



# Shaw Wood Academy

## Behaviour Policy

School Lead: Lindsey Taylor and Marie Tame

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

## **Introduction**

It is the aim of our school that every member of the school 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 each other. The school's behaviour policy is therefore designed to develop and support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

We treat all children fairly, investigate incidents and apply this behaviour policy in a consistent way, taking into account the needs and maturity of the children. This policy aims to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

The basic premise of this behaviour policy is that staff should be able to teach and do their jobs and children should be able to learn. Disruptive behaviour is not acceptable. There are many external factors that can impact on a child's behaviour and, whilst we should be sympathetic and supportive, we do a child no favours if we allow disruptive behaviour to go unchallenged. Respect is critical and modelling required behaviour and standards is an expectation of all adults who work or volunteer in school.

This policy will support all staff in:

- Setting clear guidelines and expectations for behaviour in the classroom and around school
- Empowering staff with strategies to deal positively and effectively with instances of poor behaviour

It will enable pupils to:

- Clearly understand what is expected of them in terms of behaviour and how rewards and sanctions are implemented

### **Aims:**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to support to raise the levels of pupils' self-esteem.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour
- Promptly use CPOMS to ensure that all necessary staff are informed of significant issues and updates that may arise

- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- Ensure that vulnerable children – such as those with special educational needs, physical or mental health needs - receive sensitive and well-matched behavioural support

### **Our purpose is:-**

- to maintain levels of good behaviour at all times during the day
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

### **The Adult's Role**

Supported by school's leaders, adults will:

- establish consistent levels of acceptable behaviour.
- have positive expectations, use praise and rewards to successfully manage behaviour.
- support children to make the correct choices
- provide consistent, positive encouragement to continually motivate
- recognise effective conditions of learning (Shaw Wood Teaching and Learning policy and how they impact on classroom behaviour)
- take responsibility for children's behaviour at the beginning of play time, lunch time and home time.
- fair honest and accurate in their reporting of behavioural incidents.
- consistently apply the 4C reward system
- ensure achievement cards are correctly completed
- **understand that sarcasm and humiliation are destructive and never acceptable**
- follow the positive handling policy where appropriate
- follow the school safe guarding policy

### **Behaviour in the Early Years**

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults (see Appendix 2).

### **Behaviour Code of Conduct**

Our behaviour code is based on consistent rewards and sanctions, the '4Cs' – be **calm**, **courteous**, **considerate** and **courageous**. Examples of each are given below.

- **Calm**
  - Walk quietly and sensibly in and around school
  - Always be ready to learn and try your best
- **Courteous**
  - Be polite and friendly to visitors, adults and other children
  - Always use good manners when speaking to grown-ups and other children
- **Considerate**
  - Respect others and their property (no name calling or hurting others)
  - Always listen carefully

- Be honest and truthful
- **Courageous**
- Don't stand by and watch someone else being hurt – tell someone
- Try new things in your work – it's okay to make mistakes, we learn from them

**Our Listening Code** (Zero noise)

*When an adult claps twice and shows their hand, I:*

Stop what I am doing  
 Empty hands/show me five  
 Look at the adult  
 Keep quiet and still  
 Listen to instructions

**Rewards**

**General**

- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Recognition will be given for success in assemblies.
- Children's work will be displayed and celebrated as much as possible in school
- Well behaved children will be given greater responsibility in school, e.g. playground leaders, buddies, monitors, School Council etc.

**Whole School Reward System – 4C Tokens**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of '4C' tokens. Tokens may be awarded for any actions, deeds or attitudes which are deemed noteworthy.

When awarding the 4C token the member of staff should reinforce the good behaviour e.g. 'You can have a token for waiting so patiently' A token can be awarded by any staff member to any child at any time.

It is expected that staff will carry 4C tokens at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of our children is the responsibility of all adults in school.**

*4C tokens are given to reward specific actions and, as such, they can never be taken away.*

At the end of each week, a celebration assembly will take place where there will be a prize draw for FS, KS1 & KS2. One 4C token will be drawn for each key stage and that child will win a prize. All tokens will be retained and entered in an end of term prize draw.

At the weekly assembly, one child from each class will also be presented with a 'star of the week' certificate, chosen by their class teacher, for doing something exceptional during the week. Their photograph will be placed on the star tree, for everybody in school to see.

If a child does something exceptional in school a post card of celebration will be sent home by the class teacher.

## **Classroom Reward System and managing behaviour**

Each child will be given a green achievement card on the first day of their half term. It is a teacher's responsibility to check that the achievement cards are filled in correctly.

The children work towards an end of half term fun day. Children who behave consistently well enjoy the whole of fun day and are able to make choices about which sessions they attend.

The end of half term fun day is split into 3 separate sessions. Each teacher plans and coordinates a fun activity (ideas taken through School Council).

Where a child has not behaved consistently well the following will apply:

- 6 amber dots misses 1 session
- 2 red dots misses 1 session
- 1 black dot misses 1 session
- A playtime/lunchtime behaviour card misses 1 session
  
- It is possible for a child to redeem a lost session by demonstrating 2 consecutive weeks of exemplary behaviour.

## **School trips and representing the school**

Consistently poor behaviour can result in a child missing school trips or representing the school. Each case will be reviewed on an individual basis and decisions will be made by senior leaders, following meetings with class teachers and the pastoral team.

## **Sanctions**

By using sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are to be applied consistently by all staff. In exceptional circumstances e.g. significant SEN, an individual behaviour plan will be written and agreed with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to internal exclusion (exclusion from school is an absolute last resort, see Exclusion Policy) and are intended to:

- Provide clarity and consistency of suitable responses
- Minimise disruption to others especially teaching and learning time
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, line managers, SENCO and support agencies
- Do everything reasonably possible to prevent escalation

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Whilst professional judgement is valued, to achieve consistency and fairness, the following sequence should be adhered to.

**Green Dots** will be given daily or weekly as child adheres to the class rules  
If a child misbehaves i.e. low key – shouting out, swinging on a chair etc. they should be quietly but firmly reminded of classroom rules. When a child respond positively no further action will be taken.

**Amber Dots:**

If unacceptable behaviour continues, the child's photo will be moved from the green chart to the amber chart – this should be done calmly and quietly but the child needs to know it has happened and may contribute to sanctions being implemented.

**Red Dots:** If the child continues to persist with the unacceptable behaviour, their photograph should move onto the red display board. Children will miss 15 minutes of their playtime and the **teacher will record the incident in the class behaviour book. Further incidents of red can result in missing sessions of the fun day.**

**Black Dots :** Should the child continue to misbehave, he/she will be sent to an appropriate classroom (usually in the year group) to settle down. Children should take work to complete or a book to read.

Children given a black dot, will see Mrs Tame and be placed onto a behaviour card. The child will also miss 30 minutes playtime. Each black dot will result in missing 1 fun day session.

Parents will be contacted on the day by the teacher who asked the child to leave the classroom. Any work missed through leaving a classroom should, with parental consent, be sent home to complete otherwise it should be completed under the class teacher's supervision during a break.

Should a child refuse to leave the classroom *the teacher may remove the remainder of the class, whilst the pastoral team intervene. A member of the senior leadership team will be informed.*

Should a child continue to misbehave once they are in an adjoining classroom, the headteacher or a member of the senior leadership team should be sent for. The parent will be contacted and the child will be given a 1 hour after school detention, ideally on the same day. If a parent refuses permission for an after school detention, 2 full lunchtime detentions will be applied.

**Serious incidents- Warrants removal from the classroom (black dot on cards)**

- Refusal to leave class when asked.
- Threatening behaviour towards staff or pupils
- Fighting – serious not a tap or minor scuffle
- Bullying (investigated & proven)
- Swearing at staff (heard)
- Mimicking, failure to show respect towards all staff and adults in school.
- Wilful hurting
- Racist abuse
- Wilful damage

These lists are not exhaustive and consequences for incidents not mentioned will be determined by the head/deputy/behaviour leader.

### **Behaviour Cards**

When a child is sent out of class, he/she will be given a behaviour card; the child will be rigorously monitored each session for five days. After each session, the teacher will award a happy, straight or sad face to represent the behaviour of that child.

#### **The marking of behaviour cards**

**Staff should mark cards using the following criteria-**

Photo stays on green chart = 😊

Photo on orange chart = 😐

Photo on red chart = ☹

If a child gets 3 sad faces on their card within the week, they will have an after school detention and move onto stage 2 behaviour card, where this process is repeated. If stage 2 behaviour card is failed, the child will be placed into internal exclusion (see appendix 1). A serious incident while on a behaviour card will move the child onto the next stage of the policy

#### **Support Card**

- When a child has completed a behaviour card successfully they are placed onto a support card. This card is the child's responsibility and it is up to them to get the card signed.
- It is stressed that this card is not a behaviour card, but a chance for the child to show that they can keep the school rules.
- The child is set an achievable target on this card and if achieved they are rewarded with a ticket for the weekly prize draw.

