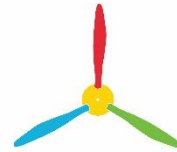




Cabot
Learning
Federation



Haywood
Village Academy
Behaviour Policy

Academy Name: Haywood Village Academy

Implementation Date: April 2018

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
4.11.16	4	5.1 & 5.4 sanction changes	Further clarity on strategies to be adopted in case of refusal to respond to sanctions.
12.6.17	5	5.5 Reference to the Exclusion Policy	A newly adopted CLF Exclusion Policy needed to be referred to.
1.9.17	5.1	5.1 Further detail added to the sanctions	Clarity to the 4 th warning regarding classroom exclusion. Clarity on the language for warnings.
20.4.18	Whole document	Changes to Valuing Learning sections & sanctions	Ready to Learn expectations included and changes to the number of sanctions.

Behaviour Policy

1. Rationale

- 1.1 Our behaviour policy identifies the range of strategies our Academy will employ that will make our school vision and values a reality.

2. Objectives

- 2.1 Uphold our agreed Academy's vision and values.
2.2 Promote positive behaviour so all our children can learn.
2.3 Explain what we mean by positive behaviour.
2.4 Reward and encourage positive behaviour
2.5 Be clear and consistent to everyone with consistent and fair actions.
2.6 Set out the support available for children who have additional behavioural needs and those who are experiencing difficulty in managing their behaviour.

3. Expectations

- 3.1 We expect everyone at Haywood Village Academy to exemplify behaviour that reflects the school motto of *high aspirations, valuing learning and achievement for all*.

- 3.3 We expect our children to exemplify their behaviour as follows:

3.3.1 High aspirations:

- Be ambitious and optimistic towards all learning.
- Have respect for themselves, others and their environment.
- Behave with honesty and empathy towards others.
- Show mutual respect and responsibility towards people and property.

3.3.2 Valuing learning:

- Adhere to the expected behaviours showing they are *Ready to Learn*

Ready to Learn:

Every pupil in every class will be expected to adhere to the expected behaviours showing they are *Ready to Learn*; this means they will value their own learning by:

- Moving around the school and into classrooms calmly and quietly ("*Thank you*")
- Being ready to listen in silence when asked (3,2,1, "*Ready*")
- Contribute positively and respectfully (*hands up*)
- Listen to others when they are speaking (*looking and still*)
- Settling to task quickly (*Class Teachers to share time*)
- Completing tasks as instructed (*silent, quiet, talk / independently, paired, group*)

The Ready to learn approach is underpinned in the school's values: respectful, honest, trustworthy, empathetic, responsible and kindness.

Great Learners:

- Demonstrate the characteristics of Great Learners, which are curiosity, perseverance, motivation, resilience, courage and reflectiveness. We believe that the characteristics of Great Learners can only be developed when all children are *Ready to Learn*.

- Learn thinking skills.
- Appreciate and trust the staff who provide opportunities for us.

3.3.2 Achievement for all

- Celebrate success in themselves and others.
- Understanding of others and recognising achievement
- Showing pride in their school, people and learning of themselves and others.

3.4 We also expect our parents and carers to:

- Promote positive attitudes towards school and support children with home learning.
- Ensure children are ready to learn, which includes eating breakfast before school starts, a good night's sleep, being dressed in school uniform and have the correct equipment/resources they need for school.
- Ensure children arrive to school on time and are collected at the end of the day on time.
- Communicate any concerns or important information to the school.

3.5 Behaviours we expect to see at Haywood Village Academy:

3.5.1 As adults we will

- Be consistent, fair, caring and respectful
- Have high expectations of ourselves and the children we care for
- Model positive social skills
- Speak clearly and provide clear instructions
- Agree and share rights and responsibilities with children
- Demonstrate and exemplify aspiration, learning and achievement

4. Rewards

All school staff use these rewards to encourage children's positive behaviour.

