



Behaviour & Relationships Policy

The Policy was formally adopted by the Senior Leadership
Team: 01 January 2024

Summary

This policy outlines procedures related to rewards and positive behaviour management and exists to ensure that staff and pupils are aware of the type of behaviour that is expected within the Academy environment.

'Learning for Life'

Our vision is to 'provide creative learning experiences, which will inspire and challenge our children to maximise their academic potential' ensuring 'children leave us as honest, kind and respectful young people, equipped with the skills to continue their journey as lifelong learners'. Displaying good values and understanding the importance of appropriate behaviour is key to ensuring we realise that aim.

Introduction

The ethos of our academy is one where everyone is valued and treated with respect. Harassment of any kind, whether verbal or physical is unacceptable. Our behaviour and relationships policy reflects a positive ethos that builds on mutual respect between adults and children.

Objectives

- to value and appreciate one another irrespective of age, gender or race
- to acknowledge that everyone has a valued role within our school community
- to enable children to develop a sense of self worth
- to produce an environment in which all children feel safe, secure and respected
- to ensure staff are clear about the behaviour expected in order to enable them to support effectively the learning process and school ethos and vision.
- to develop self-confidence and self-esteem, showing pride in our achievements and in our school
- to show sensitivity and consideration for others
- to develop a respect and tolerance for other ways of life and different opinions through developing an understanding and appreciation of difference
- to develop responsibility for our learning and our environment
- to maintain an environment where behaviour is conducive to learning

Traffic Light / Star Chart

Each classroom has a traffic light system on which every child's name begins each day at a 'Green' level. This signifies that the children are demonstrating the behavioural ideals expected of pupils at the Academy. Should children demonstrate exemplary Cracking Citizen life skills (APPENDIX A), through consistent respect for themselves, others and their environment, then they will be rewarded by moving their name onto the 'Gold star' as a reflection of their efforts. They may receive a certificate / sticker from a member of staff to commemorate this. The life skills which have associated values are:

Mr Trogons's Skill	Values promoted
Cracking Citizen	Kindness / politeness / honesty / responsibility
Challenge Conqueror	Resilience / perseverance / independence
Confident Character	Confidence / self esteem / pride
Cool Collaborator	Teamwork / sharing / respect / communication
Creative Navigator	Growth mindset / try new things / creativity
Critical Thinker	Self reflection / problem solving / empathy

Traffic Lights Behaviour Chart



We want to focus on positive behaviour and aim to ensure children stay in the green section or move to Gold and the associated rewards - then children are acting as excellent role models for others.

If the behaviour of a pupil is not in keeping with the schools' expectations the staff will work very hard with the pupil to correct it. For consistency, staff will follow a 'stepped' approach:

Stepped approach

1. Reminder - verbal

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder.

2. Warning - verbal

If a reminder is not enough the child will be given a verbal warning. They may be asked to work in a different area of the classroom or play elsewhere on the playground. Once again, if the behaviour improves, praise will be given.

3. Amber / Time out

If the disruptive behaviour continues then the child will move to 'Amber' with the possibility of 'time out', which will be given in an agreed space. However, the focus from the teaching team will be to encourage the pupil to correct their behaviour and move back to green. This could be another area of the classroom or a playground bench. After some thinking time, the child will be welcome to return to the lesson or playtime. At the end of the lesson the teacher or a member of support staff will discuss events with the child.

4. Red / Sanction

If further help is needed to address the behaviour the pupil is moved to 'Red' and they may be sent to a member staff / Leadership Team. Sanctions will be agreed which may include loss of playtime, working away from the classroom and

completing unfinished work are determined by the classroom teacher. Children can move 'straight' to red in certain circumstances.

5. Behavioural Log / Parents

Children who move into the red repeatedly or for more serious transgressions will have an electronic log of their behaviour recorded on the school's management system.

If a pupil receives a behavioural log, parents will always be notified. On certain occasions parents will receive communication for children in the red. Children with repeated behaviour logs in a short period of time are in danger of a fixed term exclusion.

