Behaviour Policy

Belmont Academy

Responsible post holder	Deputy Headteacher
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Behaviour Policy

National Legislation

The Education Act 1997 places on all schools the duty to state and pursue policies designed to promote good behaviour and discipline.

Ofsted is required to examine and report on behaviour, policies and their implementation, and to report on exclusion rates.

Philosophy of the school

At Belmont, we aim to secure a happy, safe, positive and purposeful environment where children can meet their potential both academically and emotionally. Our emphasis is on developing the social and emotional aspects of children's development which enable them to manage their feelings, self-regulate and use these to positive effect. We aim to ensure that all members of the school community treat others with respect and courtesy. These attitudes are promoted through positive adult role models and the celebration of these qualities in learners (represented by our values).

General Principles

It is our aim to provide an environment where children take responsibility for their actions and understand the importance of following the school's expectations of behaviour. This in turn should secure the skills in children to become successful, contributing members of society.

All members of the school community aim to encourage the children to develop high standards of behaviour. This is promoted through explicit teaching and modelling and through the use of encouragement and praise.

Belmont Academy recognises the important role parents play in shaping a child's behaviour. Parents are made aware of the Behaviour Policy when a child is admitted and they are asked to sign the Home–School Agreement. This helps to ensure a common understanding of our high expectations of good behaviour and an agreement with the procedures for dealing with unacceptable behaviour.

Procedures

Whole School Code of Conduct

At Belmont, our expectations of behaviour are underpinned by values. These are: ● respect, resilience, responsibility, kindness, and honesty.

Every child from Reception to Year 6 is a member of one of four Houses. They remain a member of the house throughout their time at Belmont. House points are used to foster a sense of team working and celebrate positive behaviour. Every House has a House Captain from Year 6.

In classrooms

The behaviour hierarchy sets the parameters of the school's expectations and provides teachers with a framework to guide appropriate rewards and sanctions. The behaviour chart visually displays where the children's behaviour is falling in terms of the hierarchy. It is expected that effective procedures and routines

are created by the class teacher to ensure effective management of behaviour. This is underpinned by effective adult-student relationships.

In the playground

The behaviour policy of the school remains in place when students are not inside the school building and staff act accordingly. If a child's behaviour in the playground at lunch is unacceptable or poses a health and safety risk to others, they will be asked to return to the building (this may be to a senior leader or class teacher). The incident will be investigated and discussed with the child by the class teacher and/or a senior leader if required due to the stage of severity (see Behaviour Hierarchy).

Personalised strategies

We recognise that some pupils, as a result of their needs, will require more personalised behaviour support and associated strategies. Pupils' behaviour may be more closely monitored due to this and appropriate support will be put in place.

Operational Procedures

Teachers will always use positive reinforcement to support the behaviour of children in the school. Developing respectful and trusting relationships between adults and children promotes positive and desirable behaviours across the school. The focus of behaviour management is to recognise, celebrate and reward good behaviour. When dealing with behaviour, adults will also consider the following policies: ▪ Special Educational Needs

- Anti-Bullying
- Positive Handling
- Safeguarding

Behaviour Management in KS1/2

The behaviour strategy used in key stages 1 & 2 follows a behaviour chart/ladder (underpinned by the behaviour hierarchy).

Rewards

1. Verbal praise
2. House points
3. Class teacher postcard
4. Headteacher postcard.

House points are recorded using *Class Dojo*. This is used by the adult in the class. It provides a clear and visual way for children's positive behaviour to be rewarded.

Behaviour Chart/Ladder

The pupils may move up and down the ladder according to positive behaviour or breach of school expectations. It is the responsibility of the adult in the classroom to physically move names. This visually displays where the children's behaviour is falling in terms of the hierarchy. Children can move within the system throughout the day and all children start the day on the positive statement: I'm having a good day.

Sanctions

When a pupil's behaviour is disruptive or not conducive to a purposeful learning environment, the class teacher should take responsibility for dealing with this in the first instance. Children should be made aware that their behaviour is not acceptable and given clear reasons why.

Sanctions follow this order with movement down the relationships ladder, on-going if necessary.

1. Non-verbal prompt (this may include eye contact, body language, positioning, proximity, facial expressions movement and gestures).
2. Verbal correction.
3. Verbal warning and movement to 'Stage 1- warning' with the opportunity to move positively up the ladder.
4. Movement to 'Stage 2 – 5 minutes of my break/lunch with my teacher'. Child to stay in from break/lunch for 5 minutes, in their classroom with an adult.
5. Movement to 'Stage 3 – 10 minutes of my break/lunch'. The teacher will send the child to a leader to spend part of their lunch with them. The class teacher is responsible for recording this on the behaviour log.
6. Movement to 'Stage 4 – I must be sent to a senior leader'. The adult will call for the HT/DHT/AHT immediately. The class teacher is responsible for recording this on the behaviour log.

