



Kernow Learning
Building Excellent Schools Together

St Agnes Academy

Behaviour Policy

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Scheduled review date:	July 24
Statutory or Best Practice policy:	Statutory
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email stagnes@kernowlearning.co.uk

This policy was written in consultation with all staff and pupils.

Aims

At St Agnes Academy, our aim is to promote high standards of behaviour across the whole school. We have a positive approach to behaviour management, and adhere to the principle that all children have the right to learn and all staff have the right to teach free from disruption.

We know that getting behaviour right is essential for both social and emotional well-being and academic success.

All behaviour is underpinned by our core values: Courage; Kindness; Joy; Perseverance and Responsibility. They shape our policies and curriculum, ensuring that everyone within our school is treated with love and respect; they enable all to feel secure and valued, regardless of gender, creed, colour and ethnicity.

The school has a legal right to also consider children's behaviour beyond the school grounds and day and a legal duty to follow up incidents of inappropriate behaviour and/or bullying (including cyber bullying) that take place outside of school.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Definitions

Poor behaviour choices are defined as:

- Disruption in lessons, and at break and lunchtimes
- Refusal to do classwork
- Being rude or offensive to other children or adults
- Damaging property of the school or of peers
- Hurting another person

Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils.

We have a responsibility to respond promptly and effectively to issues of bullying, and to help children who are bullying to learn different ways of behaving. Bullying will not be tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

In order to prevent bullying, we use a range of strategies including:

- Regular assemblies
- Participation in the national anti-bullying week
- Worries and Wishes Boxes
- Curriculum design that encompasses diversity, tolerance and respect
- Promotion of British Values

Our PSHE curriculum helps to create a positive, respectful and tolerant ethos and teaches our children how to effectively manage their feelings and the feelings of others, how to resolve conflict and how to manage difficult

situations. Our children are encouraged to be responsible for themselves and for others. A brief overview of our PSHE curriculum can be found below. For further detail, please refer to the PSHE Policy.

Relationships	Living in the Wider World	Health and Well-being
Families and Friendships	Belonging to a Community	Physical Health and Mental Well-being
Safe Relationships	Media literacy and digital resilience	Growing and Changing
Respecting Ourselves and Others	Money and Work	Keeping Safe

If bullying does occur, all pupils should be able to tell a trusted adult and be confident that incidents will be dealt with promptly and effectively.

We will log the incident using MyConcern. We treat bullying as a serious issue and follow the procedures detailed under Serious Incidents below (p7).

Roles and responsibilities

The Local Governing Body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Behaviour Lead

The Behaviour Lead is responsible for:

- Training and supporting staff
- Keeping up to date with current research
- Monitoring behaviour
- Reviewing the effectiveness and implementation of the policy

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Sanctions

Sanctions are used when children do not adhere to our positive behaviour policy.

The use of sanctions should be consistent, fair and proportionate and in-line with the school's behaviour policy.

The use of sanctions should be characterised by certain features:

- Consistent
- Clear
- Specific
- Individual (SEND/needs)
- Respect (behaviour not the child)
- Bullying

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning from an adult; the pupil will be reminded of the behaviour that is expected – this will be followed by a final verbal warning (therefore two warnings)
- Writing a pupil's name on the board
- Sending the pupil to another class to complete their learning
- Missing part of break or lunchtime, or half-termly treat and discussing their behaviour choices with the pupil
- Escalating the pupil to a senior member of staff
- Visiting the Head teacher to discuss behaviours
- Phone call home to parents/carers
- Ongoing regular meetings with the pupil and parents to discuss progress of the child's behaviour
- In extreme cases pupils may be given an internal exclusion, fixed term exclusion or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on the website

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes which are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have fewer behaviour problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self- esteem. Challenge of behaviour should never damage self- esteem. Any censure should focus on the behaviour and not the child.

Teachers and support staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules
- Develop a positive relationship with pupils, which may include:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Communicate expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption. All staff to deal with all pupils when they witness this. E.g. discussing their behaviour choices, modelling the correct behaviour, verbal warnings, referring to the school rules, behaviour chart, names on the board etc.
- Use positive reinforcement

Class Charters

All classes agree a class charter at the beginning of the academic year which is signed by all members of the class, including adults. This must be displayed and referred to as a behaviour management tool.

A class charter should:

- Be underpinned by our school values
- Be age appropriate i.e. pictorial for young children
- Set clear expectations of behaviour in class (including learning behaviours)
- Set clear expectations of behaviour around the school, including break-times

School Rules

The School Rules are a clear set of rules that are displayed in all areas of the school and referred to as a behaviour management tool in class and around the school.

- We are kind to each other
- We look after our own and other people's belongings
- We do our own work and let others do theirs
- We listen when others are speaking and put our hands up before we speak in class
- We use quiet voices in school
- We walk in school

Lunchtime Rules

Our Lunchtime Rules are displayed in the hall, outside the hall and in classrooms to remind children the expectations at lunchtimes. These rules are underpinned by the school values and the school rules specifically to lunchtime in the hall.

- Use quiet 'inside' voices in the hall and when lining up
- Do not shout across to other tables
- Do not run or push when entering or leaving the hall
- Stay in your seat at all times and put your hand up to ask an adult if you need to get up to go to the toilet or scrape your plate
- Take off any hats or hoods
- Try to make sure no food goes on the floor
- Line up quietly
- Show respect to the lunch supervisors by behaving well and listening to any instructions from them

Rewards

We believe that rewards can motivate pupil learning and improve good behaviour. At St Agnes Academy, we believe in both collective and personal responsibility and so reward both class and individual success.

Positive behaviour will be rewarded with:

- Praise
- Special responsibilities/privileges
- Headteacher's award
- Golden Assembly – Star of the Week
- Postcards home
- Class Treat

- Stickers
- Dojos
- Gold coins
- Marbles/gems in the jar

Early Years Foundation Stage and Key Stage 1

Class Dojo Points

In EYFS and KS1, children are awarded Dojo Points for good behaviour; they are awarded one at a time. Dojo Points can also be awarded by other staff members during break-times and transitions.

At the end of each half term, if the class amasses enough individual and collective Dojo points, then they are awarded a 'special golden time treat' during an afternoon session.

Key Stage 2

In KS2, children are awarded marbles/gems for good behaviour. When the marble/gem jar has been filled, the class earns a treat afternoon. Marbles/gems can also be awarded by other staff members during break-times and transitions.

Our Response to Poor Behaviour

Our staged approach is followed throughout the school day:

Stage 1: When behaviour (such as calling out, disrupting others and not being on task) occurs the child is given an initial verbal or visual warning.

Stage 2: If the warning is ignored or the poor behaviour is repeated then the child may be moved down the class behaviour chart or their name may go on the board. The child may be moved away from other children within the classroom.

Stage 3: If the behaviour appears to be escalating, the child may be asked to leave the room and go to another classroom or a supervised time out area. If that occurs the child will miss part of their playtime. At this stage the child's name and a record of the behaviour will be entered into the class behaviour book. This stage will result in the child's class teacher speaking to his/her parent/carer, explaining that the child's name has been entered in the behaviour book. If a child's name has been in the behaviour book, they may miss all or part of their golden time treat at the end of the half-term, which should be spent in another room under supervision.

If there is a serious incident, e.g. hitting, the staged approach won't be used and the child's name will go straight into the Behaviour Book.

4 Stage Approach to manage persistent poor behaviour:

Stage 1: When the teacher becomes aware of persistent challenging behaviour (3 or more entries in the behaviour book in one term). The teacher will meet with the child involved and explain why he/she is not happy with child's behaviour. The teacher and child will agree strategies to address issues (keep notes in the behaviour book). The teacher will inform the parent / carer of concerns and agree strategies to move forward. The teacher will inform the Behaviour Lead. At the end of each week – the teacher will meet with the child to discuss progress and amend strategies. The teacher will inform the parent / carers of progress.

If challenging behaviour persists:

Stage 2: The Behaviour Lead and teacher will meet the parent / carer of the child and child together and explain the issues and agree ways forward. (record of meeting cc. to the Inclusion Leader, DH and HT). At the end of each week the Behaviour Lead will meet with the child to discuss progress and amend strategies. The Behaviour Lead will inform the parent / carers of progress. The Behaviour Lead may decide to monitor behaviour more frequently, e.g. at the end of each lesson, end of each morning or afternoon session. The Behaviour Lead may decide to involve the Inclusion Leader at this point and produce with the teacher an Individual Behaviour Plan. This must be shared with the parent / carer and child together. Dates are set for review.

If challenging behaviour persists:

Stage 3: The Headteacher, Inclusion Leader and the Behaviour Lead meet with the parent / carer and child together and explain the seriousness of problem and agree a way forward (record of meeting cc. Inclusion Leader and T). At this stage a Trauma Informed Schools Practitioner may be involved. At the end of each week, the Headteacher/ Inclusion Leader/TIS Practitioner will meet with the child to discuss progress and amend strategies. The Headteacher/ Inclusion Leader/TIS Practitioner will inform parent(s)/ carer(s) of progress. The HT may decide to monitor behaviour more frequently e.g. end of each lesson, end of each morning or afternoon session. Headteacher/ Inclusion Leader/TIS Practitioner will review the Behaviour Plan. This will be shared with parent / carer and child together. Dates are set for review.

If challenging behaviour persists:

Stage 4: Other strategies including exclusion considered. There may be times when the seriousness of a child's behaviour causes earlier stages to be jumped.

Serious Incidents

Serious one off incidents will be dealt with on a case by case basis, initially by the class teacher and Behaviour Lead, with the exception of the following, which will be dealt with by the deputy head teacher or the head teacher:

- Bullying – (it is deliberately hurtful behaviour; it is repeated over time; there is an imbalance of power, which makes it hard for those being bullied to defend themselves).
- Inappropriate sexual behaviour
- Racial abuse

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the academy site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyberbullying, or other E-safety incidents covered by this policy, which may take place outside of the academy, but is linked to membership of the academy. In such cases, a meeting will be arranged for the child's teacher, BL, HT and E-safety Lead on how to educate the child and agree a suitable sanction.

Serious incidents may result in the following sanctions:

- Missing playtimes/lunchtimes
- Parents being called in to speak to HT about behaviour
- Internal exclusion
- External exclusion
- There are clear guidelines in the appended Exclusions Policy for those very rare occasions when a child may need to be excluded on a temporary or permanent basis.
- There are rare occasions when a child may need to be physically handled. See our Physical Restraint policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s)/new school. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with the behaviour policy as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and St Agnes LAB annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- E-Safety policy
- RSE policy
- PSHE Policy
- Equality and Diversity policy
- Staff Code of Conduct

Appendix 1: Behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

