



## **Behaviour Management Policy**

**Implementation Date – 2021**

**Review Date – 2022**

# St Michael's Community Academy

## Behaviour Management Policy

### School Motto

*"Our best, always"*

### Golden Rules

**We are gentle.**

**We are kind and helpful.**

**We listen.**

**We are honest.**

**We work hard.**

**We look after property.**

**The Golden Rules are summed up in the statement:**

*"In this school we all show courtesy, consideration and respect"*

### **Introduction**

At St Michael's Community Academy, we believe that children need to have clear boundaries and structure in order for them to feel safe and achieve. Children should always be given the opportunity to be and to feel successful. Children should also always have the opportunity to understand and correct any inappropriate behaviour that they have been involved in. Parents and carers should be given the opportunity to know when rewards and sanctions are given.

The school motto *"Our best, always"* is to be understood by all who study and work at the academy, and is something that pupils are to be taught to always strive for.

There are two main strands to the promotion and management of positive behaviours and attitudes at St. Michael's Community Academy:

- **The Golden Rules**
- **Class dojos**

**It is the responsibility of all staff, students and volunteers at the Academy to promote positive behaviour amongst pupils. This is dependent not just upon the use of the rewards and sanctions contained within this policy, but also upon the creating and maintaining positive, patient and caring relationships with children in order to earn their trust and respect.**

**This policy aims to ensure that these principles are embedded into our school culture and are effective – therefore this policy will be reviewed periodically.**

#### 1.) **The Golden Rules – Good to be Green**

Behavioural boundaries are clearly defined using a set of the six Golden Rules listed above, a copy of which is visible in every classroom. All rewards and sanctions are based on these Golden Rules and should be referred to when speaking to children. It is imperative that the Golden Rules are **always** clearly stated when issuing rewards or sanctions. Underpinning the Golden Rules is our school motto: *"Our best, always"*, and the statement *"In this school we all show courtesy, consideration and respect"*.

Variations of the Golden Rules are also on display in other areas of school – the playground and the dining hall.

Throughout each week, teachers will have a system for monitoring the behaviour of pupils in their class. Behaviour management in the classroom is at the discretion of the teacher, and teachers are encouraged to use their own professional judgement with regards to the standards of behaviour that they set and expect for their children. These standards must correspond with the Golden Rules and school policy.

For instances of unacceptable behaviour that break any of the Golden Rules, the school has adopted the **'It's Good to be Green!'** card system in Reception, Key Stage 1 and Key Stage 2. Under this system there are three possible cards that children could receive – green, yellow and red.

Each classroom will have a visible display showing which colour card each pupil has earned during the day. Every morning children will start with a green card. Teachers should record at the end of the week whether or not children have received any yellow/red cards during that week. Recording behaviour in this manner enables staff to identify patterns of behaviour and monitor the conduct of children whose behaviour is falling below the expected standard.

Rewards and sanctions will be based on the Golden Rules using the card system. Each week there will be a class "celebration" where the achievements of pupils within that class are shared.

Our Nursery children are supported to manage their behaviour using a more age-appropriate system.

## **2.) Rewards and Incentives:**

There is a range of rewards available to children:

### **Class Dojos:**

Using the electronic reward system 'Class dojos' teachers are able to award pupils with dojos and track pupils' behaviour. Children may earn dojos for a variety of reasons, including: following the golden rules, showing courtesy, consideration and respect or completing learning at home. The categories set for earning dojos and the weighting of each dojo is uniform across the school to ensure consistency. As pupils earn dojos through the school year landmark achievements are rewarded with special badges.

- Children who have earned 250 dojos will receive a bronze badge and certificate
- 500 dojos will earn a silver badge and certificate
- 750 dojos will earn a gold badge and certificate.

The Class dojo system can also be used to share children's achievements in school with parents and affords parents the opportunity to communicate messages to staff members.

### **Golden Time:**

Children, who have stayed 'green' all week, will be entitled to attend the class 'Golden Time' on Friday afternoon. Golden Time activities are set out at the beginning of the week and will be adult-led. Note that Golden Time is expected to be supervised by class teachers and teaching assistants, unless on PPA.

### **It's Good to be Green!**

Teachers will keep a weekly chart in their classroom, detailing what colour individual pupils have been throughout the week. Pupils, who have stayed 'Green' all week, will get a frog stamp in their planner so that parents are aware of their success.

