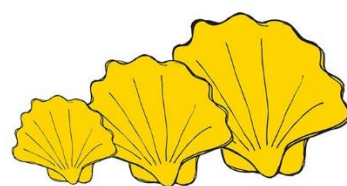


# Policies & Procedures

## Positive Behaviour Policy

<b>Date policy approved</b>	Summer 2018
<b>Approving body</b>	Local Governing Body
<b>Next review date</b>	Summer 2021
<b>Previous review date</b>	



**MANSTON**  
**ST JAMES**

Part of



# Manston St James Primary Academy - Positive Behaviour Policy

At Manston St James Academy we believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. Manston St James Academy is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment. All aspects of behaviour management and discipline are built on the foundations of the Christian values of the school.

Manston St James Academy Values are paramount to our work and underlie our approach to managing behaviour. We expect our pupils to

**Respect, Believe, Enjoy, Achieve.**

## Aims

- To have the highest expectations of pupil behaviour in order to maximise their opportunity to succeed.
- To promote moral values, independence and self-discipline.
- To create an environment which encourages pupils to demonstrate our values by being self-reflective, self-disciplined and accept responsibility for their own actions.
- To promote self-esteem through positive achievement.
- To establish clear guidelines for colleagues on the consistent use of rewards and sanctions.
- To develop good relationships in schools between staff and pupils which are based on mutual respect.

## Roles and Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, TAs, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our **understanding and consistent application of the behaviour policy**. We need to encourage pupils to make the right choices and take responsibility for their behaviour. Therefore all staff are expected to:

- familiarise themselves with and use the academy's behaviour policy to support behaviour for learning, progress and conduct
- consistently challenge and persistently follow up poor behaviour
- respond in a calm stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour
- reward, recognise and praise pupil effort and achievement
- model positive behaviours and work towards developing strong positive relationships
- use the behaviour model to escalate inappropriate behaviours, including referral to the Home Partnership Team

## Teachers are expected to

- greet the children on the playground, leading them to the classroom in a calm, orderly straight line
- use seating plans to promote positive behaviour and relationships
- have an entry task ready – hot tasks
- plan differentiated lessons that challenge pupils

- create an environment that is warm, friendly and exciting
- establish and expect clear routines (e.g. entrance, exit to the classroom, collecting work, entering assembly etc)

### **All staff should**

- Refer and model the academy's core values of Respect, Believe, Enjoy and Achieve
- Recognise and praise positive behaviour
- Take responsibility for their school environment
- In social/dining areas and playgrounds, on corridors ensure that they challenge inappropriate behaviour, particularly if it compromises safety regardless of which class or year the child is in.
- Model positive behaviours such as meeting and greeting, picking up litter etc

### **In the Classroom we expect our pupils to**

- listen carefully when the teacher or other pupils are speaking; not talk when others are
- speak politely and not shout out
- respect other pupil's property and not interfere with others physically
- be an active learner; being engaged and focused
- follow reasonable, clear instructions and not refuse to do as asked
- not make racist, homophobic or openly discriminatory comments to or about people
- not bully (refer to anti-bullying policy) other pupils
- not to be aggressive or confrontational to others
- not become involved in physical acts of aggression (provoked or unprovoked)

### **In the Playground we expect our pupils to**

- follow reasonable, clear instructions and not refuse to do as asked
- take part in activities and display safe, considerate behaviour
- not push/shove other pupils
- respect and bring in equipment they have used
- put litter in bins
- line up when the bell sounds
- walk quietly and calmly to their classroom area

### **On the Corridor we expect our pupils to**

- walk – no running
- stay to the left side of the corridor
- respect others and not push/shove/barge others pupils

### **In Collective Worship we expect our pupils to**

- walk quietly in single file in to the hall
- stand or sit facing the front listening or taking part in the Collective Worship activity
- listen to staff, visitors or other pupils and not talk when they are
- not interfere or distract other pupils

