



BROOKE HILL ACADEMY TRUST

Behaviour Management Policy South Witham Academy

Policy Name:	Behaviour Management Policy COVID/SWA
Status:	Recommended
Date Approved by Trustees:	Jan 2023
Date of Next Review:	Ongoing
Signed by (Trustee):	_____

BEHAVIOUR POLICY

1. Policy statement

The purpose of this policy is to establish a consistent approach to the management of the behaviour of pupils in and around the school and to promote in the pupils themselves a positive attitude towards good behaviour, high esteem and a standard of discipline which emanates from within. At South Witham Academy, we believe that at all times the ethos of the school must be conducive to this.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all members of the school community are treated fairly, shown respect and promote good relationships.
- To have clear guidelines in place to help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which has our core values at its heart. These values are the 'character muscles' learners work on to help them develop as good global citizens:
 - Honesty and Friendship
 - Courage and Risk-taking
 - Respect and Self-Control
 - Curiosity and Exploration
 - Imagination and Creativity
 - Independence and Perseverance
 - Listening and Communicating
 - Empathy and Compassion
- To ensure that excellent behaviour is a minimum expectation for all.

3. Bullying

The government defines bullying as; Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally, this includes physical bullying such as hitting, kicking and or destruction of property, verbal bullying such as, name calling, threats, racial remarks and indirect bullying such as, spreading rumours or excluding someone from social groups. South Witham Academy takes all allegations of bullying seriously and these will always be investigated, bullying in any form will not be tolerated.

4. School Rules

Our School Rules are concise and simple, these are regularly shared with children in class and assemblies.

Be Ready, Be Respectful, Be Safe

These rules are followed by all learners and adults at school and provide a common language for learners and adults to use.

The rules are referred to consistently and repetitively, so they are understood and followed by everyone in our school community. They are clearly displayed in every classroom and in the hall.

5. Rewards and Celebration

Rewards and celebrations can be demonstrated in the following ways:

Celebration Assembly on Friday is an opportunity for children's achievements to be shared.

The 'Always Club' is a reward for children who ALWAYS follow our three main rules. Two children are chosen from each class each week to celebrate over lunch with a member of SLT in the dining hall.

House points are awarded to children 'living out' our school character muscles. At South Witham Academy the children are divided into three house teams: Belton, Burghley and Woolsthorpe. At the end of each term, the house with the most house points will receive a prize for each member. House teams are also used in larger school events such as sports day.

Headteacher award. Each week teachers will choose one member of their class to receive the headteacher award for that week. This could be for a fabulous piece of work, effort in school, living out a particular character muscle or something else that has been amazing that week.

Other weekly awards will be available each term including TT Rockstars and Reading awards.

Celebration assembly is also a time for children to share achievements that have been made outside of school. Children are encouraged to bring in certificates or other rewards that can be celebrated with the school.

When poor behaviour occurs:

Step one: A friendly reminder

A reminder of the expectations for learners (Ready, Respectful, Safe) delivered to the learner in a way that does not disrupt the learning for others. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step two: The warning (orange triangle)

A clear verbal warning delivered to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Their name is placed in the orange triangle.

Step three: Miss playtime (red triangle)

If the learner continues to make poor behaviour choices, their name is placed in the red triangle

signifying that they are to miss a portion of their next playtime (from 5 minutes to entire session) or part of their lunch. Their parent/ carer will be informed at the end of the day that they have received this sanction.

At the end of each session, all learners' names will be rubbed from the board, starting each session with a clean slate.

Definitions

UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour in class is defined as:

- shouting
- cheekiness
- pushing in line etc (depending on frequency)
- use of offensive language
- showing lack of consideration
- telling lies
- disruption
- refusing to work in the classroom

The child should be made aware of the reason why the behaviour is unacceptable.

SERIOUS UNACCEPTABLE BEHAVIOUR

Serious unacceptable behaviour is defined as:

- spitting
- biting
- continually choosing to ignore requests to distance from others (age and understanding to be recognised)
- swearing
- bullying/threatening behaviour
- fighting/kicking
- repeated violence
- vandalism
- leaving school premises without permission
- repeated theft
- causing regular disruption in class
- refusing to work in the classroom

In more serious cases children should be sent to a member of SLT or a member of SLT will be called to remove the child from class. This behaviour will be logged in the conduct log on school internal systems.

Children with specific behavioural needs

If a child has specific needs which mean their behaviour is challenging, these are discussed with SENCO and Head of School. These needs can be met via a specific behaviour plan for that child or as part of their IEP targets, if they are on the special needs register.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. Children with specific behavioural needs will be referred to the Pastoral Support

Programme (PSP) and if their needs are still not being met, we will apply to the Behaviour Outreach Support Service (BOSS). Targets from these programmes will be followed by staff with support from our SENDCo.

School Commitment

All children will:

- Endeavour to keep the school rules and adhere to the Home School Agreement.

All staff will:

- Refer consistently to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships and reward positive behaviours.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson. (This could be a board with one of the character traits on which names are added to learners demonstrate that particular trait).
- Be calm and give children appropriate time to act on the instruction.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Commitment from Senior Leaders

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- The role of Head of School should be seen as a reinforcement of the system. The Executive Headteacher and/or Head of School will inform the Governing Body of any serious incidents.
- Staff to be aware of the DfE document "Use of Reasonable Force in Schools".

Role of Parents:

- Parents should be informed and to meet with staff. If children display serious, unacceptable or continuous disruptive behaviour.
- Parents should also expect to be involved in on-going monitoring and to promote positive behaviour at home and show support for our school rules.

Exclusion

If serious unacceptable behaviour is deemed to be persistent, the exclusion policy will apply. This BM/SWA/COVID (17.7.2020)

can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/brooke-hill-academy-trust-limited/UploadedDocument/35847ffd857e48149e8a4e3af3be3840/exclusion-policy.pdf>