### **Pupil of the Week:**

Pupils who show exceptional behaviour / attitudes will receive a 'Pupil of the Week' certificate. The aim is to ensure every child will receive at least one nomination per year and ensures that every child has a chance to feel success. The Star of the Week will be announced in the Phase Celebration Assembly on a Friday and a certificate sent home.

### 3.) Sanctions

#### Yellow and Red Cards:

When children have demonstrated unacceptable behaviour they will be issued with either a yellow or a red card. This will be shown on the classroom display for the day.

Examples of poor behaviour and suggested consequences are outlined below. The delivery of a sanction is at the discretion of the teacher who will use their professional judgement in accordance with this policy. Lapses in behaviour should always be related to the Golden Rule that has been broken.

Children who receive a yellow card during the week will have their work and subsequent conduct monitored in class by staff.

Children who receive a Red Card during the week will miss their breaks for the remainder of that day and, depending on the severity of the offence, possibly in subsequent days. A red slip will be sent home with the child and their parents will also be informed verbally. In addition the child may miss any class Golden Time (unless they are able to earn the time back – see below).

In addition to the sanctions described above, children missing Golden Time will be given appropriate work to complete whilst Golden Time is taking place.

#### **When issuing cards staff will take note of the following:**

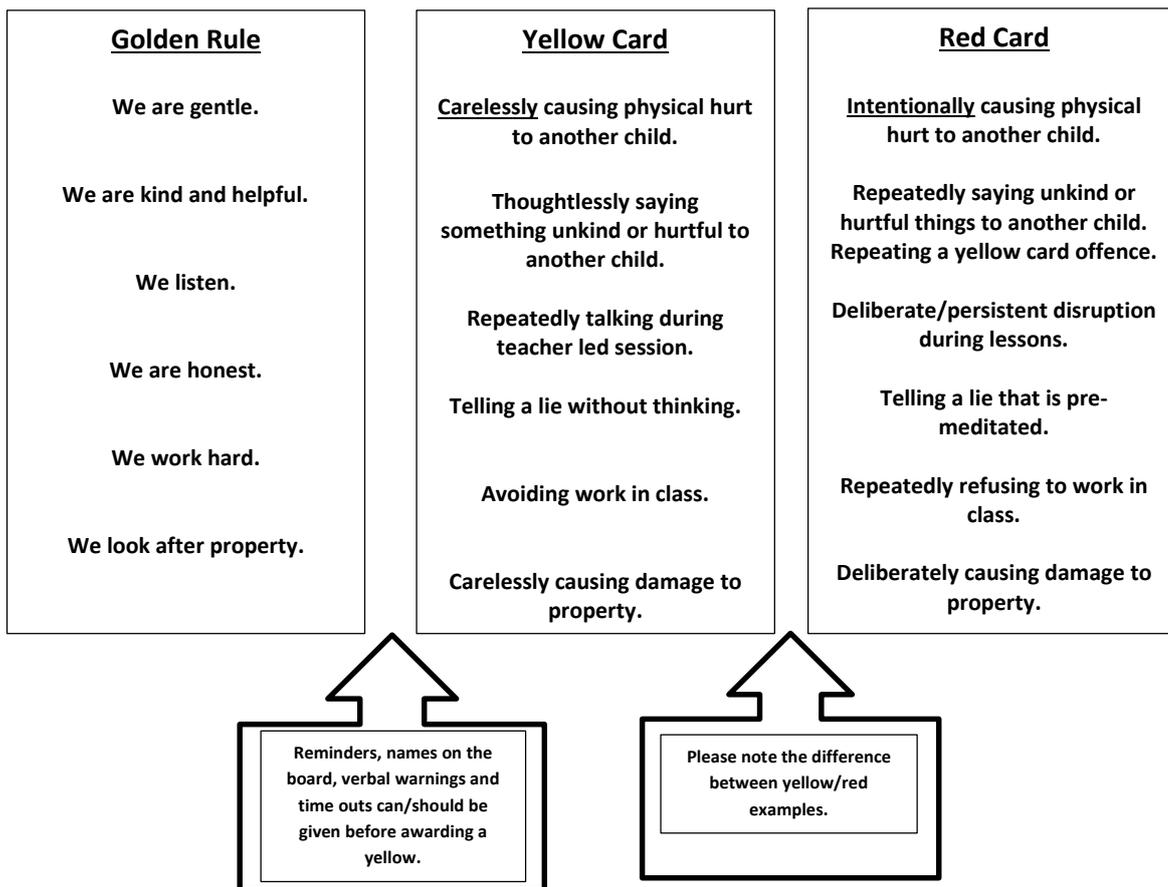
In the case of yellow cards for lower level behaviour, at least one warning will be given before the card is issued – this is known as a “standing yellow”, whereby a yellow card is inserted upright alongside the child’s name in the G2BG class chart. Staff can also use their discretion to direct a child to work in a separate classroom if their presence in class is distracting other children and having an impact on their work. Again, this should only be done after a clear warning has been given.