Gold Book

Star of the Week

Star points and Team Points

Great Learner of the week

Lunch time award

Verbal recognition, praise and encouragement

- 4.1 Staff to regularly recognise, praise and encourage appropriate behaviour.
- 4.2 Staff to use school reward systems to allow children to build up to a gold reward.
- 4.3 Very special work or behaviour is noted in the Principal's Gold Book and the children are celebrated.
- 4.4 Class teachers to nominate 1 child per week to receive star of the week certificate in assembly.
- 4.5 Children to receive star points for good behaviour and achievement. These points continue every day and when children reach the top of stars they are rewarded with a team point. Each class displays 5 golden stars. When a child reaches the top of the stars, they are awarded a team point which they colour onto the class chart.
- 4.6 Certificates will be used for rewards.
- 4.7 The school teams will be:
 - Brunel - Blue
 - Price - Green
 - More - Yellow

- Cabot - Red

5. Sanctions

- 5.1 Inappropriate behaviour is dealt with calmly. We refer to our *Ready to Learn*, **vision as dialogue** throughout and then consider using a sanction.
- 1) The child receives 'warning'.
 - 2) The child is told they need 'timeout' and should calm/ work down (supervised) in a different location within the classroom/learning environment.
 - 3) The child to lose minutes of playtime to 'reflect'. This is limited to 5 minutes.
 - 4) The child may be removed from the classroom and spend time in another class or with SLT/Principal. A record of this is noted by the Class Teacher. The child will spend time in 'reflection' at lunchtime with the Senior Leadership Team (SLT)
- 5.2 The sanctions are renewed each day with every day being a new day and a new start.
- 5.3 If behaviour continues or member staff considers the behaviour is very serious the Principal becomes involved. This might result in:
- A parent meeting
 - Daily behaviour report
 - Pastoral Support Plan
 - Fixed term (temporary) exclusions
 - Permanent exclusions
- 5.4 If a pupil refuses to accept 3rd warning ('Timeout'), the teacher can exercise the right to continue educating the class in another learning space, whilst senior leadership assistance is called to support behaviour of pupil(s). Alternatively, in this circumstance, it may be necessary to remove the pupil from the learning environment; senior leadership will be required to authorise this decision and Team Teach strategies will be employed.
- 5.5 Our Exclusions Policy details further details on the rationale and procedures supporting fixed term and permanent exclusions.

6. Anti- Bullying:

- 6.1 Bullying happens when someone tries to hurt someone else physically or emotionally. It usually happens again and again.
- 6.2 Our school's policy for the prevention of bullying is based upon four views:
- Bullying has **no place in our school**.
 - When bullying happens, **it is always right to tell**.
 - **We will not ignore** bullying and **swift action will be taken by all staff**.
 - We will use **preventive anti-bullying behaviour strategies** to avoid bullying happening in the first instance.
- 6.3 Preventive anti-bullying behaviour strategies:
- 6.3.1 Ensure that the supervision of children in our care is effective.
- 6.3.2 All staff to encourage positive play during break times.
- 6.3.3 Incorporate a mindful approach (Jigsaw) to PSHE through personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.
- 6.3.4 Tackle bullying openly through direct teaching.
- 6.3.5 Provide and develop, through the delivery of the curriculum, pupils' understanding of diversity. This may include visits, visitors and media.
- 6.3.6 Celebrate diversity within classroom environment and assemblies.
- 6.3.7 Use the *vision as dialogue* resource to support positive and constructive language.
- 6.3.8 Adults to role-model challenge and negotiation in the classroom.
- 6.3.9 Provide a safe environment that allows children to share concerns and worries with children and adults at an early stage.
- 6.3.10 Educate children about the impact bullying has on others.
- 6.3.11 Undertake pupil conferencing to support review of pupil voice in school.

6.4 Bullying Response Strategies:

- All staff adhere to this behaviour policy, with particular reference to sanctions.
- Tell everyone involved in our school about our attitudes to bullying and our procedures for dealing with it.
- Deal with any incident of bullying by talking to everyone involved keeping written records and informing parents.

7. Ending Arguments

- 7.1 At Haywood Village Academy we teach children to resolve conflicts in a calm and friendly way. We train children to help 'resolve disagreements'.
- 7.2 We believe it is important to promote mutual respect and eliminate the 'hit-back' reactions which often cause problems.
- 7.3 We encourage children and parents to have a positive view of school and all members of our school community.
- 7.4 The support of parents in achieving this aim is crucial.

8. Restraint/Positive handling:

- 8.1 If a child is angry or aggressive, we always help them to calm (deescalate or distract) and then resolve problems.
- 8.2 If there remains a risk to others or himself/herself, staff may in accordance with training and guidelines (Team teach), positively handle a child.

9. Policy Review:

- 9.1 This policy will be reviewed by May 2019