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<b>Reviewed by:</b>	<b>Whole staff</b>
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<b>Approved by:</b>	<b>Governing Body</b>

**This policy is built upon four key principles**

- Consistent application of high expectations
- Secure understanding that high quality T&L has direct impact on behaviour – that this requires skilful differentiation and secure knowledge of children
- Quietly challenging poor behaviour
- Proximity praise

Akrotiri Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning – reflecting the core values of the school. Both staff and pupils are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The PSHE curriculum develops self-discipline where children behave in a particular way even when no-one is watching: *Integrity*. This directly impacts on behaviour outcomes.

This behaviour policy helps children to grow in a caring, safe and stimulating environment in which they can become positive, responsible and increasingly independent members of the school and wider community, whilst keeping our core values at the **HEART** of all we do.

This policy adheres to DfE and DCYP policies regarding behaviour and may be subject to change due to policy alterations.

**Aims**

The overarching aim is to ensure that children at Akrotiri Primary School do not need their behaviour ‘managed’, as pride and respect provide enough motivation for children to behave in the way that is expected. However, where children display less desirable behaviour, they will be positively supported by staff to improve their behaviour.

The school’s expectation is that children and staff have consistently high standards of positive behaviour at all times. The school’s core values honesty, empathy, aspiration, respect and teamwork are reinforced by staff and children regularly. These core values were developed so that people in our community can work together in a supportive atmosphere with the common purpose of helping everyone to aspire to be creative, to grow emotionally and physically, and to be happy.

Children respect adults and each other and consistently meet the expectations. This is best achieved when children feel treated as valued individuals.

## Procedures for promoting consistently high expectations

Consistency lies in the behaviour and common understanding of all adults working in school which are supported by the application of school behaviour procedures.

### **Procedures**

1. Staff meet and greet children on entry to school/class
2. Staff model positive behaviours and build relationships with each other and children
3. Plan learning that engages, challenges and meets the needs of all children (link to T&L model)
4. Positive recognition is used to reinforce behaviours – praise or house point
5. Refer to core values regularly in relation to behaviour
6. Be calm and allow children time to alter their behaviour
7. Follow up with feedback to guide children towards expected behaviours (through praise or further challenge)
8. Never ignore or walk past children where high expectations are not adhered to

### Recognition and rewards

Children who meet the expectations are recognised and rewarded. Although there are tiered awards, staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Staff at Akrotiri School should use praise to develop a positive atmosphere in the classroom which encourages positive relationships including, most importantly, with those learners who are hardest to reach.

### House points

Each child is placed in a house on entry to the school: Griffin, Voyager, Hercules, Typhoon

- Children are awarded a house point for good behaviour or demonstrating actions which reflect the core values
- House points are marked on the tally chart displayed in the classroom
- House points count towards individual accumulation and wider house accumulation
- Staff will maintain a record (Excel) of individual points and present certification when achieved
- House captains will collect house totals on a weekly basis (Friday – outcome announced each Monday)

**Individual tiered rewards system** (house points) for over the whole time whilst here at Akrotiri School life:

50	Bronze certificate <i>Teacher awards in class</i>	100	Silver certificate <i>Teacher awards in class</i>	150	Gold certificate <i>SLT awards in assembly</i>
200	Bronze badge <i>Teacher awards in class</i>	250	Silver badge <i>Teacher awards in class</i>	300	Gold badge <i>SLT awards in assembly</i>
350	Bronze rosette <i>SLT awards in class</i>	400	Silver Rosette <i>SLT awards in class</i>	450	Gold Rosette <i>SLT awards in assembly</i>
500	Headteacher Award <i>Assembly</i>	570	Station Commander <i>Award Assembly</i>		

### **Team awards**

Accumulation of house points will be totalled and termly cup awarded to the house with the most points – presented by SLT to the winning house captain/vice captain

## Behaviour Levels and Associated Consequences

### Consequences:

The school's ethos supports 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 appropriate for the level of behaviour observed and be seen by all to be fair
- Consequences should be accompanied by an explanation of the reason behind it and guidance 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

### Levels of behaviour:

There are 3 levels to behaviour in the school – low, medium and high. All staff should recognise and understand that some children may need time to calm down before adults can talk through their behaviour with them and that some children have specific behavioural needs which require bespoke procedures. All staff know that they may need to give children time and space to reflect on their actions, sometimes in the 'Flamingo Hub', before following up the consequences of their behaviour. Staff must, however make it clear that the child understands that discussion will take place once they have calmed down. It is at the adult's discretion where and when this takes place, it may be appropriate to move to a quieter area or ask a more senior member of staff to follow this up.