Once a sanction has been met, it is important that the pupil returns to 'I'm having a good day'. If a child is on 'I'm on a warning' prior to a break of lunchtime, they are to remain on this stage until they demonstrate a positive change in their behaviour. Children with additional needs may require a slightly different or graduated approach when being reprimanded but the principle and expectations remains the same. Any changes should be agreed with the Inclusion Leader.

When a behaviour incident has arisen as a direct result of need, this has to be looked at on individual basis. Some children with identified SEN will require more individualised support.

Behaviour Management in EYFS

The behaviour strategy used in EYFS follows a behaviour chart or ladder, that is more simplified than in that used in KS1 and 2. Children can move within the system throughout the day and all children start the day on a positive statement.

In EYFS, a similar approach is adopted to help the children to learn to deal with different social situations. Adults model to the children through these interactions and help them to decide on an appropriate solution to a problem. The adults encourage the children to think about the impact their actions have on other's thoughts and feelings. The children are encouraged to take ownership of their own behaviour through the language of 'choices'.

Rewards

1. Verbal praise
2. Behaviour ladder
3. Class teacher postcard
4. Headteacher postcard

Sanctions

Sanctions can include:

1. Non-verbal prompts
2. Verbal corrections
3. Movement on the behaviour ladder, including time out.
4. Missing part of lunch 5. Being sent to a senior leader
6. Internal/External exclusion.

Recording incidents
When a pupil moves down the behaviour chart ladder to 'Stage 3' or 'Stage 4', the class teacher records this in on our recording system. This is monitored by senior leaders so early intervention can be put in place if necessary. It is the class teacher's responsibility to record this.

If a child displays 'Stage 3' or 'Stage 4' behaviour during break time, it is the on-duty teacher's responsibility to inform the class teacher. The class teacher must then record this incident and follow any appropriate sanctions.

If a child displays 'Stage 3' or 'Stage 4' behaviour during lunch time, support staff will communicate this with SLT and/or the class teacher. The class teacher will then record this incident and follow any appropriate sanctions.

Roles and Responsibilities

All members of staff are responsible for promoting good behaviour and tackling undesirable behaviour.

Members of staff on duty at playtimes and lunchtimes are responsible for reporting any behaviour issues they deal with to the class teacher. If children are involved in physical behaviour, racism, homophobia or sexism, this must be reported directly to the Headteacher or Deputy Headteacher.

If there are significant concerns about a child's behaviour, the class teacher should discuss this informally with parents/carers in the first instance. It is important to investigate potential root causes of the behaviour in order to seek successful solutions and ensure all parties are working collaboratively and consistently. If there is no improvement in the child's behaviour this will be referred to the SENCo/Inclusion Manager an/or SLT. As such, referral may be made to outside agencies.

As a community, it is our belief that the school and parents must work as one to ensure that positive outcomes are possible for our students. It is the responsibility of all parents to work collaboratively and support the school (and individual members of staff within the school) to ensure that students work positively and are able to follow the expectations of a student at Belmont. Where this is not the case, it is the expectation that parents support the school in setting sanctions and ensure any issues are discussed and addressed at home between parents and students.

Monitoring and Evaluation

The effectiveness of this policy will be monitored independently and in conjunction with monitoring of other associated policies. It is the responsibility of the Headteacher (in conjunction with the senior leadership team) to monitor, evaluate and report on the effectiveness of the policy to the staff and governors. The policy should be reviewed annually.

Reference to Associated Policies

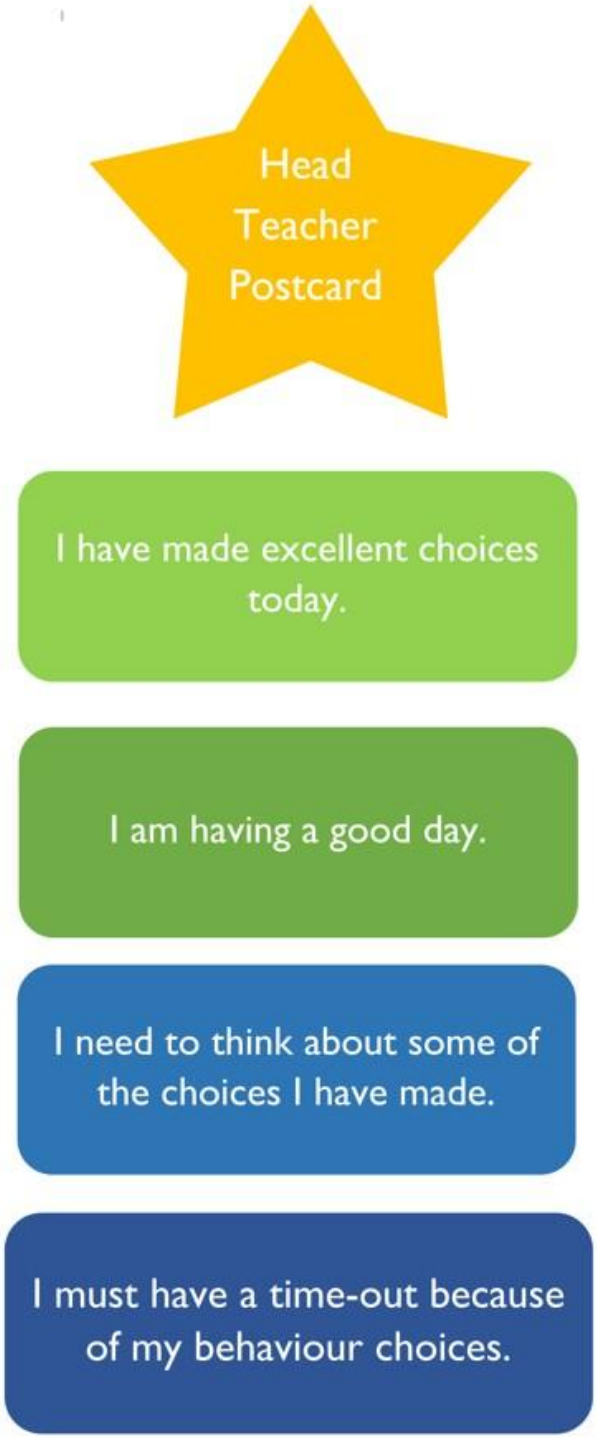
This policy should be read alongside the following policies:

- Special Educational Needs
- Anti-Bullying
- Positive Handling
- Safeguarding

Appendix

KS1-KS2 Behaviour Chart

EYFS Behaviour Chart



Behaviour Hierarchy

Stage	*What this behaviour could look like*	*Sanction/Reward*
Headteacher Postcard	Outstanding and exceptional work and effort – 'best yet' Children cannot reach this level by continually climbing the behaviour chart.	Certificate and sticker from Head. Taken home and shared with parents. HT records.
Class Teacher Postcard	Great work, effort and behaviour for learning. Acts of kindness, cooperation and support. Clearly demonstrating a learning goal. Repetition of previous.	Name moved up behaviour chart Class teacher postcard home.
I've just earned 5 house points.	Great work, effort and behaviour for learning. Acts of kindness, cooperation and support. Clearly demonstrating a learning goal. Repetition of previous.	5 house points/name moved up behaviour chart
I've just earned 1 house points	Good work, effort and behaviour for learning Displaying learning goals.	1 house point/name moved up behaviour chart
I'm having a good day	All children start here. All children return here after a sanction has been received.	This is the minimum expectation for behaviour at Belmont
Stage 1 - Warning	Low-level behaviour incidents Calling out/interrupting learning Prodding others Rocking on chairs Talking when another is Wandering out Ignoring instructions Not lining up appropriately	Name moved down behaviour chart. Teacher redirects behaviour with minimal use of words; use body language; use visual and verbal reminders. Once sanction completed, child moves back to "I'm having a good day".
Stage 2 – 5mins of my break/lunch with my teacher	Repetition of Stage 1 incident Inappropriate shouting/calling out Not cooperating (e.g. time-wasting; not following instructions, etc.) Disruption Throwing/damaging equipment Not following class rules Disturbing others whilst learning	Name moved down behaviour chart. Child will spend 5 minutes of their break/lunch with class teacher. Incident recorded in behaviour log. Class teacher comment in contact book/conversation with parent/carer. Child may be moved seats within their classroom. Once sanction completed, child moves back to "I'm having a good day".
Stage 3 – 10 mins of lunch	Repetition of Stage 2 incident Swearing/harmful and offensive name-calling Acts of deliberate violence Deliberate disruption Throwing objects with intent to harm Damaging school or student property Leaving the classroom without permission Challenge to authority/undermining behaviour	Name moved down behaviour chart. The child will spend 10 minutes of their lunchtime with a Phase Leader. Class teacher conversation with parent/carer. Child may be moved from classroom during lesson and sent to Phase Leader (if deemed completely necessary). Once sanction completed, child moves back to "I'm having a good day". The class teacher must record this instance in the behaviour log.
Stage 4 – sent to senior leader	Repetition of Stage 3 incident Fighting/violence Bullying behaviour Verbal abuse to a staff member Seriously challenges authority Extreme or repeated physical/verbal abuse Physical intimidation to an adult/student Vandalism Complete refusal to cooperate in any way Attempting to exit school grounds Child-on-child sexual abuse Racist/homophobic/sexist behaviour or language.	Name moved down behaviour chart. Child will be moved from classroom to a senior leader. Communication with parent/carer (this may be with class teacher or member of SLT, as deemed appropriate).. Could result in: - Lunchtime detention - Internal exclusion - External exclusion The class teacher must record this instance in the behaviour log.