

# THE PREMIER ACADEMY



## BEHAVIOUR POLICY

### Introduction – Purpose and Aims

A behaviour policy is important because we all recognise that good behaviour is crucial to high quality learning at the Academy. This policy details the areas covered, our expectations and approaches.

The quality of learning and quality of behaviour are two of the most important variables within the Academy. Both of these must work together in order to ensure success for children.

It is crucial that everyone is committed to the behaviour policy and that they work together to ensure that the positive ethos of the Academy is maintained. This policy is therefore intended for all staff, children, parents and other stakeholders.

Positive, good behaviour enables the learning process to progress and ensures good academic, social and community development.

It is important to remember that whilst we strive for positive behaviour there may be on occasion the need to separate a child from his/her peers in cases where the child poses a threat to himself/herself or others, or when their behaviour is deemed sufficiently concerning to warrant further sanctions.

In these cases if the behaviour is causing an immediate threat to others or school property, a parent/carer will be contacted to remove their child from the site under the terms and conditions of the exclusion policy and a re-integration meeting with the parents will take place at a mutually convenient time before the child is reintegrated.

### How The Purpose And Aims Are Reflected In The Academy

The Academy recognises the importance of good behaviour and that it is important to celebrate and acknowledge it.

The whole team works to foster good behaviour and uses agreed methods of positive rewards, recognition of achievement and effort as well as agreed sanctions and differentiated, targeted support.

Good behaviour is promoted by teaching children the value of:

**Mutual respect** – showing respect and valuing each other regardless of race, religion, gender or disability. Bullying or racial harassment is not tolerated and appropriate action will be taken to deal with any such incidences.

**Tolerance** – an understanding and acceptance of each other's differences, strengths, weaknesses.

**Celebration of strengths** – sharing of good behaviour; recognising the importance of working together to develop strengths.

**Honesty** – teaching children the importance of being open and honest, recognising and praising children for their honesty.

**Caring** – promoting a caring ethos between children and adults; being polite and courteous towards each other.

**Accepting responsibility** – children learning to accept responsibility for both learning and behaviour.

### Strategies Used To Promote Desirable Behaviour

A range of strategies are used at different times in different situations appropriate to the individual uniqueness of each child. These include:

- Modelling of the Academy's values.
- PSHE sessions to supplement the ethos and values of the Academy.
- Ensuring the classroom and resources are arranged to facilitate a positive classroom climate.
- Establishing class rules, keeping to them, making sure the children know them.
- Making sure staff members are sufficiently planned, organised and ready for lessons.
- Maintenance of a high profile in the classroom, circulating, scanning the classroom, using eye contact, intervening as appropriate, asking questions.
- Praising and celebrating appropriate behaviour via, for example:
  - Smiles, positive looks / comments, praise, stickers and sticker charts, smiley face logs / charts, house points, credits (as appropriate to age).
  - Commendations when the appropriate number of credits has been achieved.
  - End of week / learning block certificates.
  - Contact with parents to inform them of improvement in behaviour (if applicable).
- Noticing misbehaviour and dealing with it appropriately.

## Ways Of Dealing With Misbehaviour

Misbehaviour is dealt with in terms of what is agreed, acceptable behaviour as outlined by the Academy's values. Misbehaviour that impacts on these values, and consequently the learning and safety of the misbehaving child and / or others, must be managed effectively. The usual procedures (the stage of initiation may vary according to the severity of the unacceptable behaviour) to follow are:

- Using eye contact and facial expression to refocus the child.
- Speaking to the child; giving a clear reminder of expected behaviour.
- Providing a recorded warning or short series of warnings (via name on board, movement on a traffic light system).
- Spending break or lunch to reflect and / or be coached on appropriate behaviour.
- Sending a child to a colleague for a 'cooling off' period, usually a year group colleague or appropriate middle manager.
- Involving parents and looking at ways of working together; use of positive contact – (Pastoral Support Plan)
- Keeping a running record of misbehaviours which the child knows is being kept.
- Building in privileges, the loss of which will become a sanction.
- The use of behaviour logs, incident reports, positive reports, targeted daily reports and home-school reports.
- Physical intervention and / or restriction of non-compliant children putting themselves or others at risk or disrupting the learning environment.
- A set period of low ratio intervention.
- Behaviour mentoring sessions.
- A period(s) of seclusion.

Any form of physical intervention must comply with the Restrictive Intervention Policy.

If misbehaviour is severe or on-going there may be the need for a child to be temporarily or permanently excluded from school but this sanction will only be used as a last resort.

## Beyond The Academy Gate

Whilst this policy refers mainly to the behaviours of children within the Academy premises, the Academy reserves the right to discipline beyond the Academy gate.

Our policy covers any inappropriate behaviour when a child is:

- Wearing Academy uniform
- Travelling to or from the Academy
- Taking part in an Academy organised or Academy related activity

- Posing a threat to another child or member of the public in person/online or in any other written communication
- Potentially adversely affecting the reputation of the Academy

In the incidences above, the Academy may notify the police of any actions taken against a child. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### Out of Academy Behaviour

The Academy is committed to ensuring that our children act as positive representatives of the Academy. Taking the above into account, we expect the following:

- Good behaviour on all transport to and from educational / residential visits or learning opportunities and sporting events off site
- Good behaviour on the way to and from the Academy for all forms of travel
- Positive behaviour which does not threaten the health, safety or welfare of other children, staff, volunteers or members of the public
- Staff to take all reasonable measures in line with the policy to ensure the safety of everyone at all times

The same behaviour expectations of children on the Academy premises applies to off-site behaviour.

### Sanctions And Disciplinary Action – Off-site Behaviour Including Online Behaviour

Sanctions may be given for poor behaviour when off the Academy premises which undermines any of the above expectations. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the Academy has been affected
- Whether children were directly identifiable as being a member of our Academy
- The extent to which the behaviour in question might pose a threat to another child or member of staff (e.g. bullying / cyberbullying or insulting a member of staff)