

Carr Lodge Academy



Behaviour Policy

Created: July 2015

Amended: October 2019

Aims and Expectations

It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The academy behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The academy has five Golden Rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

We will always:

1. Keep everyone safe
2. Keep being honest
3. Keep everyone learning
4. Keep everyone included

5. Keep everyone's property safe

We expect every member of the academy community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. We recognise that children are individuals with differing needs and respond appropriately to meet these needs. Regular training and reflections support this.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. This policy is based around the principles of Restorative Practice and Positive Discipline.

Positive Discipline is centred on three very simple concepts:

- 1. That all young people enjoy being effectively rewarded for their effort.*
- 2. That most young people need clear guidelines in terms of what constitutes acceptable behaviour.*
- 3. That effective communication between teachers, parents and students is essential in effective schools.*

“That all young people enjoy being effectively rewarded for their effort.”

Group Rewards

Our academy is divided into four 'houses'.

House points are awarded for following the golden rules. Children receive house point coins to add to their class house pots.

Each half term the house with the most points is awarded the academy cup and the children in the house receive a 'House Treat' which is voted for by the children at the start of the term.

House point totals are announced at a weekly celebrations assembly.

Golden Ticket Winner

As an additional incentive the class teacher will select a Golden Ticket winner to attend the house treat. This is for a child who is not in the winning house but embodies the Golden Rules all year long and is consistently a good role model to all pupils.

Recognition Boards

To develop a sense of team work in the academy and promote our learning behaviours each class has their own 'Recognition Board' the purpose of the board is to set a class target linked to behaviour e.g. *'To be resilient to our learning...'* this could be set for a lesson, a day, a week etc. The class then aim to work together to get every class member on the board for showing this behaviour and to celebrate when they achieve this.

Individual Rewards

Children receive a Kingfisher stamp to record achievements, progress and effort.

The stamps are collated on individual segmented cards: Certificates are awarded for different amounts of stamps collected:

- Bronze Award for 20 stamps
- Silver Award for 40 stamps
- Gold Award for 60 stamps
- Diamond Award for 100 stamps

The Kingfisher Award is presented to pupils who achieve a further 50 stamps.

Children who receive these awards will have their certificates presented in Friday's Celebration Assembly.

Children will receive a new Kingfisher Stamp book in every academic year.

Postcards

Teachers send postcards home to parents to inform them of 'WOW' moments that happen during the week. This is to promote good communication with parents, who may not be able to attend Celebration Assemblies, to share their child's achievements.

Celebration Assembly

The academy also acknowledges the efforts and achievements of children outside of the academy. We encourage children to bring in their certificates and medals

for example music, gymnastic, dancing so that these can also be shared in Celebration Assembly.

Stars of the Week

Each week a child, from each class, who has particularly shone that week in terms of behaviour or attitude to learning will be named as the 'Star of the Week'. These children are acknowledged in our Celebration Assembly.

“That most young people need clear guidelines in terms of what constitutes acceptable behaviour.”

Consistent Kindness

We believe most negative behaviour can be managed through modelling what it is we expect of the children. Ensuring all children feel valued and are part of our academy team is key in raising expectations of children's behaviour. We do this through the way all adults in the academy speak and interact with children and model the behaviour we want to see for example:

Meeting and Greeting

At the start and end of each academic day the teacher and TA, responsible for that class, shake hands with every pupil as they enter/leave the classroom and say 'good morning'; 'good afternoon' to the children. This shows children we value their presence in the classroom; giving children a sense of place, that they are safe and we like them.