6. Exclusion

We endeavour to intervene early in a supportive, proactive, positive way to help pupils manage their behaviour, however there may be instances when alternative sanctions are required. The Principal has the authority to grant fixed term and permanent exclusions if necessary. The Chair of Governors is informed of all fixed term and permanent exclusions. The following behaviours may result in a fixed term exclusion:

- Violence to a peer or adult
- Swearing at an adult
- Abuse aimed on vulnerable groups (eg race, nationality, gender etc)
- Extreme disruptive behaviour that puts the safety of themselves or others at risk
- Continued disruptive behaviour

This is not an exhaustive list; further guidance can be found by accessing the Department for Education guidance <https://www.gov.uk/government/publications/school-exclusion>, which we adhere to.

Class rules

At the beginning of each year every class agrees on a set of rules together. These rules are a product of the rights of children and staff; to be heard, to be safe and to be treated with respect and are referred to throughout the year as appropriate. A typical list might be:

1. We agree to be helpful and polite
2. We agree to work quietly and to the best of our ability
3. We agree to listen carefully to instructions
4. We agree to take care when using equipment
5. We agree to walk sensibly and quietly around the academy

Children will accept rules if they are consistently applied. Everyone working within the academy need to be aware of the rules, have the same expectations for behaviour and employ a consistent response. Carefully constructed routines and classroom organisation can minimize the opportunities for misbehaviour and help the day run smoothly.

Children should enter and leave the room in an orderly fashion. Dismissal at the end of sessions will be carefully supervised by the adult responsible.

Adults must listen to all children involved in a situation before making any decisions. Children need to be encouraged to listen to others' points of view to understand how their behaviour affects others.

Any behaviour is reinforced by being given attention. We should deliberately reinforce the behaviour we want with praise and rewards and avoid inadvertently reinforcing negative behaviour by giving it undue attention.

Principals awards

Children may go to the Principal when they show exceptional effort or achievement against targets. In addition to this a weekly celebration assembly will take place praising the efforts of children inside and outside of school.

Bullying /Racial harassment

All incidents of bullying and harassment should be taken very seriously. An incident form should be completed including actions taken. Wherever appropriate parents should be informed. Electronic behavioural logs are always kept of racial incidents. Please see Anti Bullying policy.

I HAVE BEEN A CRACKING CITIZEN!



- | | |
|---|--|
| <input type="checkbox"/> I have used kind words when talking to others. | <input type="checkbox"/> I have put things away after using them. |
| <input type="checkbox"/> I have made choices that put other people first. | <input type="checkbox"/> I found a home for things that were in the wrong place. |
| <input type="checkbox"/> I have used please and thank you. | <input type="checkbox"/> I thought before acting. |
| <input type="checkbox"/> I have helped other people at school. | <input type="checkbox"/> I looked after school property. |
| <input type="checkbox"/> I thought about other people around me. | <input type="checkbox"/> I have been honest with myself and others. |
| <input type="checkbox"/> I have been polite. | <input type="checkbox"/> I have put great effort into my work. |
-

Appendix B: Behaviour Consequences Chart:

Expected Behaviour ACTION: Reward with positive praise. Put on the star Reward with tokens	Inappropriate behaviours ACTION: Notify class teacher <u>Warning</u> of behaviour and discuss other ways of dealing with the situation. Miss one break time (If behaviour continues)	Significant Risk of Harm ACTION: Notify class teacher Miss one lunch time Write apology letter	Highest Risk ACTION: Notify class teacher Send directly to member of senior leadership team.
Sharing or taking turns	Negative facial expressions (eye rolling)	Name calling / teasing of other students based on personal characteristics.	Severe physical aggression (hitting, punching, kicking and similar behaviours that may injure others)
Being helpful	Threatening to leave someone out of a group or activity	Exclusion - stopping someone from having friends or participating in an activity	Threatening language
Encouraging others	Talking negatively about someone	Pushing, shoving, slapping, grabbing, running into other students roughly and other physical aggression	Touching others' private areas
Inviting others to play	Invading someone's personal space	Starting or spreading rumours	Spitting at someone
Respecting differences	Laughing at a mistake or weakness of someone else.	Taking or breaking things that belong to others	
Using kind words		Explicit language	
Sticking up for someone else		Use of obscene or rude gestures / language	
Getting an adult to help			
Looking at someone if they are injured			
Looking after a younger child			