



Behaviour Management Policy

Behaviour Principles

The Governors of Southwater Junior Academy have produced the following set of principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils. All aspects of behaviour management and discipline are built on the foundations of our rights and responsibility charter.

- Children require clearly communicated expectations and boundaries that are consistently and fairly applied across the school by all adults.
- Adults and children will adhere to the school's rights and responsibility charter.
- Behaviour in all contexts, both within and beyond the school gate, will be dealt with in a way that maintains personal dignity and promote integrity, honesty and trust.
- Procedures for behaviour management and discipline as set out below will be followed as appropriate to the needs of the individual child, the immediate situation, the context of learning and the prevailing circumstances. Consideration will also be taken as to the short and long term outcome required.
- All adults and children are expected to promote and present high levels of respect and regard for one another, thereby being role models for each other, where appropriate, by;
 - Using polite, warm greetings and respectful conversations.
 - Moving around the school with consideration for others.
 - Maintaining the tidiness and organisation of the physical environment of the school.
 - Listening respectfully.
 - Allowing all to succeed.

At Southwater Junior Academy staff and pupils work together to create a happy and safe environment for all to work in.

To encourage appropriate behaviour we have five 'academy rules' which we have called 'Our Academy Charter', closely linked to our work in UNICEF's Rights Respecting Schools' initiative.

These 'rules' are discussed regularly, formally at least once every half-term, with all pupils - this may be as a class, a year group or in whole school assembly.

Positive reinforcement of our expectations is consistently given through our own 'modelling' of behavioural expectations and children whose behaviour at least meet, but often exceed, these expectations will be rewarded in a variety of ways (See **Rewards** below). All staff and pupils are made aware of the nature of these rewards at the beginning of each academic year, and termly, as relevant.

Our Academy Charter	
We have the right to...	And the responsibility to...
...be treated with respect	...treat everyone else with respect
...learn	...do our best
...be heard	...listen to others
...feel safe	...look out for others
...be ourselves	...accept others' differences

If the 'academy rules' are not adhered to, predetermined consequences will be consistently applied.

The partnership between home and academy encourages communication between parents along with all staff members, of any circumstances that may affect a child's behaviour, and these will be considered, as necessary.

Children with particular behavioural needs will be identified and, in consultation with the class teachers, learning mentor, our SENCO, parents, and very often the headteacher, a Behaviour Management Plan will be written. This will be reviewed and updated at regular intervals, as detailed on the plan. If appropriate, the advice and support of external agencies will be sought.

Core Values and Beliefs.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

We value:

Kindness, hard work and resilience. We also consider truthfulness, tolerance, respect and forgiveness to be of a high importance.

We do not accept:

Dishonesty, stealing, bullying, verbal/physical aggression or any form of discrimination.

We define bullying as the behaviour of an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. An occasional argument or 'tussle' does not constitute bullying. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable to ensure a safe and secure environment is sustained for all pupils.

We give positive support and counselling to children with personal or emotional problems and would seek to inform and involve parents when appropriate.

Rewards

We are committed to encouraging and celebrating the success of the children in a variety of ways:

Teachers congratulate children

Teachers give children team points

Children are sent to the headteacher/deputy headteacher to show their work

Many classes have individual systems for recognising success e.g. writing of the week, star of the week

All Southwater pupils are expected to take responsibility for their own learning by behaving appropriately. Pupils who do not follow the agreed charter will be subject to the system of sanctions as a consequence. Inappropriate behaviour choices will be recorded on a behaviour log. Parents will be informed at Stage 2. If a child's name appears three times on the log, they are automatically highlighted in red. The child is then supported by a behaviour plan and monitored by Senior Leaders.

Stages of Inappropriate Behaviour

Stage	Description of Behaviour	Resulting Action
1	Interrupting adults Distracting other pupils Avoiding work completion Attention-seeking behaviour Moving around the classroom without permission Unwilling to work co-operatively with peers (turn-taking, sharing etc)	<u>Verbal Warning by the Teacher/Adult</u> <ul style="list-style-type: none">• reminder of expectations• may be asked to move to an alternative place• may be asked to stay behind to explain behaviour• may be asked to work on through break time or lunch time• name will be recorded on a behaviour log
2	Lies Not accepting responsibility for behavioural choices Throwing objects Refusing to follow an adult request Being physically inappropriate Intentional harm towards another pupil Inciting peer conflict Damaging or taking property Refusing to enter/leave class, after being asked to Leaving class without permission Verbal abuse towards an adult Absconding (remaining within academy grounds)	<u>Teacher/Adult Led Sanction</u> <ul style="list-style-type: none">• name will be recorded on a behaviour log• extra work or tasks to completed• expected to work through break time or lunch time• may be asked to work in another room/place.• parents informed if removed from class.
3 – 4	Using abusive/racist/homophobic/sexist language behaviour Fighting Bullying including Cyber-Bullying	<u>Involvement of Year Leader</u> <ul style="list-style-type: none">• expected to work in year leaders classroom/another classroom for a set period of time

	<p>Seriously hurting another pupil Serious and deliberate damage to academy/others' property Physical assault on a member of staff Criminal damage Bringing offensive weapons/illegal substances into the academy Absconding (leaving the academy grounds) Physical violence</p>	<ul style="list-style-type: none"> • teacher/year leader will inform your parents verbally <p><u>Involvement of Headteacher / Deputy Headteacher</u></p> <ul style="list-style-type: none"> • removal from the lesson and work in the HT/AH's room • parents, guardians or carers will be notified and may well be asked to attend a meeting • may be placed on Report / Behaviour Management Plan • may face Internal Exclusion • may face either fixed or permanent external exclusions (See Exclusions Policy) • meeting with the headteacher
--	--	---

Review

The Trustees review this policy every two years. The Trustees may, however, review the policy earlier than this, if the government introduces new regulations, or if the Board of Trustees receives recommendations on how the policy might be improved.

Date of Review: September 2016

Date of Next Review: September 2018