<b>Level 1 Behaviour Examples</b>	<b>Action/Consequence Class Teacher or Staff on Duty</b>
Talking over teacher or other pupils	1 Remind pupil of the expectation using verbal or non-verbal cues 2 Use de-escalation strategies  <b>If behaviour continues:</b> 3 Give pupil a 'flagged' warning and remind pupil of expectation and consequence  <b>If pupil does not correct behaviour:</b> 4 Pupil is given a same day playtime Time Owed (detention)
Calling out	
Interfering with others property or physically	
Losing focus and not working	
Not following a clear instruction	
Making noises and attempting to distract other pupils	
<b>Level 2 Behaviour Examples</b>	<b>Action/Consequence Class Teacher or staff on Duty</b>
Defiant, refusing to follow instructions	<b>Log on CPOMS</b> 1 Remove from classroom with appropriate staff (Timed)  2 Pupil is given a same day playtime Time Owed and loses 10 mins of Golden Time  3 Parents are informed of behaviour  4 Restorative Practice completed
Persistent disruption; not correcting Level 1 behaviour	
Using inappropriate language within earshot of staff	
Initial bullying incident	
<b>Level 3 Behaviour Examples</b>	<b>Action/Consequence Class Teacher, Staff on Duty, Pastoral Manager</b>
Making racist, homophobic or other discriminatory comments	<b>Log on CPOMS</b> 1 Pupil is given a same day playtime Time Owed and loses <b>all</b> Golden Time  2 Where appropriate pupil is isolated from area/class for agreed period of time  2 Parents are informed of behaviour and are invited to attend a support meeting – external support may be accessed  3 Restorative Practice completed
Repeated bullying incident	
Verbally/physically confrontational and aggressive	
Wilful damage to academy or others property	
<b>Level 4 Behaviour Examples</b>	<b>Action/Consequence SLT</b>
Persistent bullying incidents	<b>Log on CPOMS</b> Pupil has no social time for at least 1 day and loses Golden Time  Pupil is placed in Internal Isolation  Possible period of Fixed Term Exclusion  Parents are informed of behaviour and invited to attend support meeting – external support may be accessed  Restorative Practice completed
Swearing directly at a member of staff	
Repeated incidents of discrimination	
Unprovoked physical assault	
Stealing from the academy or others	

## Further Consequences for Cumulative Behaviours

- Level 1 - Three playtime 'Time Owed' in a half term period – Parents invited in to a support meeting
- Level 2 - Three occasions when a child has been removed from the playground or classroom in a half term period – Parents invited in to a support meeting.
- Level 3 - Three incidences of behaviour leading to loss of Golden Time in a half term period – Parents invited in to a support meeting to create a Personal Support Plan (PSP). Repeat incidences of level 3 behaviour may lead to a day in Internal Exclusion
- Level 4 - Three incidents of level 4 behaviour leading to Internal Exclusion - Parents are invited in to review the PSP. Repeat of incidences of level 4 behaviour may lead to a period of fixed term exclusion (FTE)
- Level 4 - repeated incidences of level 4 behaviour leading to periods of fixed term exclusion – Parents invited in to a meeting to review PSP. Repeated level 4 incidents which lead to further periods of fixed term exclusion may lead to a permanent exclusion.

## Stepped Response / Consequences to Behaviours

Manston St James Academy has a stepped behaviour policy that clearly outlines what behaviours will result in progression onto that ladder of consequence, and what the sanction for progression will be.

We will always **remind the pupil of our expectations and values** and explain why their behaviour does not meet our expectations.

### De-escalation techniques (See Appendix A)

Staff will use appropriate de-escalation techniques in an attempt to successfully re-engage and re-focus the pupil and create an opportunity for them to make the right choice about their behaviour.

**Verbal warning** – we will have a clear, appropriate method of ensuring pupils who have received a verbal warning know that they have and why they have received a verbal warning e.g. a card or object on their desk. Pupils should be clear that they have started the consequences ladder and must fully understand what behaviour this is for and what the consequences will be if they do not make the right choice and correct their behaviour. Staff will (where age appropriate) use the terms level 1, level 2 (etc) behaviour and remind pupils of expectations and consequences.

