



Behaviour Policy

Monitoring Responsibility	Head of Academy
Date Ratified	October 2020
Approval Body	Local Governing Body
Next Review Date	September 2021
Chair of LGB:	David Radford

“Maintaining effective behaviour is a prerequisite for learning and pupil progress.”

Ofsted, Managing Behaviour in Schools

Introduction:

Good behaviour in a academy is essential in order to maintain the safe and happy environment required for learning to take place. Clarity of expectations and an adherence to agreed and understood rules by all are vital elements of a well-behaved academy.

As adults working with children, our students look up to us and we must therefore model expectations at all times and demonstrate a positive and consistent attitude towards nurture-based, inclusive principles.

Aims:

- To create a welcoming environment that is positive, nurturing and caring. Where children feel safe, secure and valued as individuals. (Linking with our Curriculum Intent: 'Nobody cares how much you know until they know how much you care').
- To provide high quality teaching within a supportive and stimulating learning environment, which enables children to become successful learners.
- To set and model high standards for personal behaviour and self-discipline based on trust and mutual respect.
- To support pupils in accepting responsibility for their own behaviour
- To be explicit about the consequences of behaviours

Ethos:

- The academy ethos is based upon the principle of respect for ALL members of the academy community and ourselves.
- All children should feel safe and know to inform an adult if there are situations within the academy where they do not feel safe.
- All children are given opportunities across the curriculum to explore and develop moral concepts and values - for example personal rights and responsibilities and fundamental British Values.
- There is a culture of mutual respect; all staff speak to children in a respectful, appropriate tone, except in circumstances where a child is at risk of harming themselves or others.

How will we achieve this?

By creating a academy where staff provide:

- A promotion of Rights and Responsibilities - with clear rules, routines, rewards and sanctions.
- A positive, nurturing and consistent approach
- A model of courtesy and respect
- An understanding of every child as an individual
- Enriching and diverse opportunities which build within our pupils an understanding of and respect for difference.
- Well planned and resourced engaging learning opportunities with clear objectives

Our ultimate aim:

Ultimately, we want our children to:

- Know their rights and responsibilities as pupils and as citizens
- Have respect for themselves and others
- Show resilience
- Be positive and display an 'I can do it' attitude
- Self-regulate their behaviour (including ignoring poor behaviour by others)
- Engage in and take responsibility for their own learning

Our behaviour code:

Celebrating good choices and giving positive recognition is the basic premise of the code and it is essential that the time spent on this outweighs the time spent on dealing with any negative behaviours. This will ensure that the relationships within academy are as positive as possible.

The Code of Conduct is made up of three components:

1. The academy rules
2. Positive recognition for pupils following the rules (Rewards)
3. Consequences to support a change in behaviour (Sanctions) for those who are not consistently following the rules.

It is essential that the whole academy community understand the need for consistency and fairness in the application of the code. This in turn will ensure that the Code is respected by all stakeholders.

1 - The academy rules:

Fishtoft Academy Rules

- We use kind words
- We have kind hands and feet
- We work hard and try our best
- We show good listening

2 - Positive reinforcement for following the academy rules

Pupils can expect rewards for good behaviour and following the rules consistently. Such rewards are the opportunity for staff to motivate and raise pupils' self-esteem and must be seen as an essential part of the Code.

There are several mechanisms to positively reward pupils for consistent adherence to the rules. This may include:

- **Verbal praise** - Ensuring when given, children know what they are being praised for. e.g '(Name) - I love the way you are listening really hard to what your partner is saying'.
- **Stickers** - An instant 'token' reinforcer of keeping the rules.
- **Marking of work** - To let children know what they have done well and provide them with a guide of how to improve their work further.
- **Phone calls home** - These are known as 'Sunshine calls'.
- **Postcards/Notes home** - Personalised messages sent from Head of Academy, Base Leader or Class Teacher
- **'Fishtoft Florins'**- The physical 'currency' (token system) which we use to reward good behaviour and work.

Fishtoft Florins (Our Academy Currency)

Our academy currency comes in three distinct denominations:

Silver Coins = 5 florins in value at the Fishtoft Shop	Blue Coins = 10 florins in value at the Fishtoft Shop	Gold Stars = 100 florins in value at the Fishtoft Shop
		

Behaviour Observed	Reward
Good Listening	1 silver coin
Kind Words / Act of Kindness	1 silver coin
Trying your best	1 silver coin
Home reading 3 x a week (Signed by parents)	1 blue coin
Multiplication Table (Individual progress or full marks in test)	1 blue coin
Spelling Test (Individual progress or full marks in test)	1 blue coin
Class Teacher award for exceptional work	1 blue coin
Head Teacher Award	1 gold star
Star of the Week	1 gold star
Star Reader 'Milestone' reached (10pts, 25pts, 50pts).	1 gold star

Once a fortnight, the shop will open and children will be able to either 'spend' their currency or bank it in order to be able to save for something larger at the shop.

3 **- Sanctions and consequences to support a change in behaviour for those who are not consistently following the rules.**

Why do children misbehave?

When children fail to meet the expectations set. One must consider:

- Are the rules and boundaries not understood, not clear or consistent?
- Are there other social /emotional factors at play? (e.g. attachment, adverse childhood experiences, etc.
- Are there any underlying educational difficulties? (Undiagnosed special educational needs)?
- Is the work not pitched correctly, leading to a lack of engagement?
- Is there a medical and/or diagnosed condition that may lead to difficulties in self-regulation?

Sanctions for not following the rules:

Children who choose not to abide by the rules established across the academy will be choosing negative consequences for their actions. The 'Ladder of Consequences' can be found in Appendix 1, with age appropriate sanctions consistently applied across the academy.

Where there are identified emotional, medical or learning needs which impact on behaviour, these will be addressed through an appropriate pastoral support plan.

Sanctions must target specific children involved and are always carried out as soon as possible after the incident. Mass sanctioning of innocent children is not an approach we take within the Academy.

Recording Incidents:

All incidents of negative behaviour which result in a consequence from stage 2 upwards **MUST** be recorded on Progresso. It is the responsibility of the person issuing the consequence (ie the person observing the negative behaviour) to do this. All incidents should be logged the same day. These logs will be monitored regularly by the SLT to look for patterns and trends and inform future practice.

Should physical intervention be required, this will be carried out in accordance with the Academy's care and control Policy and will be recorded in the Academy's Bound and Numbered record book for such incidents. Staff will always use the minimum physical intervention necessary for the minimum amount of time to safeguard themselves, other children and the child concerned. (See also Care and Control Policy)

Fixed Term and Permanent Exclusions:

We make every effort to avoid the exclusion of any child from the academy but there are times when this is necessary. Only the CEO, (or Head of Academy if this power is delegated to them) has the power to exclude a child from the academy. The exclusion may be for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances the CEO may exclude a child permanently. It is also possible for the CEO to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Note: The decision to permanently exclude a pupil is the sole responsibility of the CEO. However, the exclusion procedures can be delegated to the Head of Academy. In the event of any exclusion, parents are informed immediately and are provided with reasons for the exclusion. At the same time, the CEO / Head of Academy makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The academy informs the parent how to make such an appeal, which is heard by the Governing Body Pupil Discipline Committee.

The CEO or Head of Academy informs the LA and the governing body about any fixed-term or permanent exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the CEO/Head of Academy.

Should a child who is Looked After or have an EHCP (Educational Health Care Plan) demonstrate behaviours which place them at risk of a permanent or fixed-term exclusion, the Head of Academy, will discuss this first with the Virtual Academics' Head or the child's SEN Caseworker, to explore all available options to avoid such an instance. (See also SEND Policy and LAC Policy).

Parents as Partners:

We expect parents to support their child's learning and to co-operate with the academy, as set out in the home-academy agreement. If parents have a concern about the way their child has been treated they are invited to contact the Class Teacher in the first instance.

During Lessons	Out of lessons, e.g. breaktime	Staff responsible for carrying out of sanction	Likely Consequence
Please note, the behaviours listed below are given as examples and are not exhaustive lists.			
STAGE 1			
Talking when inappropriate Arguing with peers Failure to follow instructions Answering back Preventing others from learning Other low-level disturbance	Running in corridors Rudeness towards another child or adult Answering back Preventing others playing Failure to listen to an adult Boisterous Behaviour	All staff	Verbal warning Reason for warning is explained to the child and a chance is given to put right the behaviour.
STAGE 2			
Continued STAGE 1 behaviours (same day) despite verbal warning.	Continued STAGE 1 behaviours (same day) despite verbal warning.	All staff	Individual Teacher detention (10 minutes of 'time in'). During which any work missed by poor behaviour is completed. <u>Follow up:</u> Class teacher to speak to parents informally (on collection or via call home).
STAGE 3			
Lack of response to Stage 2 consequence Rudeness to an adult Inappropriate language (swearing) Deliberate disruption in class Persistent disruption to lessons Threatening Behaviour Damage to others or academy property Racial or homophobic remarks	Continued Stage 2 behaviours Inappropriate language (swearing) Fighting / Aggressive behaviour Repeated failure to follow instructions from midday supervisors Bullying Damage to others or academy property Racial or homophobic remarks	SLT	SLT lunchtime detention (Work to be provided by class teacher) Follow up: Class teacher to inform parents (on collection or via call home)
STAGE 4			
Persistent Stage 3 behaviours i.e. More than 2 lunchtime detentions in any short term		SENDCo Head of Academy	Follow up: Child placed on report for 1 week. If there is no improvement then: Refer to SENDCo Complete Risk Assessment Screen for underlying learning need Implement Pastoral Support Plan (PSP) to include BOSS Referral if deemed appropriate.
STAGE 5			

<p>Continued Stage 5 behaviour: Physical assault against pupil or adult (resulting in physical injury) Verbal abuse / threatening behaviour against adult or pupil Racist/homophobic abuse (discriminatory insults) Drug or alcohol related incident Damage Theft Sexual misconduct Persistent bullying Absconding from academy</p>	<p>Head of Academy</p>	<p>Fixed Term Exclusion</p> <p>Follow up: PSP reviewed and BOSS referral made if not already in place.</p> <p>Application for intervention placement if deemed appropriate.</p>
<p>STAGE 6</p>		
<p>Continued Stage 5 behaviour Or Possession of a weapon with the intention to cause harm</p>	<p>Head of Academy & LGB Disc. committee</p>	<p>Permanent Exclusion</p>