



Achieving Success

Summary of Behaviour Policy for Key Stage 2

November 2014

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure
- Encourage children to take responsibility for their behaviour
- Explain unacceptable behaviour

Roles and Responsibilities

The Governing Body will establish in consultation with the headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support the Academy in maintaining high standards of behaviour.

The Deputy Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and student teachers; will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Procedures

The Headteacher in consultation with staff will develop the procedures from this policy.

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.

The procedures will be consistently and fairly applied and the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community in which we live will be promoted.

Rewards and Sanctions

An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful punishment.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Sanctions range from expressions of disapproval, through withdrawal of privileges/time out, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice may be

necessary. This possibility should be discussed with the Inclusion Manager or Deputy Headteacher in the first instance. Children operating outside of the behaviour policy will require an Individual Provision Plan (IPP).

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other School Policies

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying has been established.

Involvement of Outside Agencies

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Monitoring

The Headteacher will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The Headteacher will keep the Governing Body informed.

Rewards

Merit Cards and House Points

All pupils have a Merit Card. All pupils can earn merits with 5 merits equalling a house point.

Merits can be earned for:

- Good behaviour
- Showing Atwood values (achievement, scholarship, perseverance, integrity, respect and responsibility, enthusiasm)
- Exemplary pieces of work

All members of Atwood staff can award merits.

House points are collated each week by the House Captains and the House Points Cup will be presented in Achievement Assembly.

The winning house will be allowed to wear non-uniform to school on the last Friday of each half-term.

50 merits = **Bronze level**: pencil + certificate

Presented in assembly

100 merits = **Silver level**: engraved pen + certificate

Presented in assembly

150 merits = **Gold level**: book token, certificate, special lunch with Mr Upfield

Presented in assembly

Good News Post Cards

Good News Post Cards can be sent home for:

- Exemplary behaviour
- Excellent learning/work

Celebration of Achievement Assembly

This will be held once a week. It is an opportunity for children to be publically rewarded for good work/behaviour.

Scholar of the Week Certificate	1 child to be nominated from each class per week
Atwood Values Certificate	1 child to be nominated from each class per week linked to our values (ASPIRE)
Attendance and Punctuality	<p>The class with the best attendance will receive the Atwood Attendance Cup</p> <p>Children with 96% + and 100% termly attendance will receive a certificate</p> <p>Children with 100% attendance for the academic year will receive a book token</p> <p>Each half-term the class with the best attendance and the class with the best punctuality will receive a prize chosen by the class</p>

Sanctions

<ul style="list-style-type: none"> • Talking when an adult or another child is talking • Interrupting/calling out • Not following instructions • Not listening • Inappropriate language (not swearing) • Disrespecting property • Not being in the correct place • Not lining up correctly • Wasting time during transitions • Breaking class rules • Fiddling with equipment • Name calling • Off-task behaviour 	<pre> graph TD A[1st Incident] --> B[Reminder] B --> C[2nd Incident] C --> D[Warning] D --> E[3rd Incident or Repeated Behaviour] E --> F[Time out in class] F --> G[4th Incident or Repeated Behaviour] G --> H[Demerit] H --> I[5th Incident or Repeated Behaviour] I --> J[Time out in another class] </pre>	<ul style="list-style-type: none"> • Record on class behaviour tracker (from 'time out in class') • Parents informed by class teacher either in person or via phone call (from 'demerit'). Clarity of message as to why child received demerit or time out in another class. • Possible related sanctions: e.g. re-do work; withdrawal of privileges
<p><i>Persistent of step 1 above or</i></p> <ul style="list-style-type: none"> • Swearing • Discriminatory comments • Fighting (including play fighting) • Spitting • Bullying • Vandalism • Shouting at an adult • Physical violence towards children/adults • Verbal violence • Refusal to obey rules • Persistently not completing work and tasks set 	<pre> graph TD A[1st Incident] --> B[Demerit & Detention] B --> C[Immediate Involvement of SLT (Headteacher, Deputy Headteacher or Inclusion Manager)] </pre>	<ul style="list-style-type: none"> • Record on class behaviour tracker • Parents informed via phone call and a mutually convenient time for detention will be arranged (<i>preferably same day</i>) • Detention is an opportunity for immediate face-to-face contact with a parent to discuss the issue as well as for child to reflect and discuss behaviour with teacher

In some cases a child's behaviour can be so serious that the above system is overridden:

- **Seriously** injuring another child deliberately
- Leaving the classroom without permission /running away
- Extremely violent behaviour/vandalism
- Swearing/verbal abuse at an adult
- Possession of inappropriate objects/materials
- Theft
- Any form of repeated bullying

These incidents will be fully investigated and will result in at least one of the following:

- Letter/phone call home
- Meeting with parents
- Related sanction proportionate to the offence/child
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion