



King Offa Primary Academy

# Behaviour Policy

July 2016

Date for review – July 2017

## **Philosophy**

### **We believe that...**

1. Individuals who take pride in themselves and their personal property will learn respect and a sense of responsibility for others and the property of others.
2. Individuals who are treated with respect and honesty learn to treat others with the same regard.
3. Compassion and tolerance are vital qualities for good citizenship at King Offa and in the world at large.
4. To develop acceptable behaviour at King Offa, we must establish clear expectations that are consistently encouraged through positive reinforcement.
5. Building these positive qualities must be a cooperative effort between the home and King Offa.
6. Disciplinary intervention becomes necessary for only a very small portion of pupils at King Offa.
7. All consequences and sanctions should be appropriate.
8. Regular attendance and punctuality at school will help pupils to develop their self-confidence as learners and citizens of the school and to improve pupil attainment.

**King Offa Primary Academy aims to provide an environment that is safe and academically challenging for all pupils and staff.**

## **Community Rights**

King Offa is a community where all members; pupils, teachers and leaders-have fundamental rights:

**Teachers have the right to teach,**

**Pupils have the right to learn in a classroom free from disruption,**

**Everyone has the right to be treated respectfully,**

**Everyone has the right to have personal and academy property respected and safeguarded,**

**Everyone has the right to feel safe from physical and verbal abuse.**

## **Aims of the 'Behaviour' policy**

We want our school to be the very best it can be. This 'Behaviour' policy demonstrates the commitment of the school to ensure that everyone who comes here feels safe and welcomed in an environment which promotes positive attitudes and behaviours for learning.

## **Pupil Behaviour**

Pupils are encouraged to understand that teachers will recognise and support positive behaviour but will not tolerate inappropriate, disruptive behaviour. Such an understanding will foster the growth of mutual trust and respect.

Good pupil behaviour will be reinforced, and disruptive behaviour will be discouraged. Honest and consistent feedback about their behaviour will be given to pupils by teachers and leaders, in order to reinforce which behaviours are appropriate and which are inappropriate.

Further, pupils will be taught how to choose responsible behaviours so that in the future they will be able to make independent, responsible choices that enable them to be ethical, productive members of society.

**King Offa Primary Academy** has only two school rules.

**Always try your best**

and

**Treat others the way you wish to be treated**

These two basic and clear expectations are a means to promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to love learning. We say them often in assemblies and at play, or lunchtimes. They cover all other expectations of acceptable behaviours and are applicable to all of the school's stakeholders; pupils and parents, teachers and visitors.

## **'Classroom Code'**

At the start of the new academic year, each class develops and agrees their own set of organisational rules for their room and their 'classroom code'; this may include a rota of monitors and classroom helpers. The 'classroom code' should be displayed prominently in each classroom and should be understood by all of the pupils in the class.

There is also an expectation that children walk in school, that they talk quietly and that they show respect to visitors, guests and the school building. Staff are encouraged to remind pupils to do these things should this not be the case.

## RESPONSIBILITIES

### School Staff

It is the responsibility of the class teacher and teaching assistant to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. Outside of lessons, it is the responsibility of all staff to monitor and intervene where behaviour is not in line with the school rules and to praise children who are behaving in a positive way.

### **We never ignore poor behaviour.**

- The class teacher liaises with the child's previous and next teacher to ensure good understanding of the pupil's needs and a good transition.



- The class teacher liaises with the SENCO and outside agencies if necessary to support and guide the progress of the child.



- The class teacher collates and reports to SLT and parents about the progress of each child in their class. The class teacher may have to contact a parent if there are concerns about the behaviour or welfare of a child, but this is always discussed with the Headteacher or Deputy Headteacher first.

***'Our clear message to our children is that they own their behaviour and they are in charge of it. Our job is to build their self-esteem and confidence to help them help themselves.'***

## Staff at King Offa Praise Often...

We always reward good behaviour as we believe 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.

## Praise and Rewards

We praise and reward in a variety of ways.

- ✓ All staff are role models and consistently follow through rewards or sanctions as shown in our policy.
- ✓ We never underestimate the power of word and communication, a smile and encouragement. **We never ignore good or bad behaviour.**
- ✓ Teachers congratulate children and celebrate with them.
- ✓ Staff congratulate pupils on excellent attendance and discuss why this is top priority.
- ✓ All staff speak positively to, and about, our children and actively promote good behaviour.
- ✓ Staff give stickers or have praiseworthy stampers.
- ✓ Positive signs, such as a smiley face and comments, are put on work and discussed with children, as shown in our 'Marking and Feedback' Policy.
- ✓ Children can be sent to a partner teacher, KS Leader, Deputy Headteacher or the Headteacher, to show and celebrate excellent effort or work. **(A yellow post it note with clarification accompanying the child will give more weight to the praise.)**
- ✓ Excellence is shown in classroom and school displays. All children have work of a high standard shown somewhere in the school.
- ✓ Children are given jobs or responsibilities, such as cloakroom and table monitors, to look after their classrooms and school.
- ✓ All children are encouraged to look after each other and their school.
- ✓ Our 'Kings and Queens' Assemblies, held each Friday, highlight best effort and best behaviours to be copied. Special assemblies, throughout the year, celebrate excellence in standards, behaviours and attitudes to learning.
- ✓ Our Trophy Cabinet displays the achievements of our pupils
- ✓ At the end of the year, staff will award trophies and shields for excellent progress, attitude and hard work in learning.
- ✓ Parents need to be informed when improvement or effort and excellent work has been produced so that they reinforce our policy – the school uses Teachers2Parents, as a messaging system, as a quick way to communicate a child's successes.

## Assemblies

In our weekly sharing and celebration ceremony each class teacher chooses one child to be the 'King or Queen of the Week'. This award is given to a child to celebrate their success across the week. Their name is written in the 'Golden Book' which is on display in reception.

In our weekly whole-school assembly, held on a Monday, 'Attendance Certificates' are awarded to the classes who has achieved the highest percentage of attendance across the week; a certificate is awarded to a class in KS1 and a class in KS2. Pupils whose attendance for the week has been 100% are entered into the 'Attendance Raffle', with the winner of the raffle receiving a prize from the prize table.

### **Classroom Rewards**

Classes can accrue 'Marble Points'. These are awarded for times when the whole class works well together; this could be for teamwork, concentration and productivity, politeness. Marbles are taken from one jar to another. When the class has collected all 100 Marbles they can choose the theme of their 'Marble Party'. This should still be a fun learning time.

'Jewel in the Crown' certificates are awarded in classes every day to pupils who have followed the school rules and impressed their teacher and teaching assistant.

Every action has a consequence! We always encourage good behaviour so therefore we get good consequences most of the time.

### **'Accelerated Reader' (proposed from October 2016)**

Pupils are encouraged to read and enjoy reading books; the school promotes reading as an essential skill.

All pupils in Years 3-6 have individual 'Accelerated Reader' accounts. Accelerated Reader encourages pupils to choose and read books at an appropriate level for their ability. Once a child has completed a book they will complete an online 'quiz'. This quiz assesses their understanding of the book they have read and their ability to effectively answer comprehension questions.

### **Individual Incentives**

Once each quiz has been completed, pupils will be awarded 'points' for successfully completed quizzes. Certificates will be awarded to all pupils as they accrue points for the number of words they have read;

- 100; 500; 1000; 5000; 10,000; 25,000; 50,000; 100,000; 250,000; 500,000

Pupils will also be awarded certificates once they join the 'Millionaire's Club', for those who have read a million words. Those pupils who join the 'Millionaire's Club' will each receive a £5

Each class will display the number of words achieved by each child in the class on their 'Growth Mind-set' display.