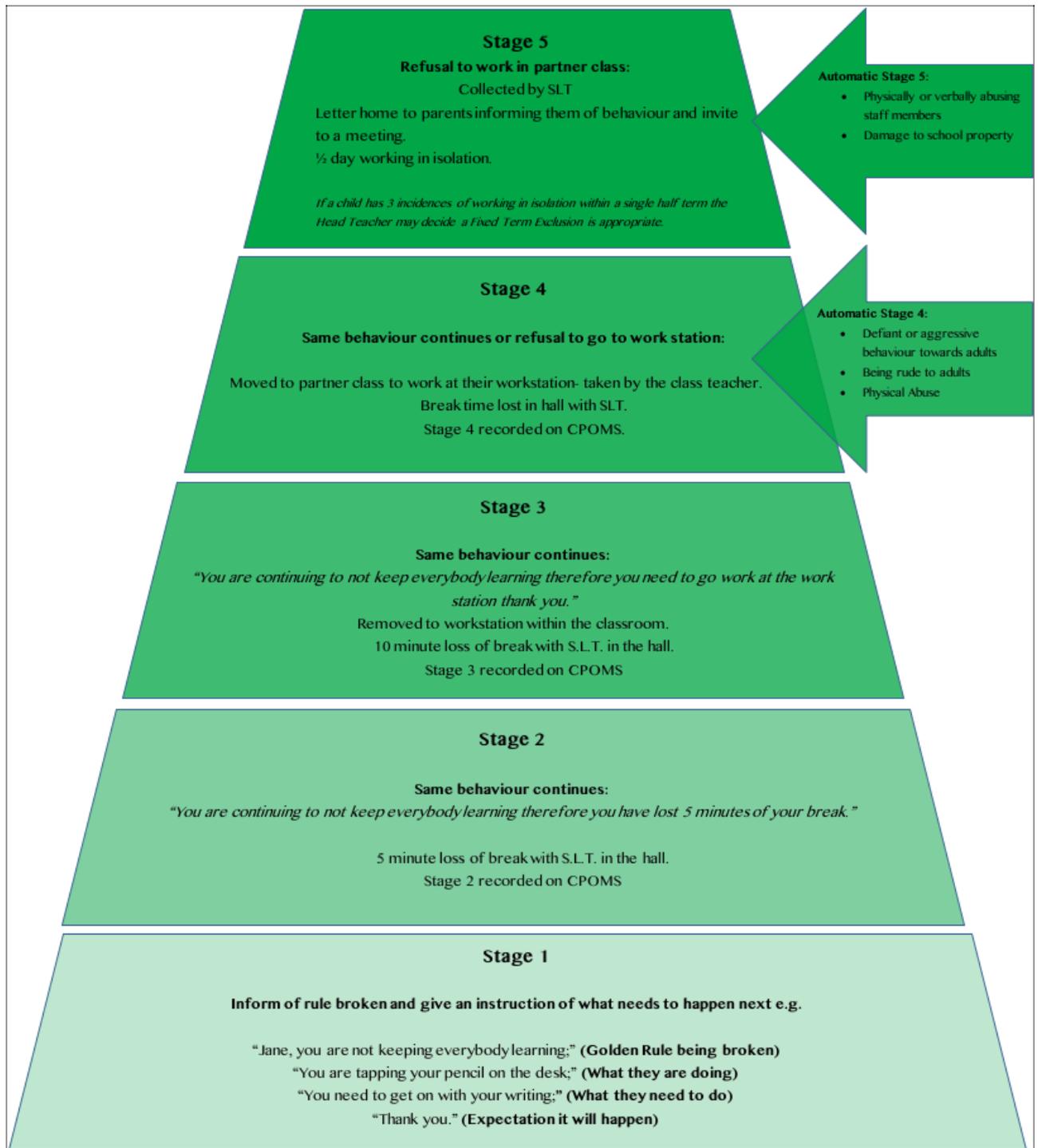
Fantastic Walking

When walking around the academy children and staff model, 'fantastic walking' this follows the '3P's' which was agreed by staff and children in September 2019. **Presentation** (does your uniform look smart? Tie straight, shirt tucked in etc); **Pride** (hands behind back, chest out, head held high) and **Purpose** (walking 'like you have somewhere to go' and an appropriate pace). Children and staff use fantastic walking inside the academy when walking in a line or by themselves and on the playground when walking inside after the whistle has blown.

Consequences

On a small number of occasions we use a consequence system to manage inappropriate or unsafe behaviour. This is based on the language of choice to manage the behaviour to ensure a safe and positive learning environment for all. We employ each sanction appropriately to each individual situation.

Behaviour Pyramid



Children who reach Stage 4 regularly will be discussed at meetings with Senior Leaders and a One Page Profile should be formulated.

Parents of children who have reached Stage 5 will be expected to respond to the letter with a phone call or a meeting with the Class Teacher and Senior Leaders.

Any child who has reached Stage 5 or regular Stage 4s at the discretion of the Principal, will not take part in their house's special reward activity if their house wins.

The Class Teacher discusses the Golden Rules with each class, which are displayed on the wall of the classroom. In this way, every child in the academy knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the Class Teacher discusses these with the whole class.

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend academy free from fear.

All incidences are brought to the attention of the Principal or Vice Principal. Parents, children and staff are clear about the academy's definition of bullying. Further information regarding bullying can be found in our Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Teachers in our academy do not hit, push or slap children. Staff only intervene physically to restrain a child if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children.

Some staff have taken part in Team Teach training.

One Page Profile

We recognise that some pupils need a tailored behaviour plan as the general behaviour policy may not meet their needs fully. Children who have reached Stage 4 regularly will be discussed at meetings with Senior Leaders and a One Page Profile should be formulated.

Staff will seek advice and support from Senior Leaders and outside agencies where appropriate. The parent and the child will be involved in formulating the plan which will set out specifically their positive behaviour targets and any consequences.

The role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Class Teachers in our academy have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The Class Teacher treats each child fairly and enforces the classroom agreement consistently through the use of the staged approach and Consequence Ladder. The teacher treats all children in their class with respect and understanding.

It is the Class Teachers' responsibility to record Stage 4 incidents on CPoms.

If a Stage 4 incident occurs during a lunchtime the Lunchtime Supervisors will record the incident in their record book and the Senior Lunchtime Supervisor will record the incident on CPoms at the end of lunchtime for class teachers to check.

The role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the academy behaviour policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the academy.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents.

The Principal has the authority to give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the Principal may permanently exclude a child. Both these actions are only taken after consultation with academy governors.

The role of Parents

The academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at the academy.

We explain the Golden Rules in the academy prospectus and home-academy agreement, and we expect parents to read these and support them.

We expect parents to support their child's learning and to co-operate with the academy, as set out in the home-academy agreement. We try to build a supportive dialogue between the home and the academy using written and verbal communications, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the academy has to use reasonable sanctions with its pupils, parents should support the actions of the academy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If

the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or complaint process can be implemented.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the academy behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Principal (or the acting Principal) has the power to exclude a pupil from academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The academy informs the parents how to make any such appeal.

The governing body itself cannot exclude a pupil or extend the exclusion period made by the Principal.

The governing body has a discipline committee that is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a central record of Stage 4 and 5 incidents. The class teacher records incidents on a Cpoms. The Principal records those incidents where a child is sent to them due to a Stage 5 incident. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their notebooks, which are passed onto the Senior Lunchtime Supervisor for recording on a Google form.

The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This Policy was amended in October 2019 and will be reviewed by Senior Leaders in July 2019.