All children have a Bromcom account where any incidents are recorded by all staff, including non-teaching staff. The Bromcom database enables SLT to rigorously analyse behaviour trends to establish risk and ensure safeguarding duties are met. As a school we use information gathered to inform ongoing CPD. Bromcom reporting facilities provide chronologies and are a valuable evidence tool for multi-agency work. All behaviours are addressed and incidents resolved. All level 2 and level 3 are reported to parents and logged on Bromcom.

Persistent behaviour at any level will trigger a specific individual behaviour plan (IBP) written against the La Vigna principles and in conjunction with the AHT pastoral and/or SENCO.

<p><b>Level 1 (Low):</b> Managed by the class teacher and LSA          Behaviours that can effectively be managed within a classroom environment by teacher and LSAs. If there is persistent level 1 behaviour this needs to be logged on Bromcom to ensure a picture can be built up. Persistent low-level behaviour from the same child/children over time becomes level 2.</p>	
<b>Level 1</b>	
<b>Low-level behaviours</b>	<b>Action or Consequence</b>
Calling or shouting out Ignoring instruction or warning Refusal to work Off task Running in corridors Lack of manners Squabbling, teasing Queue jumping Fidgeting (although be mindful of SEND pupils) Answering back Pushing or pulling	<p>Deal with at a low level in class to put a stop to the undesired behaviour – quiet word, non-verbal etc.</p> <p>Action: Parents and Pastoral team are to be informed of any children moving to Level 2 because of persistent low-level behaviour.</p> <p>Consequences: Missing 1 break (but not to finish work) children are to be sent to the Chillax area.</p>

**Level 2 (Medium):**

More serious behaviour that is not so easily managed within a classroom environment:

All staff can deal with level 2 behaviour but must make sure that the class teacher is informed of these more significant events and that it is documented on Bromcom and that class teachers are linked and any other adult involved.

The Pastoral team will provide behaviour support and strategies to be used for children who are on this level where necessary.

**Level 2****Medium level behaviours**

Aggressively bumping, pushing and fighting  
 Damage to property  
 Arguing back  
 Defiance  
 Running off  
 Swearing  
 Putting themselves or others at risk  
 Continuous level 1 behaviours

**Action or Consequence**

Action: Class teacher to inform parents of this undesirable behaviour and explain the consequence.  
 SLT are to be informed of any children who are displaying persistent medium level behaviour.  
 Consequences: Child is removed from class to the Pastoral team  
 Child to miss a whole day break per incident (therefore if this is their second offence at Level 2 they miss 2 days' worth of break). Child to spend breaks in the Chillax with the pastoral team.

**Level 3 (High):**

Very serious behaviour including physical assault or persistent level two behaviour: Formal involvement of the head teacher, parent, pastoral lead, learning mentor additionally any other agencies may also be or become involved. There may be internal or external exclusion at level 3. This could be a fixed term of 1-3 days. After any fixed term exclusion, the team around the child reflect on the exclusion and consider possible amendments to the existing individualised plan for a child to minimise the risk of further exclusion. Any amendments are shared at the reintegration meeting which follows all exclusions. Following any fixed term internal or external exclusion a reintegration meeting is held between the head teacher, pastoral lead and the parent/carer. At this meeting, any changes to the enhanced offer is shared and children are cued back into the appropriate expectations of them. This is recorded on Bromcom

**Consequences:** Internal or external exclusion at the discretion of the DHT/HT

**Level 3****High level behaviours**

Physical violence and wounding against pupils and adults – kicking, punching, biting etc.  
 Verbal abuse, threatened violence or intimidation  
 Running off – escaping or absconding  
 Dangerous behaviour – climbing fences, trees (excluding Forest school)  
 Carrying an offensive weapon.  
 Abuse; taunting and harassment, derogatory statements, swearing that can be attributed to specific characteristics, bullying, graffiti. (this could be in relation to race, LGBT+, gender or disability)  
 Continuous level 2 behaviours

**Action or Consequence**

Keep using level 1 and 2 responses  
 Calmly ask the child to stop  
 Observe, give space, keep distance of yourself and other children  
 Send for help from SLT (Red hand)  
 Physically intervene if this is the **only** way of ensuring safety of the child or others. Use TEAMTEACH training techniques for physical restraint and log on Bromcom.  
**Action:** Child removed from class to DHT/HT room.  
 Parents called into school.  
 Team around the child meeting to be held.  
 Plan for child's return agreed.  
 Racist abuse will result in a Form being completed report for racist incidents.  
 This is likely to result in a fixed term exclusion.



**Akrotiri School**

*Roots to grow and wings to fly*

## **Akrotiri School Rules**

We are **honest** and tell the truth, always saying what we mean

We are **empathetic** and are always understanding and sensitive to the feelings of others

We are **aspirational** and always show how we are ready to learn by starting promptly and continuing to work to the best of our ability

We are **respectful** and always treat everyone fairly, looking after each other and taking care of the equipment we use

We are a **team** and always talk to people and play in a kind and friendly way with each other

**H♥E♥A♥R♥T**