



Birley Spa Primary Academy Behaviour Policy

Agreed: February 2020
Review February 2021



Rationale

At Birley Spa Primary Academy there is a shared understanding that all behaviour is communication. It is our role to provide the absolute best opportunities, which facilitate an environment where children are engaged and motivated in their learning and therefore demonstrate positive learning behaviours. Children learn best when there is the correct climate for learning. We expect our children to have excellent conduct behaviour and demonstrate positive behaviours for learning. These include:

- Always being ready to learn.
- Being resilient
- Persevere
- Rising to the challenge
- Not being afraid to make mistakes and learn from them. We do our deepest learning when we learn from a mistake
- Encouraging each other to try our best

Aims

At our school we aim to:

- Provide an environment that enables the effective learning of both pupils and the staff.
- Ensure all members of the school community are able to reach their full potential
- Embed the ethos of learning being a lifelong skill and journey that can be deepened and built upon at any time.
- Promote a climate of mutual respect for others and the school community as a whole.
- Ensure that all members of the community have a clear understanding of what is expected of them.

Implementation

As a school our learning behaviours underpin the work we do in every area. These core behaviours are:

- Creativity- Perceiving the world in new ways and making connections. Being able to generate solutions.
- Resilience- Being able to recover from difficulties and challenges. Seeing mistakes as the first steps to new learning
- Endeavour- Striving to achieve the best and valuing the achievements of others.
- Aspiration- Having high expectations and working hard to achieve the best



- Team Work- working collaboratively and encouraging other members of the school community to be the best version of themselves.
- Empathy and tolerance- Being open minded to opinions and beliefs that may differ to our own. being patient, understanding and accepting of difference.

Positive Recognition and Rewards at Birley Spa Primary Academy

Positive recognition builds the intrinsic motivation to continue to improve and move forward. It also enables the following:

- The developing self-motivation of knowing that the correct choices have been made.
- Enabling adults to focus upon children who are behaving well and are setting the expectations.
- Encourages all children to behave well.
- Increases and supports self esteem
- Reduces confrontation and low levels of disruption to learning.
- Creates a calm and positive learning environment for children and adults

Rewards at Birley Spa Primary Academy

There are a range of rewards across the whole school that contribute towards our ethos of collaboration and perseverance. Some rewards are for collective good behaviour whilst others highlight individuals who are doing the right things. They include:

- A collective system within each class for living out our Core Values (A pom pom in a jar for when a teacher sees children demonstrating both good conduct behaviour and learning behaviour.) Pom poms are awarded by Senior Leaders/Class Teachers and/or TAs for quality work (in relation to each individual), commendable effort and conduct (in relation to our Core Values) in the classroom. For exceptional 'one off' behaviour/excellent home learning etc – up to 2 pom poms can be awarded. When a class achieves the target number of pom poms (which is 50 per class) then they have a class reward.
- Catch Me cards- these are given by all adults in school to celebrate good conduct and learning behaviour at other significant times in the day, lunch times, at the end of the day, during breaks and during assembly. Catch me cards are collected in a box by each class (next to their pom pom jar). When a class reaches 20 Catch me cards, they can be traded for 1 pom pom.
- Opportunities for recognition in "Shine" Assembly
- Badges and Certificates sent home via the Marvellous Me App
- Phone Calls home

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that



this staged intervention is designed to allow all pupils the opportunity to choose to change their behaviour within an identified framework.

This may be approached in a slightly different way in Shirebrook (Integrated Resource) as the needs of the children may be so that it is not an appropriate tool.

Birley Spa uses logical consequences (stages) as the system for dealing with poor behaviour. This is to ensure that the children are given adequate opportunities to reflect on their behaviour and be able to make changes.

Stage 1

If a child misbehaves s/he will be given a 'Verbal warning'. This gives the child the chance to stop the inappropriate behaviour, using the language of choice. (This works best in a quiet manner so as not to highlight negative behaviour).

Stage 2

If this behaviour continues, a 'Final warning' will be given and the member of staff will encourage the child to think about their behaviour/remind the child about the right choice needed.

Stage 3

If the child continues to display inappropriate behaviour, the child will lose up to ten minutes of their break time and spend the time talking with the class teacher/Phase Leader about making the right choice. (Children have the opportunity to earn time back minute-by-minute by making the right choice).

Stage 4

If the child continues to display inappropriate behaviour, they will then be given a 'Time Out' and spend 30 minutes (12:00 – 12:30) with the designated member of SLT at lunch time.

Please see Time Out procedure below:

First occasion: Discussion about behaviour (what went wrong, what should happen next time).

Second occasion: Discussion about behaviour followed by written reflection activity. Parents receive a text message.

Third occasion: Deputy Head Teacher to be informed of the fact that the child has received a third time out this half term. Child's parents to be contacted by SLT to inform them of their child's behaviour.