## Class Incentives

Fortnightly certificates will be awarded for:

- The class in KS2 who has achieved the greatest number of 'Accelerated Reader' points.
- The class in KS2 who have made the greatest amount of progress in the number of 'Accelerated Reader' points.
- A child in EYFS / KS1 class who has read the most number of books / improved the number of books they have been reading and will gain the 'Class Reader Achievement' .

Pupils may also receive subject specific rewards and incentives for their academic attainment and effort in school.

## **Sanctions**

Some of our children, however, need more support to do their best and act appropriately and in a way that is acceptable for all of our school community.

Sanctions therefore should reduce misbehaviour and promote desired behaviour.

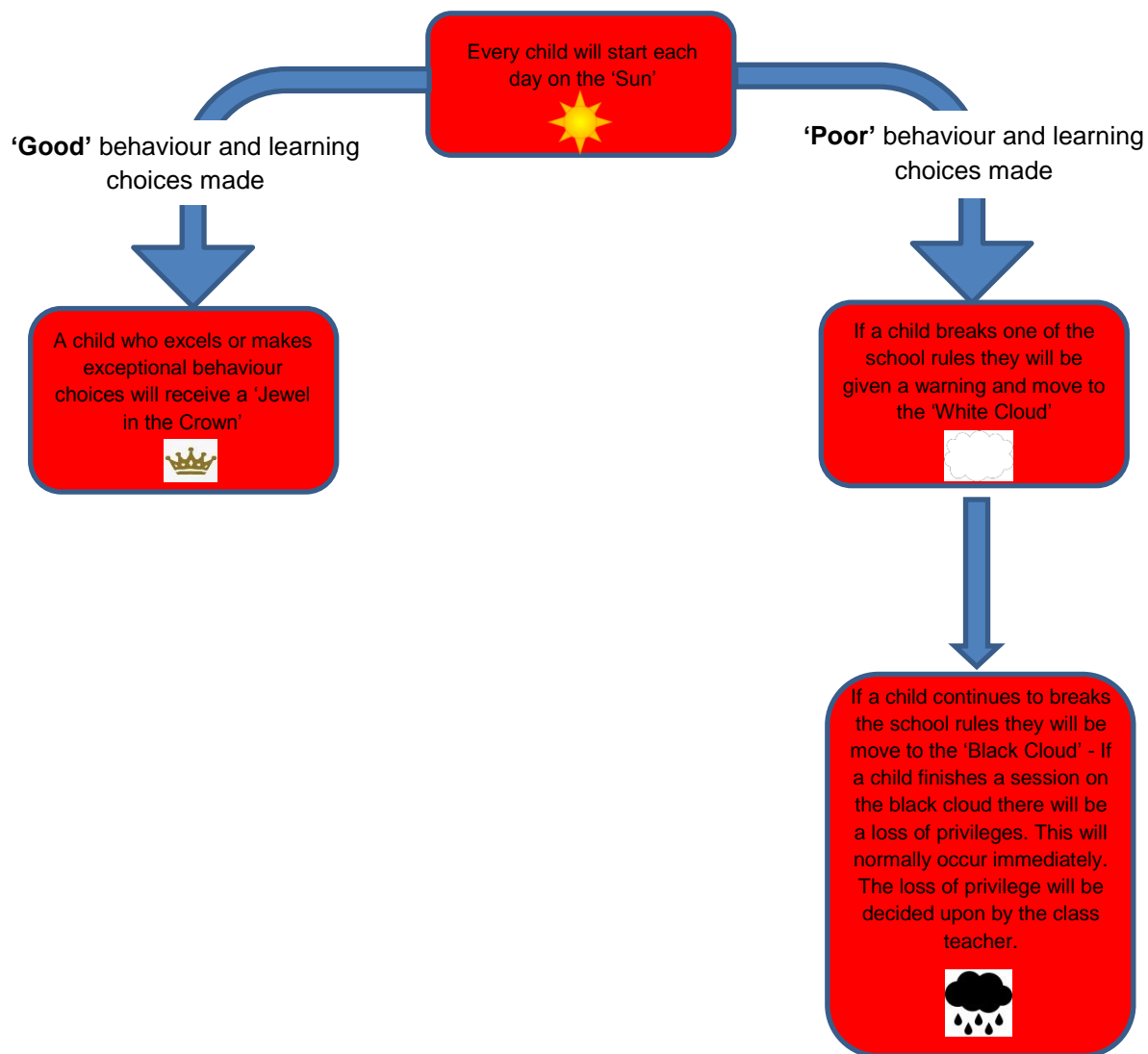
Privileges and sanctions are discussed in PSHE/Circle time lessons, regularly, with all the class. Children are then clear about their class rules and teacher's expectations from the outset. Foundation Stage, KS1 and KS2 sanctions may be slightly different but all are designed with this policy in mind.

