



## Akrotiri School BEHAVIOUR POLICY

### 1. Aims

All pupils behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times.

All staff accept responsibility for maintaining good behaviour in the classroom and elsewhere within the school and provide good models of adult behaviour for children to emulate.

High expectations for behaviour are consistently and fairly enforced by all.

Staff ensure high quality educational provision which is important in thus determining pupils' behaviour - a broad curriculum with a diversity of activities, matched to the needs of all pupils, providing challenge and excitement all promote positive behaviour.

This policy adheres to DfE and DCYP policies regarding behaviour and may be subject to change due to policy alterations. This policy links to many other school policies including teaching and learning, anti-bullying, safeguarding, managing challenging behaviour and equal opportunities policies.

### 2. Promoting Good Behaviour

To promote good behaviour staff should be aware of the importance of:

- Thorough planning and appropriate challenge of learning to meet the differing abilities of pupils
- The importance of a school ethos where all pupils are expected to try their best and persevere
- Valuing children's effort in achieving in their learning through celebrations of work
- A positive "can do" school ethos
- Developing responsibility - a child cannot learn to be responsible unless given the opportunity
- Class and school rules are clearly explained and consistently and fairly enforced
- High expectations for behaviour and respect towards others
- Pre-empting off task behaviour through a range of strategies i.e. adult support, praising appropriate pupil behaviour, seating arrangements, allowing pupils to make choices etc
- **All staff** are responsible for promoting good behaviour at **all times** in school

### 3. Rewards

Not all children react to the same incentives. Rewards include:

- Individual rewards for good learning and behaviour e.g. verbal praise, stickers
- Accumulative class rewards will be set up in support of the children in each class earning their chosen reward (e.g. marbles in a jar). This total of two hours per half term can be awarded as a whole, or in chunks depending on the needs of pupils and will result in an activity of the children's choosing e.g. class golden time, trim trail, ball court, indoor games
- Dojo points awarded in support of school rules and positive learning behaviours (see Dojo guidance)
- Public mention - for example in class, in parallel class, assemblies etc.
- Headteacher's Awards
- Contact with parents to share positive learning and behaviour e.g. through Dojo message, phone call, chat before or after school
- Termly brunch time awards for individuals-those children who have stood out with exemplary behaviour can have a brunch with members of the SLT
- Attendance certificates rewarded to individual children who have 100% at the end of each term

### 4. Consequences

The school ethos will support positive behaviour management and all consequences will focus on pupils being empowered to take responsibility for making the right choices:

Consequences should be applied consistently and be seen by all to be fair

Consequences should be accompanied by an explanation of the reasons behind it and guidance given as to the alternative behaviour desired

At all times teachers should display sensitivity towards pupils and be prepared to listen to try to find out the cause of the poor behaviour choices taken

A graduated approach to behaviour management is followed:

- Where possible or appropriate non-verbal communication is used e.g. hand gesture
- Verbal communication explaining why the behaviour is unacceptable and warning about the consequence of continued misbehaviour
- Separation from the group/class but still able to access the learning (i.e. working individually, sitting away from the group on the carpet area etc.)
- Referral to year group parallel teacher- to go into the class and sit and work for ten minute. The receiving teacher to explain that they are not happy to have their children's learning disrupted by poor behaviour choices etc.

- Referral to Phase Leader (discussion about the behaviour and agree positive changes)
- For repeated inappropriate behaviour a behavioural audit is to be completed by the class teacher (Are there any patterns?)
- If poor behaviour choices are still being made referral to SLT or Headteacher (this might mean a loss of breaktime, parents contacted or behaviour plan put in place)
- Parental consultation - We believe that this should come at an early stage. It has the advantage of being a sanction, often throwing light on the problems behind the misbehaviour and providing consistent action between the home and school, thus preventing the pupil from playing off one against the other
- Repeated incidents of disruptive behaviour require further strategies including referral to SENDCo or ELSA for appropriate positive behaviour strategies, Individual Behaviour Plans (IBPs) and outside agencies involvement (Educational Psychologist, Educational Social Workers e.tc.)
- Physical intervention may be necessary to prevent a child harming themselves or others. This is when a member of the SLT is requested to assist.
- If the child is causing a significant risk of harm to themselves or others, they may be excluded for set periods of time or permanently (see exclusion policy)

## **5. Monitoring and evaluation**

The behaviour policy is annually reviewed.

## Ladder of Consequence

1. Non-Verbal Warning



2. Verbal Warning



3. Work in class in isolation



4. Parallel class teacher- 10 minutes-continue work



5. Phase Leader



6. SLT/ Headteacher and parental involvement

1 and 2 low level disruption/ poor behaviour choices that are beginning to impact on attainment

3 and 4 continued disruption/ poor behaviour choices that are impacting on attainment

5 Persistent disruption/ poor behaviour choices that are impacting on attainment

6 Total refusal to reengage - physical violence to others or school property