**Time Owed** – Manston St James Academy has a progressive Time Owed (detention) ladder which starts with missing a short period of social time during the academy day to losing Golden time. Parents will be informed of detentions and will at Levels 3 and 4 be invited to attend a support meeting about their child's behaviour.

**Remove** – where a pupil's behaviour is seriously hindering the learning of others they will be withdrawn for a period of time to be given the opportunity to reflect on their behaviour and make the choice to return to their learning environment.

**Fixed Term Exclusions (FTE)** – If a pupil's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate for them to be on school premises then a FTE may be considered as a last resort.

A FTE should always be considered for

- An assault on another pupil or a member of staff
- Threatening or intimidating behaviour towards a pupil or a member of staff
- Foul and abusive or discriminatory language directed at another pupil or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption

**Permanent Exclusions** - the decision to permanently exclude a pupil can only be made by the Head of School in consultation with their SLT and the Executive Principal. A permanent exclusion should only be considered if:

- It is in response to a serious breach of the academy's behaviour policy and
- allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school.

A permanent exclusion should be considered for the following offences

- Serious, violent assault
- Carrying/supplying an offensive weapon. (Not just restricted to knives but any instrument brought into school *with the intention to inflict injury on another person*)

## **Reasonable Adjustments**

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

## **Restorative Practice (RP)**

RP must be used in conjunction with the academy's behaviour policy. RP promotes positive relationships between staff and pupils as well as allowing pupils to start afresh having learnt from their previous experiences. Schools that use RP find that relationships are stronger and learning is more effective and that there is less need to use sanctions to control behaviour.

## **Teaching and Learning**

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed, differentiated and relevant curriculum, which meets the needs of the pupils helps to develop and maintain positive behaviour. Engaging teaching plays a significant role in pupils' attitudes towards learning. Pupils should be received into a classroom where routines are well established and high standards are expected. Well prepared and stimulating lessons, in which pupils are well aware of the lesson purpose, help secure good standards of behaviour. To this end lessons should be planned with behaviour in mind and we expect the following from all our teaching staff.

- Lessons are planned so that all pupils can participate.
- Praise and rewards are used fairly to motivate, encourage and engage the pupils.
- Model and teach positive behaviour, including respect and empathy whilst avoiding sarcasm, shouting or threats.
- Classes are not punished for the behaviour of individual pupils.
- Pupils are never humiliated.

## **Rewards**

At Manston St James Academy we want our pupils to be motivated by the intrinsic value of learning and the achievements it brings; we are committed to rewarding pupils for developing good learning habits.

Rewards include:

- Verbal praise and rewards through marking – stickers, stamps, comments
- Communication with home e.g. certificates, phone calls, texts etc
- Core Value rewards card
- Celebration events – regular celebration in collective worship
- Attendance rewards

Manston St James Academy rewards pupils for meeting our expectations and values. We reward for good manners, being kind, caring and helpful, for good and excellent work and positive effort. We reward pupils who support the academy community by participating in academy activities, including fundraising, productions, parents' evenings and sporting events. We also recognise where a pupil has made a significant improvement and shown great progress.

We use the language of our academy's values, Respect, Believe, Enjoy, and Achieve, to reinforce the values of our academy. The pupils are rewarded for displaying positive behaviours which reflect our core values through a personal reward card. The pupils are rewarded having completed a reward card (see table below); credits gained through the reward card also go towards their House points.