## **Classroom Management Strategies**

### 'No-Hands-Up'

There is an expectation that pupils will NOT be asked to put up their hand to answer questions, offer responses to discussions or provide opinions. Instead, the classroom ethos will develop pupils' self-confidence and resilience so that they will 'volunteer' responses when asked to by a teacher, rather than choosing to opt-out. Strategies such as, names on lolly-sticks or random name generators, may help to show all pupils that they should be expected to talk and think for themselves, as each child has an equal chance of being asked. Teachers will ask carefully chosen questions, and these may be targeted at specific pupils to promote inclusion for all.

## Order of Sanctions



- Each new session has a fresh start (after the child has been spoken to by their class teacher) and clear guidelines and expectations given; children will move back to the Sun
- If a teacher has used every strategy including discussing the anti-social behaviour with the child, a child may need to be taken out of class – a 'red slip' will be issued. Where cooperative, a TA will accompany the child to the Key Stage Coordinator, Deputy Headteacher or Headteacher. The teacher will note a description briefly outlining the problem to give to SLT. If the child does not cooperate, a senior staff member will come and remove the child where necessary.
- We never underestimate the power of communication and clear expectations held and established by the child's teacher and all staff but realise the difficulties our pupils and their families may have in understanding words and communication.



## Red Slips

A 'red slip' can be issued to a child for continuously poor and disruptive behaviour or behaviour which is physical, where in both cases, intervention from the SLT is required.

The SLT may be required to intervene and resolve any ongoing situations.

Suitable actions and consequences will be made, depending on the circumstances.

Parents will be informed by their class teacher, where a child has been issued with a 'red slip'.

Red Slip	
<b>Pupil Name:</b>	<b>Date:</b>
<b>Class:</b>	<b>Time:</b>
<b>Reason for Intervention</b>	
.....	
.....	
.....	
.....	
.....	
<b>Teacher</b> .....	<b>Date</b> .....
<b>Actions/Consequences</b>	
.....	
.....	
.....	
<b>SLT</b> .....	<b>Date</b> .....

- It may be necessary to move a child to another class. A record must be kept of any movement between classes to ensure consistency of learning and communication.
- No child will be stood outside a class and they will always be accompanied by a TA or friend to another class within the key stage; the security of all our children is extremely important in all sanctions that are carried out.
- A record will be kept on SIMS of any class change.
- If an incident has happened elsewhere the class teacher will be notified and talk to the child.
- Losses of privilege may include 5 minutes off of playtime, while the teacher discusses the issues (we prefer not to take away playtime as children need exercise and a break, however, if their behaviour is poor it may be necessary). Alternative sanctions include missing some class celebration time or withdrawal of other class privileges as mentioned previously. We may ask pupils to undertake restorative actions, for example cleaning graffiti if they have caused this damage to school property.
- Repeated bad behaviour is always reported to the Key Stage leader, who will discuss the child's behaviour with the Headteacher or Deputy Headteacher.
- Parents will be asked to help to support their child in making the desired behaviour choices.
- A record of events, both in class and in other areas, will be kept and the child is observed and behaviour is closely monitored. Parents are kept informed.

- The SENCO and outside agencies may become involved to help the family and the school. The school may refer to ESBAS (Education Support, Behaviour and Attendance Service) should additional behaviour support be required.
- Parents are always involved in a programme of support.
- Serious or dangerous behaviour is reported to the Headteacher or Deputy Headteacher straight away. Parents are asked to come into school immediately to discuss ways forward to change and rectify behaviour before a decision will be made on whether their child can return to class.
- There may be the need to exclude a child for a short set period of time whilst a programme of support is put in place.
- A child may be placed into isolation should it be deemed that a child's behaviour does not warrant them remaining in class. In these situations it may be necessary for a child to work alone, close to the SLT offices.
- There may be the need for a lunchtime timetable or exclusion if a child finds it particularly difficult to play with his peers at this time. 'Lunchtime Club' may be used to support a child who is finding it difficult to follow the school rules at lunchtimes.
- A pupil whose behaviour has invoked the sanction of loss of privileges may be excluded from a school trip if we think that their behaviour would seriously jeopardise the safety and enjoyment of others. Parents would be asked to accompany their child to ensure they do not miss the learning experience.
- A Permanent Exclusion may occur, but this is a rare occurrence in our academy.
- Corporal punishment is not used, in accordance with the Education Act (no 2) 1996.

## **Bullying**

The school does not tolerate bullying of any kind.

- Bullying is defined as '*premeditated, persistent, unkind behaviour towards others*'. We act immediately to stop it!
- Whilst it is difficult to eradicate bullying, we do everything we can to ensure our school is a safe place for our children to be.
- An Anti-Bullying Week is a focus each autumn term and bullying is discussed regularly in Circle Time and in PSHE lessons and assemblies. Pupils are given clear guidelines and strategies to deal with bullying.
- There is a 'worry box' in each classroom.
- Parents are made aware of strategies in meetings and newsletters.
- We have an open door policy to allow parents to come and discuss any worries and issues they may have. Teachers are available at the end of the day or the Headteacher or Deputy will meet with parents to discuss any issues and to find ways forward to work together to support their child whilst at King Offa Primary Academy.

## **Cyber-bullying**

Cyber-bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

- We recognise that this type of bullying normally happens outside of school but the impact can be felt at school. For this reason we are vigilant in monitoring any signs of cyber-bullying and take allegations very seriously. Where it is identified we will work with pupils, parents and outside agencies, including the police, to resolve issues.

**Please refer to the school's 'Anti Bullying' policy for additional information.**

## **Attendance**

Attendance is essential in the school's continuous drive to improve attainment for all pupil groups.

OfSTED state that in a school where personal development, behaviour and welfare is 'Good':

*Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.*

- Pupils are expected to attend school regularly.
- Regular attendance is celebrated and valued within the school.
- Individual pupil attendance is recognised weekly; each pupil who achieves an attendance of 100% across a school week is entered into the 'Attendance Raffle'. The winner of the raffle gets to select a prize from the prize table.
- Termly and yearly attendance certificates are presented to pupils whose attendance is 100%.
- The school may choose to award special certificates for those pupils whose attendance has improved significantly.
- Two classes each week will receive an 'Attendance Certificate'; this is awarded to the two classes whose attendance is highest. Each of these classes will receive a monetary prize which can be used towards a piece of class equipment, resources or the class' Marble Party.
  
- Where a pupil's attendance is not considered regular, the school's Attendance Officer will begin the process of informing parents; there will be an expectation that the pupil's attendance should improve.
- The school may refer to ESBAS for additional attendance support.
- In cases where a child's attendance is poor and where previous interventions, such as meetings with parents and warning letters, has not had the desired impact in improving attendance, the school reserves the right to issue fixed penalty notices; the value of this fine is currently £60. Parents have the right to seek further advice on this fine.

**Revised by R. Laker (June 2016)**