



Stilton C of E Primary Academy Academy Behaviour Procedures

Date agreed: September 2023

Review date: September 2024 or earlier if appropriate

These procedures should be read in conjunction with DEMAT Behaviour Policy, DEMAT Exclusions Policy, Safeguarding and Child Protection Policy, PSHE Policy and Bullying Policy.

Aims of our Academy procedures:

Our aims are for learners to demonstrate:

- A love of learning
- Responsibility and respect
- High standards of behaviour
- Independence and self-motivation
- Curiosity
- Confidence and self-esteem
- teamwork

We hold high expectations that everyone in school will follow the 'Stilton Spirit' throughout the school day and beyond.

Behaviour Principles:

Our approach to managing behaviour is underpinned by our Behaviour Principles:

- All pupils, staff and visitors have the right to feel safe at all times in our Academy.
- Appropriate behaviour is the foundation upon which pupils can make the greatest progress.
- Our Academy is inclusive. All members of our Academy's community should be free from discrimination of any sort.
- All policies are underpinned by our Trust values of Love, Trust, Respect, Ambition, and Community.
- All staff must take responsibility for applying the Behaviour Policy and procedures as required
- Academy rules and expectations are clearly set out and displayed around each site.
- Sanctions for unacceptable behaviour will be known and understood by all staff and pupils and consistently applied in a way which preserves dignity and respect towards all individuals
- Violence, threatening behaviour or abuse by pupils or parents towards staff will not be tolerated and will receive an immediate appropriate sanction which may be a suspension or exclusion.
- The Behaviour policy and procedures will set out the Academies' responses to inappropriate behaviour.

Definitions:

Our Academy will regularly and deliberately teach its pupils about both acceptable and unacceptable behaviours in education and in society. This will be achieved through planned induction activities at the start of the academic year, through assemblies and in class times, through working with partners and by the pastoral teams in our Academies.

Acceptable behaviour includes, but is not limited to:

- Being polite and respectful
- Being kind to others
- Being on time
- Having good attendance
- Listening to others
- Helping and supporting others
- Behaving sensibly in corridors and at unstructured times
- Following instructions
- Appropriate use of social media and electronic communication
- Wearing the correct uniform
- Actively participating in learning activities
- Asking and answering questions in lessons
- Seeking help and support when needed

Unacceptable behaviour includes, but is not limited to:

- Disruption behaviour
- Truancy
- Refusing to follow reasonable instructions
- Use of mobile phones by pupils
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaches of the Academy rules
- Any form of bullying
- Harmful Sexual Behaviour which is any unwanted sexual behaviour that causes humiliation, pain, fear, intimidation or upset
- Verbal or physical assault on either staff or pupils
- Vandalism
- Theft
- Fighting/acts of physical violence towards others
- Racist, sexist, homophobic or other discriminatory behaviour
- Any other behaviour deemed unacceptable by the Headteacher which has been communicated to parents/carers

Prohibited items. These include, but are not limited to:

- Knives or weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Our Academy will ensure that parents/carers are aware of rules and expectations that apply in our school as well as what constitutes acceptable and unacceptable behaviour. This will be achieved by ensuring that this policy and procedures are available online on the Academy website as well as in hard copy upon request.

Leaders within our Academy will explain the Academy's expectations to all parents/carers of prospective pupils during engagement events as part of transition and through literature that they will be provided as part of the admissions process.

Rewards and Sanctions:

Rewards

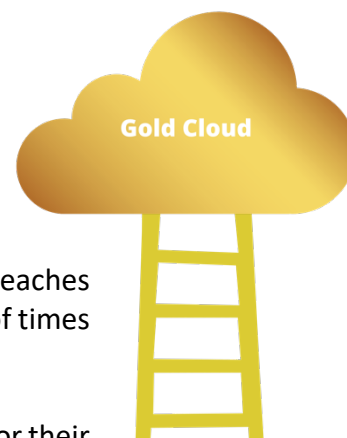
Our Academy has developed systems that are phase appropriate and embrace the unique nature of our Academy. Pupils, staff and parents/carers will be made aware of these systems and the rewards that are used through regular communication, displays in the Academy and through celebration events.

Rewards that are used by our Academy to recognise great work and effort may include, but is not limited to;

- Verbal praise
- Written praise in exercise books
- Merit/Achievement
- Marble/Pom Pom in the jar or similar in class reward system to work towards a class reward at the end of that half term
- Golden Tickets – awarded by the Executive Headteacher
- Work of the week awards
- Positive postcards
- Reward badges/stickers
- Letters or phone calls home to parents/carers

Ladder to Gold Cloud

As part of our Academy's procedures for promoting positive behaviours, we have developed a 'Ladder to Gold Cloud' system. This system enables staff to praise and recognise pupils who continually work hard and go above and beyond expectations. At the start of the academic year, all pupils begin at the bottom of the ladder and work their way up towards the Gold Cloud. Once a pupil reaches the Gold Cloud, they receive recognition dependent on the number of times they have reached this milestone, as noted below.



This system is intended to support and encourage pupils to aim high for their learning and behaviour at all times and show that consistently doing so will be rewarding. This is a one-way system with pupils working towards the Gold Cloud and they cannot be moved backwards. Pupils can move either one, two or three spaces depending on how exceptional their learning or specific actions were which was over and above what is already expected of them at the staff members discretion.

Once a pupil reaches the Gold Cloud and receives their reward, they will return to the bottom of the ladder to begin the process again. All staff will maintain a register of pupils who have achieved the Gold Cloud and this will be shared in the Executive Headteacher Newsletters and on Class Dojo.