<b>Reward Card</b>	<b>Points</b>	<b>Reward</b>
<b>Ruby Reward</b>	<b>20</b>	<b>Certificate Celebration Text to parents 1 Raffle ticket for half term draw</b>
<b>Emerald Reward</b>	<b>40</b>	<b>Certificate Celebration Text to parents 2 Raffle tickets for half term draw Mini prize</b>
<b>Sapphire Reward</b>	<b>60</b>	<b>Certificate Celebration Text to parents 4 Raffle tickets for half term draw Mini prize</b>
<b>Crystal Reward</b>	<b>80</b>	<b>Certificate Letter from an Assistant Head of School 6 Raffle tickets for half term draw Crystal prize</b>
<b>Diamond Reward</b>	<b>100</b>	<b>Certificate Letter from Head of School 8 Raffle tickets for half term draw Diamond prize</b>

### House Rewards

Each child is allocated to a House (red, green, blue, yellow) and credits gained through the reward card (in the table above) also go towards their House team. Each week the totals are collected and calculated so that children can be notified weekly of how their House team is doing. Each half-term a reward will be given to the House team that has accumulated the most points e.g. additional play time. Throughout the year there may be school competitions where children are working for their Houses (e.g. cross-country races, spelling bee, sports day).

## Attendance Rewards

Rewards will be given for excellent attendance. At Manston St James we challenge every pupil to have at least 97% Plus (cumulative) attendance. Rewards are awarded on a weekly, half-termly, termly and annual basis.

Attendance	Reward
<b>Class Rewards</b>	
<b>Best attending class each week celebrated in Collective Worship</b>	
<b>Individuals in Year Groups</b>	
100% in a week	Mini prize draw
<b>Half termly</b> draw for all 100% (cumulative)	Prize draw for voucher. Certificate. Newsletter/website mention
<b>Half termly</b> draw for all 97% Plus (cumulative)	Mini prize draw. Certificate. Newsletter/website mention
<b>Termly</b> draw for all 100% (cumulative)	Prize draw for voucher. Certificate. Attendance party/disco. Newsletter/website mention
<b>Termly</b> draw for all 97% (cumulative)	Prize draw for voucher. Certificate. Attendance party/disco. Newsletter/website mention
<b>Annual</b> prize for all 100% pupils	Afternoon trip or activity. Certificate. Newsletter/website mention
<b>Annual</b> prize for all 97% Plus pupils	Afternoon trip or activity. Certificate. Newsletter/website mention
<b>Most Improved Attendance</b>	
Class over a term	Certificates. Recognition reward
Individuals over a half term	Certificate. Recognition reward
Individuals over a term	Certificate. Recognition reward



## Appendix A

### De-escalation Strategies for Staff

Verbal De-Escalation is a targeted intervention for use with pupils who are at risk for aggression. It is basically using calm language, along with other communication techniques, to diffuse, re-direct, or de-escalate a conflict situation (Kerr & Nelson, 2010). Staff receive training on de-escalation techniques.

Some examples of techniques you may use with pupils

- Do not raise your voice. Use calm, even tone
- Remind the pupil of the expectations, referring to occasions when they have behaved in a positive way – showing kindness, good manners, respect for others, working well with their peers etc
- Have eye contact and use the pupil's name with a non-verbal signal. (A hand gesture for example)
- Move towards them and stand near, but not uncomfortably close – use name quietly or non-verbal signal
- Ask them a question to re-focus them. Involve them in the group or individual task, or direct their attention elsewhere through a work station task
- Check the understanding of their learning and attempt to re-engage them
- Lower your body position and make your expectations clear. Use visual 'markers' on their table to enable the pupil to recognise where they are on the consequence route
- Use non-confrontational language and remember it's the pupil's behaviour that is disappointing, unacceptable, disrespectful..... dis-engage your comments, do not make them personal to the pupil "Your behaviour.." rather than "You are..."
- Develop positive relationships – use their names, know a bit about them, show an interest, share a little of yourself to create a bond
- After giving support and some attention give the pupil some 'space' by moving away and working with others. 'Check in' with the pupil through eye contact or non-verbal signals so they understand you are still monitoring their behaviour.
- Where appropriate ask a supporting member of staff to take the pupil to a quiet area for 3-5 minutes to allow them to talk through their behaviour or have a quiet time to re-focus