Fourth occasion: Child referred to Head Teacher and meeting set up between SLT, Class teacher and Parents. Child will be given a Report Card which is monitored by SLT.



Fifth occasion: (As above) Depending on the reasons for the time out consider use of outside agencies, staffing within school to put action in place so that child is not consistently receiving time outs.

3 times in time out (Half term) - no class reward (when 50 pom poms have been reached).

4+ times in time out (Half term) - no enrichment clubs for the half term

6+ for the term – no residential visits (Y5/Y6).

Stage 5

If the child continues to display inappropriate behaviour, the child will be sent to the Deputy Head Teacher to discuss their behaviour and complete a reflective exercise (in addition to receiving a Time Out).

Stage 6

If a child gets to Stage 6, they will be sent to the Head Teacher (in addition to receiving a Time Out). A phone call will be made home and parents will be informed of the child's behaviour. The child will be given a report card for an agreed period of time (which will be completed every lesson and signed by a member of SLT at the end of every day.)

A record will be kept whenever a child gets to Stage 4, 5 or 6 (and receives a Time Out) in the academy Behaviour folder (which will be kept in the Deputy Head Teacher's office). For some very poor behaviour choices children will automatically get a 'Time out' and move to Stage 5 or Stage 6. These include: physically abusing another pupil by kicking, hitting etc including fighting during the lesson. Pupils verbally abusing another pupil by threats, teasing, racist or homophobic taunts will also be dealt with by the Deputy Head Teacher or Head Teacher.

There is always the focus upon each child having a fresh start each day.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Head Teacher, Deputy Head Teacher and inform the SENDCo. Following consultation with the appropriate staff and parents a plan of support will be agreed, or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

In other circumstances where all other stages have been exhausted it may be necessary to implement an Acceptable Behaviour Contract. This is drawn up with the Head Teacher or Deputy Head Teacher, parents and the child. It will be based on creating opportunities for the child to demonstrate the correct behaviour.

Referrals to the Primary Inclusion Panel may also be considered as a preventative measure to deescalate situations before they lead to fixed term exclusions.



A Family Common Assessment Framework (FCAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan.

Exclusion

Ultimately, a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, a serious violent assault on another pupil or an adult, repeated verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy and Exclusion Toolkit).

Use of outside agencies

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

School nurse
Hub SENDCo
Primary Inclusion Panel
Educational psychologist
Police
Family doctor
CAMHS
Speech therapist
Visual impairment services
Hearing Impairment Services
Families Information Service
SENDIASS
Autism Communication Team
MAST
Social Care

The Head Teacher, Deputy Head Teacher and SENDCo will advise teachers and parents on which service would be most appropriate and how to contact them.

Equality statement

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

Monitoring, evaluation and review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:



The Deputy Head Teacher will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The Academy Governing Body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

Please read in conjunction with our Rewards and Consequences documents.

Anti Bullying Policy

Equal Opportunities Policy

Disability Equality Policy

SEND policy



This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Acceptable and Unacceptable Behaviour

The chart on page 5 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:



- have a whole-school behaviour policy which details its approach to behaviour management
- involve all pupils in the creation and review of academy codes of conduct
- provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- involve parents/carers by communicating well to ensure their support
- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

Each academy, in order to instil good behaviour, should therefore:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self-esteem in all members of the academy community
- promote consideration and respect for others and the academy environment
- encourage a shared responsibility between home and the academy
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- encourage all pupils to behave appropriately
- increase pupil self-esteem, self-confidence and reflectiveness
- dramatically reduce behaviour problems and confrontational situations
- create a positive classroom environment for both pupil and class teacher
- help to teach behaviour and establish positive relationships.



| Pupils should | Pupils should not |
|---|--|
| show respect for each other regardless of race, culture, gender, sexuality or religion | in any way verbally or physically mistreat anybody else |
| show respect for adults including following instructions when asked | show disrespect towards adults |
| be polite to others | engage in bullying and/or teasing |
| show respect for property belonging to others and to the academy | damage other people's property, including that belonging to the academy |
| show respect for people's right to learn | disrupt the learning of others |
| wear the full academy uniform | wear make-up or more than one pair of silver studded earrings in the lobe |
| be punctual to the academy and to lessons | be late to the academy and lack punctuality when on academy premises |
| ask permission from a member of staff before leaving a classroom | leave classes without permission |
| hand in all work on time | fail to hand in homework on time |
| attend the academy ready to learn with the correct equipment | eat or drink during lessons including the chewing of gum |
| work to the best of their ability during lessons | bring mobile phones, ipods/ipads or other electrical items to the academy without the permission of the Headteacher |
| use academy ICT facilities sensibly and safely | access other pupils' files and documents on the academy ICT network premises |
| bring in notes explaining any absences from the academy | smoke in or near the academy |
| Look after all academy property | steal academy property or that of other pupils |
| | Engage in any other activity in or out of the academy which could bring the academy in to disrepute |