Gold Cloud Rewards will include, but are not limited to:

- 1 Gold Cloud = mention in assembly, newsletter and on Class Dojo
- 5 Gold Clouds = Golden Certificate
- 10 Gold Clouds = postcard sent home from the Executive Headteacher
- 20 Gold Clouds = special reward with the Executive Headteacher at the end of term, i.e. Christmas crafts, Film treat with popcorn or Summer picnic for example.

Learning Detectives

We believe that children benefit from being taught how to learn. We follow a bespoke program called 'Learning Detectives' which teaches children how to improve their learning through 4 core 'Rs' which are:

- Resilience
- Reflection
- Relationships
- Resourcefulness



Across the school, we have a team of 'Learning Detectives' who complete learning walks to look specifically at the four R's. Children received awards each week when they have shown that they meet that particular terms focus and have role modelled expected behaviours to their peers. This is to focus our children's understanding that learning behaviours are important not only for their own but also others learning too.

Sanctions

When pupils demonstrate unacceptable behaviour a response to this behaviour will occur. These responses may have various purposes including:

1. Deterrence – sanctions can be effective deterrents for specific pupils or as a general deterrent for all pupils.
2. Protection – keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour may be immediate or after assessment of risk.
3. Improvement – to support pupils to understand and meet the behaviour expectations.

Sanctions are an important tool for maintaining good order and the calm learning environments pupils deserve but also help pupils learn what is right and wrong, what is acceptable and unacceptable in Academy and society in general. Sanctions are not punitive; they provide staff the opportunity to work with the pupils to correct behaviour and help the pupil take responsibility for their actions. When pupils demonstrate unacceptable behaviour, Academy leaders, teachers, and support staff will always ensure that any sanction is fair, proportionate and appropriate in any given situation. When sanctions are required, the lowest level sanction that will bring about the required change in behaviour and help the pupil learn what to do differently in the future will be used.

As an Academy, we have researched and developed an approach to support pupils with managing their own behaviours. Whilst restorative practices can be beneficial in supporting pupils to recognise the impact of the actions upon others, they are not a sanction in themselves and a sanction should be issued.

Sanctions that are used by our Academy include, but are not limited to:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Warning card issued (see description below)
- Detention at break or lunchtime
- Letters or phone calls home to parents
- Internal Inclusion/Reflection time
- Restriction of activity (e.g. playing for an Academy team)
- Fixed Term Suspensions (FTS)
- Permanent Exclusion (PEX)

Warning cards

When a pupil demonstrates unacceptable behaviour, a verbal reprimand will be issued to remind the pupil of the expected behaviour. If the behaviour continues a warning card will be issued. If the pupil continues to demonstrate the unwanted behaviour a second warning card will be issued followed by the final warning card. Where warning cards are issued, this will result in an appropriate sanction depending on the colour of card given. Dependent on the behaviour displayed, a member of staff can choose to issue a higher colour if the behaviour is more serious, i.e., physical violence would automatically result in a red card.

When a staff member issues a warning card, the appropriate card is shown to the pupil to highlight the colour and seriousness of the behaviour and then their name will be noted down privately in order to share with the appropriate adult on duty who will oversee sanctions (in cases of missed break time). All warning cards issued will be recorded by the Class Teacher on CPOMs and monitored for trends by the Behaviour Lead. Where pupils receive several warning cards over a short period of time, the Class Teacher will follow this up with parents/carers to discuss the behaviours and expectations moving forwards.

Warning card sanctions:

- Yellow card – first warning card = 5 minutes missed of breaktime or lunchtime.
- Amber card – second warning card = 10 minutes missed of breaktime or lunchtime.
- Red card – third and final warning card = 15 minutes of breaktime or lunchtime. Pupil will be escorted to a member of the SLT to discuss behaviour. Pupil will also complete a restorative activity to reflect on their behaviour and understand the importance of acceptable behaviour on their own and others learning. A Red Letter will be sent home to parents; two letters in a term will trigger a parent meeting with the Class Teacher. 4 letters in one term will trigger a meeting with a member of SLT and a Behaviour Plan/Risk Reduction Plan put in place.

*Where a pupil will miss a part of their break or lunchtime, the Teacher will escort the pupil to person on duty who will oversee the sanction.

Any incidents of racism, homophobia or extremism will be reported directly to the Executive Headteacher who in turn will report this to the Local Authority and Trust.

In Early Years our Academy adopts a positive behaviour management system which focuses on positive reinforcement, supporting the children to make good decisions. Staff use appropriate language to support children in their decision making. Our Academy provides a separate 'thinking space' within the classroom to enable children to consider their actions before re-joining the rest of the class. In EYFS we encourage emotional resilience and articulacy through class discussions and encouraging the children to recognise and manage their feelings effectively.

Where appropriate, the Academy may choose to enforce a removal system in response to serious or persistent breaches of the behaviour policy during lesson times. This offers pupils important 'time-out', and also allows other pupils the opportunity to learn without disruption. Pupils that are removed from lessons will continue to follow the curriculum and will complete the same work as they would in class or, if this is not possible, will be provided with appropriate work for their age and ability. In addition to completing work, during the period of removal pupils will be supported with their behaviour, be provided with the opportunity to reflect and consider how they can avoid the same behaviours in the future. If necessary, they will be provided with strategies that will help them do so.

Fixed Term Suspension and Permanent Exclusion

Fixed term suspensions and Permanent exclusions are the highest levels of sanction that an Academy can employ and will only be used as a last resort. Please refer to the relevant policy for more information about the procedures for this element.