



Behaviour Policy.

Every member of the school community should be treated fairly and with respect. This policy outlines the way in which all members of the school can live, learn and work together in a supportive manner. The policy is also underpinned by the United Nations Convention on the Rights of the Child (specifically Article 28 – “Discipline in schools must respect children’s dignity and their rights.”) the Education and Inspections Act 2006, Equality Act 2010, Behaviour and Discipline in Schools 2016 and Astrea Academy Trust’s Exclusion and Behaviour Best Practice Guidance documents. It may also be applied in conjunction with the school’s anti-bullying and exclusion policies.

The promotion of positive behaviour will encourage individuals to -

- ❖ Develop self-discipline and self-respect
- ❖ Respect others and the environment around them.
- ❖ Interact positively with others.
- ❖ Learn, and help others learn.
- ❖ Know how to manage and regulate their own behaviour.
- ❖ Judge the behaviour that is appropriate for any given situation and make sensible decisions.
- ❖ Keep safe, prevent bullying and be aware of the consequences of any actions.
- ❖ Try their best in all activities.

How we do this-

- ❖ A consistent, positive and proactive approach, underpinned by high expectations, is maintained throughout the school community.
- ❖ We develop positive, appropriate relationships with all members of the school community and concerns are directly communicated through the appropriate channels.
- ❖ The behaviour policy is supported, promoted and followed by every member of the community.

Rewards for positive behaviour choices.

- ❖ Genuine praise is given to encourage positive behaviour and develop self-reflection.
- ❖ Stickers or certificates may be awarded to children, either for consistent outstanding work or behaviour or to acknowledge positive actions in line with school and Astrea dispositions, values and school rules.
- ❖ Successes in both curricular and extra-curricular activities are shared with the individual, class, school and families as appropriate.
- ❖ Positive, non-scheduled reports to families may also be made.
- ❖ We also operate a Golden Time reward system (please see below.)

Golden Time

1. Each child has their name/ picture on a card that is attached to the green part of the traffic light display. There are behaviour traffic lights prominently displayed in each classroom and shared areas (as a reminder)
2. All children start on green each day.



3. All children that end the day in the green zone will earn a maximum of 10 minutes Golden Time as an earned incentive for keeping the rules. If a child just misses out on this then teachers can use their judgement and award 5 minutes. We will visually record this each day with the children on the class spreadsheet. This will serve as a good record of progress over time.
4. If a child behaves in a way which is not part of the rules then the member of staff will remind the child of the rules. This gives the child a chance to think about their behaviour and make the choice to correct it.
5. If the child continues to behave in this way then this will result in their name being moved onto the amber part of the traffic light. At this point they are at risk of not earning Golden Time. We will expect them to try to return to the green zone by the end of the day by correcting their behaviour.
6. If the child continues to behave in this way then this will result in their name being moved onto the red part of the traffic light. If this happens then the child is referred to the Principal. She will contact the child's parents either by phone or letter. Phone calls will always be followed up by a letter requesting support from the parent.
7. Serious incidents- e. g fighting, aggressive behaviour towards staff will result in the child immediately being placed on the red part of the traffic light. We would hope that it would be very rare that a child would find themselves in the red part of the traffic light. In very serious cases or for periods of sustained disruptive behaviour then the school can apply a fixed term or even a permanent exclusion. If this was the case the parents would be fully involved in this process.
8. Children will earn up to 50 minutes of an activity they have chosen which will take place each Friday.
9. Children with less than 50 minutes will be asked to go to their chosen activity and wait until their time starts.

 Year 4 Golden Time Record Sheet 						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Fred						50
Alice						40
Sam						50
Tim						10
Jo						30
						



Pupils requiring individual behaviour plans.

We understand that some children require more specific support and guidance to manage their own behaviour. The school works as a team and with relevant professionals to devise specific plans which are shared and agreed with the parent and child.

Consequences for less than expected behaviour.

A positive, proactive and graduated approach is used when dealing with behaviour concerns.

If an individual is not behaving as expected, school staff will-

- ❖ Use a non-verbal cue to encourage the child to behave as expected.
- ❖ Provide a verbal cue to encourage the child to behave as expected.
- ❖ Provide a choice to a child to either behave as expected or face a consequence for less than expected behaviour.
- ❖ Move a child to a different place within the classroom to refocus behaviour.
- ❖ Move a child to a different place within the school if disruption continues.
- ❖ Discuss the impact of poor behaviour choices with an individual.

Serious incidents may result in immediate removal from the class and further consequences. If an individual threatens or hurts anyone (physically or verbally), the staff member involved communicates this to the Principal and in her absence the Vice Principal and appropriate consequences will be applied. This may include the use of exclusion (please refer to the school exclusion policy for further information).

Staff may use 'reasonable force... to prevent an offence or the continuation of one; to prevent personal injury or damage to property; and to prevent anything which prejudices the maintenance of good order and discipline at the school, or confiscate items', in line with legislation contained within the Education and Inspections Act 2006.

Behaviour in and around school may also inform decisions relating to attendance arrangements for school trips, extra-curricular activities and the selection of teams and groups to represent the school in competitions and events.

Families will be notified of any patterns of low level negative behaviour or any serious incidents that occur. School will then work with families to help support a child's behaviour. This may involve support from outside agencies if the school feels this would be of benefit. The effectiveness of school and family partnerships is vital in supporting children's behaviour. Families will be

encouraged to engage fully with all programmes initiated by school or other agencies to support a child's behaviour and wellbeing. The risks to a child's welfare through ineffective home/school partnerships will also be explained if required.

We will monitor consistency of positive behaviour through –

- ❖ Observations
- ❖ Reports from staff (verbally and through the CPOMS recording system)
- ❖ Feedback from individuals and families
- ❖ School Council meetings
- ❖ Governor visits
- ❖ Reports from Astrea representatives and external accountability agencies

Date: April 2018

Review Date: April 2019

Approved by: