



SKEGNESS
INFANT ACADEMY



SKEGNESS
JUNIOR ACADEMY

Behaviour Policy



Ensuring **Responsible Fair Choices**

Learning Partnership

Our Academies Behaviour Policy recognises the achievements and positive behaviour of pupils and ensures that they are recognised, shared and celebrated. We also recognise that reprimands and sanctions may need to be applied.

Positive personal and professional relationships between staff and pupils are vital to ensure good order in the Academies. The vast majority of pupils in our school behave well and conduct themselves in such a manner as to bring credit to themselves, their parents or carers, and our Academies. However, a small number of pupils may not meet the standards of behaviour and conduct our Academy expects of them for a wide variety of reasons. These behaviours need to be addressed for the harmonious nature of our Academies and also because they can affect the learning process for both themselves and others. Skegness Junior and Infant Academies have adopted a whole team approach to behaviour management. Positive Behaviours and strategies for dealing with difficult situations (e.g. positive choices) are explored, taught and reinforced at every opportunity. It is important to develop an approach which is fair, consistent and supportive, that promotes a culture of excellence so that the quality of the teaching and learning process is enhanced.

Whole School Approach We believe that good behavioural management and anti-bullying work relies on a whole school approach. Every member of staff accepts they're in this. We apply systematic approaches to:

- Class and Academy Rules
- Positive ethos
- Rewards
- Good organisation
- Good communication
- Role of line managers
- Consequences and ensuring consequences are consistent

At Skegness Junior Academy-

Following consultation with parents through an online survey we have amended our behaviour system to not use stages and to integrate the online system of class dojo to ensure transparency and develop communication between home and school. Through the integration of class dojo, parents / carers can log in and see their own child's behaviour log for the day or week. For those parents / carers who do not have internet access they can come in to school to be shown how their child is doing.

At Skegness Infant Academy-

By encouraging the development of self-worth and self-esteem within pupils, we promote a positive Academy ethos and a safe and secure learning environment; foster mutual respect amongst staff, pupils, their parents and/or carers; and set high expectations for the behaviour of all those within the Academy community.

Our joint approach Promotes Positive behaviour in the following ways-

1. Class and Academy Rules

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Academy rules –**We Expect Everyone To Make Responsible Fair Choices.** The school rules are there to give children clear guidance on what defines responsible fair choices. Our school rules are the cornerstone of our consistent expectations, which support and focus us in dealing promoting positive behaviour and relationships. They incorporate a positive anti-bullying approach to Ensuring good behaviour and relationships

Parents and pupils are required to sign a Home/Academy agreement when they start our Academies which includes Academy expectations. Pupils are also made aware of rules through class circle time and in assemblies.

Class rules – these are developed annually in September and agreed by the whole class. The rules are displayed in the classroom and all pupils sign in agreement.

All rules are regularly referred to and reinforced by staff.

An agreed set of consequences should be followed by staff and applied to children not obeying the rules. This should be reviewed regularly and in consultation with each academy SLT and Principal.

We Expect Responsible Fair Choices:

1. Wear full Academy uniform with pride.
2. Work hard in every lesson, and on all homework
3. Be polite, respectful and safe at all times

Positive Ethos

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently ‘bad’ or ‘good’, they are however making bad or good choices.

Praise should be used in a rich and focused way. Be clear what it is that you are praising, ‘you have managed to learn how to spell *because*’ is much more effective than well done. Positive language focuses on how much pupils have improved rather than expecting perfection.

At Skegness Junior Academy the use of class dojo points is to support the positive message and reward correct choices.

Good Organisation –

Within Corridors

Before we move children around school, we should think about making the transition smooth, quiet and efficient. We should make our expectations clear about how we will move around school before leaving the classroom. Staff should ensure they are in a position of effective leadership, either towards the front or the middle of the line. At Skegness

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Juniors, Dojo points are to be awarded for appropriate behaviour in corridors and removed for being disruptive / not moving around the academy as expected.

Assembly:

We will remind children of the importance of assembly as a time to reflect on their lives and the lives of others. It is an essential part of a smooth start to the day.

Assembly entrance will be silent, with each class teacher ensuring that their class enters assembly silently, sits silently and waits silently. Music will normally be playing. Staff will also model this silent behaviour for children.

All staff's role includes identifying and praising good behaviour in a variety of ways, including individual eye contact and acknowledgement.

Consequences may be given for poor choices made in assembly, but unless behaviour is significantly damaging the assembly experience this will normally be done discretely by staff. At Skegness Juniors

Rewards at Skegness Junior Academy

- Class dojo points for behaviours – dojo points are bespoke to each class to target specific areas of behaviour which need developing. There is a core bank of behaviours but class teachers will develop further aspects for rewards and sanctions, class teachers will also decide how many points to attribute to each behaviour based on how much of a focus this is e.g. in one class calling out might lose 1 point, in another it might lose 2 points if this is more of an issue in this class
- Sharing pupils work on the 'Class Story' section of Class Dojo
- Phone call / private message on class dojo to parents to praise the pupil
- Each class can tailor the reward system for class dojo based on the number of points earned and the reward this gives the pupil

Rewards - Achievements Assembly

On Friday Mornings we hold achievements assembly. There are several types of rewards that are shared here:

- Each class teacher chooses one child from their class to be star of the week linked to our school values. Choices are made by end of team briefing on Wednesday - week before assembly to ensure letter is sent by Friday to provide parents time to make arrangements for time of work. Parents are invited by letter to attend for winning children.
- Attendance rewards for the highest attendance that week
- Additional certificates (for example for sporting achievements) may also be awarded.

We encourage parents to stay after the assembly is finished and to have a drink, and their photographs taken with their children and certificates for the display board.

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Other Class Rewards Golden time may be used but ONLY if used in a focused way. This will be a **maximum of 15 minutes** length on a Friday afternoon in all year groups, and ONLY for children who have made good choices throughout the week, teachers may decide their own way of keeping track of how much time has been earned.

Dojo points can be awarded or removed for behaviours in assembly.

At Skegness Infant Academy-

Celebration assembly

The assemblies are for individual year groups. Dates are given out at the beginning of each term and the invitation extends to all parents/ carers who are invited to attend, regardless of whether their child has received a reward.

Rewards given out during the celebration assembly may include-

- Maths Marvels badges and certificates can be earned for any aspect of maths, for example children showing exceptional enthusiasm and having a great attitude to their learning in this area.
- Stars are awarded to build towards Bronze, Silver, Gold and Platinum certificates for great things happening in the classroom.
- Principal's Awards are given by the Principal and involve something that has been brought to the attention of or been seen by the Principal. For example making the right decisions at playtime.
- The Attendance Cup goes to the class in each year group with the best attendance. The cup is handed over to the next worthy winners during the assembly. We also run the 'In It to Win It' campaign where children are entered into a prize draw for 100% attendance.
- Delightful Diners award for the appropriate behaviour at dinnertime, good table manners and being a good friend during dinnertime
- Homework award and WOW of the Week
- Photos of the children are taken to be displayed around the academy

Other rewards/strategies in class

Behaviour Chart: In FS2 and Key Stage 1 each classroom uses a Behaviour Chart consisting of a rain cloud, rainbow, sun and star. Each child has a named peg and all pupils start with their peg in the middle at the beginning of the day. Throughout the day if the child exhibits 'good' behaviour they can move their peg up to the next level. However, if they exhibit inappropriate behaviour they move their peg down.

Examples of behaviour that would merit moving up the chart:

- Making good choices
- A child who has been a good friend.
- A child who has been helpful.

Stickers, Visit to other Class/Junior Academy/Principal: A variety of stickers can also be rewarded to pupils as above, either on work or child themselves. Similarly pupils may be

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sent to celebrate success to another class, the Principal or even to the Junior Academy if children are in the transition to Year 3.

Reading Royalty Crowns. Children who have read with an adult every night as part of their homework will receive a crown. Children's reading diaries need to contain evidence that this has happened through a daily signature and comment on the child's reading. There are enough crowns for each child and they are kept in classrooms and worn on a Friday.

Good Communication

Skegness Junior and Infant Academies believe in Good Communication – Proactive With Parents

Early communication is important because

- ***Parents have a right to know***
- Children often respond better to a unilateral approach.
- Parents may have additional information that will help us better understand the needs of a child.

Therefore we

- ***Keep parents informed of progress and events***
- ***Keep parents informed when things are going well, particularly for those children who have additional needs and are making that extra effort.***

Supporting Lunchtime Staff at Skegness Junior Academy

A proactive approach of creating and supporting play is the most effective way to ensure happy enjoyable lunchtimes for staff and pupils.

At Skegness Junior Academy lunch staff are provided with a tablet to enable the consistency in use and application of class dojo and awarding points for being polite, corridor behaviours as well as taking away points if required. This will make rewards and consequences immediate.

Lunchtime Behaviour Expectations:

- To walk in corridors in single file on the left and quietly to and from the hall
- To treat each other with respect
- To be polite and respectful at all times

Consequences

- The key tool that we use for ensuring consistency of consequences is the class dojo and working with parents.
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- Pupils are given warnings about their behaviour prior to the use of class dojo. Pupils will lose points based on their behaviours in and around our academy. Each class has a consistent set of behaviours and then each class teacher adds behaviours

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relevant to their class, so the system is personalised. The number of points awarded / removed for behaviours is also personalised to each room in order to support the pupils more effectively in making the correct choices.

- **Reflection:** can be used for pupils who are not making the correct choices in their behaviours or learning. It can be used as a chance to catch up with learning or homework if this has not been completed as expected. Where pupils are persistently late in the mornings they are missing out on work, intervention and support – reflection will be used for these pupils to catch up on what they have missed.
- **Class exclusion:** depending on the behaviours, if they are rather disruptive, a pupil may have a class exclusion which means they will work in another classroom within the academy. Work will be set by the pupil's class teacher.
- **Isolation:** If a pupil's behaviour is that disruptive they may be given isolation, this means instead of working in a classroom they will work in a room with an adult, the work will be set by the class teacher.
- These consequences are on class dojo and therefore parents will be made aware of any of these consequences

Consequences of inappropriate behaviour at Skegness Infant Academy

1. In Class: Pupils may be asked to

Move their peg down on behaviour chart.

Have "time out" (in class or in the playground).

See the Principal/Deputy Principal.

Spend time in another class with a task to do.

If a child displays persistent disruptive behaviour, it may be necessary to meet with parents to set up a Behaviour Plan. In rare occasions the academy will liaise with outside agencies for advice and support.

2. At Playtimes and Lunchtimes: Pupils may be asked to

Consider the consequence of inappropriate behaviour.

Have timeout from playground activities

Move their peg down in classroom

See the class teacher

See the Principal/Deputy Principal

Additional Information-

Consistency by all staff and the ability to deliver sanctions by all (including the Academy Administrators, Site manager, Midday Supervisors) is important.

Sanctions imposed depend upon the severity of the behaviour – it is important for pupils to know and understand that the emotions they display are acceptable and understood but that the behaviour that accompanies that emotion is not.

Incidents involving **biting** are deemed as a serious occurrence and are dealt with by the Principal, Deputy Principal or SLT on an individual basis. Incidents are investigated and parent/carers are informed.

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Pupils who are identified as needing support with good behaviour may access a nurture group during playtimes and afternoons. These teach pupils to make positive choices in social situations and calming down techniques.

Informing Parents

It may be necessary to contact parents in connection with either repeated incidents or a more serious incident. This is initially through informal contact either face to face at home time or by phone. It may be necessary to arrange a meeting in school with class teacher or Principal to discuss and agree a joint approach. This may involve the development of a behaviour management plan which will be shared with parents.

Equal Opportunities

Skegness Junior and Infant Academies believe that all pupils and adults within the organisations should be treated fairly and with respect regardless of gender, race, class, age or ability.

Pupils with special educational needs

We understand that some pupils have more individual specific needs, but will still ensure that systems are in place to support all pupils. It may be necessary to develop a Behaviour Management Plan for pupils with difficulties of a social and emotional nature.

Recording Behaviour Incidents

Serious incidents including bullying, racism and threatening or physical behaviour are investigated by Principal, Deputy Principal or Senior Leadership Team. The notes are logged onto the academies electronic safeguarding system. Any written notes are kept in the Principals office.

Exclusions

Exclusions whether fixed term or permanent are only used as a last resort.

Only the Principal has the power to exclude a pupil from the academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one academy year. The Principal may also exclude a pupil permanently. It is also possible to convert fixed-term exclusion into a permanent exclusion, dependent on the circumstances.

If the Principal excludes a pupil, parents/carers are informed in the first instance, giving reasons for the exclusion. Parents/carers can, if they wish, make representation about the decision to the governing body. The academy informs the parents how to make any such appeal. This is stated on paperwork issued at the time of the exclusion.

The Principal informs the Local Authority (LA), about any exclusion and report to GDFT .

The governing council itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The governing council has a Pupil Discipline committee, which is made up of three or five members. This committee considers any exclusion representations on behalf of the governors.

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When a Pupil Discipline committee meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' Pupil Discipline committee decides that a pupil should be reinstated, the Principal must comply with this ruling.

After the period of exclusion a reintegration meeting is held to reintroduce the pupil back into school in the appropriate way.