaviour coordinator and head teacher.