## Appendix 1

### **Internal Exclusion (KS2 only unless exceptional circumstances)**

- Internal Exclusion, where the child works on their own in a room under the supervision of a member of staff.
- The child should come into school at 8.55 a.m. and leave at 3:05 p.m. They eat their lunch in the room and take breaks to the toilet either before or after the school timetabled breaks. These measures ensure that the child has no contact with their peers. Weather and behaviour permitting, brief breaks for fresh air are taken either before or after the general school breaks.

### **Internal Exclusion – staff protocol**

An internal exclusion is a serious matter. To be effective, it cannot be seen by the child as a positive, or desirable, experience. As staff, we must be consistent in our approach and following this protocol will enable us to achieve an austere but humane experience.

Any internal exclusion will be subject to a risk assessment. Based on evidence available, if it is felt that there is a realistic danger of any abuse of staff than an internal exclusion will not be appropriate and an exclusion from the premises will be applied.

Staff safety is of paramount importance. In the unlikely event that a child is exhibiting violent or unpredictable behaviour or trying to escape from the exclusion room, summon assistance – do not try to prevent the child leaving. Restrain only as a last resort if you, the child or another person are in danger and follow school guidelines and procedures. Have a mobile phone with you.

A timetable of cover will be provided at the start of an exclusion but please be flexible as we may need to cover unforeseen occurrences elsewhere in school. You will not be abandoned in the exclusion room!

Ideally, the excluded child should be brought to school and collected by a parent or carer. All parents of excluded children will be aware of this requirement.

Our approach to the excluded child ought to be matter-of-fact and business like with no conversation. The exclusion must not to be seen as an opportunity for socialising by the child. We like the child but not their behaviour and a period of exclusion should reinforce the unacceptability of certain actions.

The duration and routine of the exclusion will be determined by behaviour and the age/ability of the child.

A notice will be displayed on the door advising of an inclusion and asking people to wait at the door and not enter the room. If someone comes to speak to you please go to the door and talk to them in the corridor.

Work will be provided for the period of the exclusion. Completed work should be received with a 'thank you' or similar but exclusion is not an occasion for achievement stamps, treats or effusive praise etc.

The excluded child should not come into contact with his or her peers during the day.

- The child will have a scheduled toilet break at approx. 11.15 a.m. and another at 1.20 pm, when the corridors should be clear of other children. Weather permitting, short fresh air breaks should also be given at these times.
- Lunch will be taken in the exclusion room.
- Except in an emergency, the excluded child should not leave the exclusion room during any of the periods when the rest of the school are out of class.
- Water bottles are encouraged during a period of exclusion.

Exclusion record sheets will be provided. Please make a note of each of your sessions in the room, record any incidents, work done, attitude of the child etc. Thank you!

## Appendix 2

### **Behaviour in the Early Years**

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults.

The following procedures help the staff to prepare the children for the more structured behaviour system used throughout school.

#### **Nursery (F1)**

It is important that if a child misbehaves, that they understand why what they have done is wrong.

- If a child misbehaves, they will spend 1 minute on the time out square with the 1 minute timer. As the year progresses, this time is increased to 3 minutes.

#### **Reception (F2)**

- If a child misbehaves i.e. low key – shouting out, swinging on a chair etc. they should be quietly but firmly warned, a look may be sufficient. *You may consider repositioning the child or separating etc.*
- If unacceptable behaviour continues, the child's photo will be moved from the green chart to the amber chart – this should be done calmly and quietly but the child needs to know it has happened and be fully aware of what this means.
- If the child continues to persist with the behaviour, or misbehaves by displaying a different behaviour, their photograph should move onto the red display board. Children will miss 5 minutes of the next child-initiated activity, for example, learning labs, small group time, or morning playtime.
- Should the child continue to misbehave in the classroom, the teacher or teaching assistant will take that child out of the classroom to have 'time out' for 5 minutes or until the child has calmed down and is ready to learn again.

Should a child be removed from the classroom, the parent should be informed after school.

**All** children who remain on the green behaviour chart all day will be rewarded at the end of the day with a 'good to be green' sticker.

During the last term in reception, teachers will follow the whole school behaviour system in preparation for Year 1.

