

Introduction

At Strand Primary Academy we care for our pupils. This policy provides clear guidance which supports our determination to reach our vision and accomplish our aims.

Vision

At Strand Primary Academy, we are determined to inspire our children to think creatively, to nurture their natural curiosity, to support them morally and pastorally and to prepare them to contribute positively to their community in the 21st century.

Aims

At Strand Primary Academy we aim to:

- Inspire a love of learning
- Develop each child's potential to the full, intellectually, spiritually, physically, emotionally, socially and morally
- Promote respect and teamwork
- Challenge learners to exceed their own and our expectations
- Remember that above all else, good teaching is about developing a sound and meaningful two way relationship with the child and creating an atmosphere in which children and adults come happily to school

Class Rules

All teachers agree a set of classroom rules with the children that aim to provide a safe, welcoming atmosphere in which children can enjoy their learning. Once agreed, these rules can be used to modify group behaviour by setting targets that can be rewarded.

Health and Safety Rules

We have various health and safety rules that are very important. These are also critical not only to the smooth running of the school but to developing the social skills of the children around school. These include the simple rules:

We walk around school
We hold the doors for others
We sit properly on chairs
We keep the school tidy

Dining Room Rules

We find a place quickly and remain seated until the meal is finished
We follow hygiene rules
We practise good table manners
We clear away all waste

Playground Rules

We stop when a whistle blows and do as we are asked
We walk in the quiet area
We use equipment safely
We walk into school quietly and calmly

We expect this level of behaviour. We reward the actions, behaviours and quality of learning as stated in our aims.

REWARDS

At all times, we encourage the children to exhibit the kinds of behaviour that will help us to achieve our school aims. In fostering the ethos of our school, our policy is to reward children who do their best. This may be within their classwork, schoolwork or for displaying the characteristics that we are aiming to develop:

- high standards of work
- inquiry and endeavour
- independent learning
- commitment to activities beyond school
- responsibility, resilience, tolerance and respect
- playing an active role in the school community

We have a range of rewards that we use to celebrate success. These may vary from class to class depending on the age of the child but all teachers follow these guidelines for consistency.

Good behaviour is an expectation of the school. A child who behaves well deserves to be acknowledged.

1. All teachers have a system of rewards/ dojo points/ class merits/ behaviour certificates/ stamps or adding beads to a jar to reward children within the class. These are awarded when any of the characteristics we are fostering are exhibited within the class or around the school.
2. Exceptionally good achievement, compared with that child's past work or behaviour, is rewarded by the Head of Academy.

3. Children are actively encouraged to bring in awards from their experiences beyond school and share these with the class and Head of Academy.

Learning Hero Assembly

These positive behaviours are acknowledged through a weekly 'Learning Hero Assembly'. This is an opportunity to share examples of the above with the whole school and praise those children that have been selected by class teachers. The children are always reminded that although there are children receiving rewards, many others are continuing to contribute to school life positively through the above factors.

Reading Rewards

Children are rewarded when they take time at home to read. At specific milestones they receive a certificate, stickers, book marks, book tokens. These rewards are received upon completion of:

30 Reads
60 Reads
100 Reads

WHOLE SCHOOL REWARD

Dojo Points

Dojo points are used as a currency to reward positive behaviour of any kind be it manners, helpfulness, effort or achievement. Dojo points are displayed on the computer within the classroom so that the efforts of children are recognised by their peer group. It is also accessible for parents via a secure password system. This system has been discussed by staff so that distribution is consistent across the school and children are then familiar with the reward system as they progress to the next year group.

The Dojo point system feeds into a team award. There are four teams, named by the children, each with a cross section of children from across the school. Point totals are collected weekly and shared in assembly where the winning team are recognised by staff and children.

SANCTIONS

If children choose not to adhere to the rules of the school then they follow our policy of Assertive Discipline. Assertive Discipline helps teachers to act fairly, helps children and parents understand the process of rewards and sanctions and facilitates effective learning in the classroom.

What happens if a child breaks rules in the classroom?

Stage 1	Pupil given a reminder
Stage 2	1 st Warning given marked on sheet and 5 min loss of Golden Time
Stage 3	2 nd Warning given and 10min loss of Golden Time
Stage 4	3 rd Warning given miss play or 15 minutes lunch (stay in class with either class teacher or class support staff continue work missed)
Stage 5	4 th Warning pupil taken to another room on same floor level with work for 10 mins. If work completed child returns to class if not child remains. The amount of time the child is absent from the classroom must be made up at break.
Stage 6	5 th Warning pupil will work in isolation the following day, with it being agreed by Head of Academy.
	If a child repeatedly has 5 warnings the Head of Academy will contact parents.

A record sheet will be kept to track pupil's behaviour and allow appropriate steps to be taken to support the pupil and the teacher. The record sheet will provide a fresh start each day so that children are given a positive beginning to the school day.

For more severe incidents eg physical violence, verbal abuse to a member of staff, children may bypass these stages and the Head of Academy may be informed.

The behaviour sheets are given to the pastoral team each week so that those children who persistently choose to ignore school rules may be identified. Improvements in behaviour can then be discussed and rehearsed with these children and steps taken to modify their behaviour.

All staff need developed strategies and techniques for dealing with difficult children which they should use to defuse and calm the situation. In some extreme situations restraint may be necessary. It should be used rarely and only when a child is in personal danger, is threatening the safety of other children or staff or when there is wilful damage or the threat of significant damage to property. It may also be considered where a child is behaving in a way that is compromising good order and discipline. Where restraint has been used it will be recorded and reported on appendix sheets 2 and 3.

Behaviour Modification

When a child persistently fails to respond appropriately to group or individual directions there may be a need to implement a Behaviour Improvement Plan alongside support from a learning mentor.

This will provide a structured approach to positive intervention and will provide specific actions which aim to modify these negative behaviours.

This will be constructed in liaison with the child and their parent and may well require the support of other adults who should also be aware of the intended intervention strategies.

Special Educational Needs- Behaviour

Should a child recurrently fail to respond positively to the implementation of a Behaviour Improvement Plan then the SENCO will be consulted and the child may be placed on Record of Concern.

Strategies will be implemented in partnership with the SENCO and dependent on the progress of the child, an IEP may be constructed and the child progress to School Action or removed from Record of Concern and monitored through a Behaviour Improvement Plan within the classroom.

Parents of children who continue to have problems in managing their behaviour will be invited to discuss matters with the SENCO and class teacher to explore the use of future strategies. This may include support from outside agencies.

Exclusion

Should a child exhibit behaviour that is extremely negative or persistently negative that impact upon adults or children in the school in a way that affects them, then a pupil may be liable for exclusion. The school follows the guidelines set out by the Schools Partnership Trust. On return to school the child is given support to reintegrate and build up positive relationships in order to access learning.

Updated by J Morrell
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