Children issued with a red card for accruing more than one yellow, or for an offence that is non-violent in nature, can be given the opportunity to “earn back” some time. This also includes children who may be representing the school at an event during that particular week i.e. sports teams, choir, school council etc. Red cards can only be rescinded in this way by an immediate improvement in behaviour that lasts for the remainder of the week.

#### **Red cards which have been issued for violent conduct, damage to school property or for serious disruptive behaviour cannot be earned back due to the seriousness of the offence.**

If a child earns one red card this will be dealt with in the way described above by the class teacher. If a child earns two red cards in a week they will be sent to the Phase Leader to discuss their behaviour and will spend a half day working in another class in isolation. If a child earns three red cards in one week they will be sent to the Principal. The child will spend a half day working in another class in isolation and will be put on report, which will involve having to report to the Principal daily to show their class work. The Principal will also meet with the child’s parents to discuss their behaviour.

## Examples of Behaviour that Break the Golden Rules:



## Earning Golden Time Back:

Teachers should offer pupils the opportunity to ‘earn back’ some time lost in order to help a child to understand how to correct misbehaviour. This agreement will be made verbally at the class teacher’s discretion and should reflect restorative justice, meaning that the pupil concerned should demonstrate awareness of how their actions have affected others and make a genuine effort to make amends appropriately and refrain from repeating their behaviour. This will mean that a red card can be rescinded at the end of the week.

## ‘Beyond’ Golden Time:

Children who regularly encounter difficulty in displaying good behaviour may have their behaviour monitored jointly by school staff and by parents, with regular meetings held in order to ensure that communication between home and school remains clear.

Teachers will refer children who are not responding to the school’s Rewards and Sanctions Policy to the senior member of staff for their phase, where further appropriate action will be taken.

## Exclusions:

The Principal, or member of the Senior Leadership team acting in the Principal’s absence, may, in extreme circumstances, use the power to exclude a pupil. The procedure for exclusions is listed in a separate policy that is available to parents on the school’s website [www.smccademy.co.uk](http://www.smccademy.co.uk)

Exclusions can be for a fixed period or permanently. Such action will only be taken after considering all of the facts available at the time and will only ever be used as a **last resort after all other options have failed**.

Exclusions are made at the discretion of the Head of School, who will at all times act in accordance with the relevant provisions of the **Education Act 2011**. Exclusions will not be discussed with any parents other than those of the child who is being excluded.

#### 4.) Bullying

The school's procedures to deal with bullying are set out in a separate policy, as required by law, and are available on the school website (see above).

#### 5.) Communication with School:

It will not normally be the case that a serious behavioural incident takes place during the school day that the school remains unaware of. However, it is accepted that sometimes children can withhold from informing staff about behaviour in school that has affected them and may instead disclose to their parents after the school day has ended.

In such cases, well-founded concerns about serious instances of poor behaviour that parents may wish to make the school aware of can be made directly to the child's class teacher or, if not available, the Principal. Serious violations of the school's code of conduct are defined as:

- Assaults
- deliberate damage to property
- persistent bullying (please see the anti-bullying policy for definitions of this)
- instances of behaviour that are deemed to be racist or homophobic.

In all cases the sooner that school is made aware of a problem then the sooner we will be able to investigate and take appropriate action.

Any course of action that is decided upon following a parental complaint will only be taken after all of the available facts have been established, and this will include discussing the matter with any witnesses and with the pupil(s) whose behaviour has been called into question. Any senior member of staff investigating a complaint will then decide whether, **on the balance of probabilities and with the information available**, the event in question happened and what the appropriate action to take is.

Parents will accept that the school cannot take responsibility for the conduct of pupils outside of the school day or in the holidays.

#### 6.) Working with Parents:

Staff will always work in good faith when approaching parents to discuss concerns about a child's behaviour, and all actions taken will be under the remit of this policy.

We take the view that good behaviour from children is the product of a successful working relationship between school and the home, and to this end we will always seek to maintain clear lines of communication with parents in order to ensure that the behaviour of our pupils meets the standards that we expect. Correspondingly, we ask that parents will also keep the school informed of any factors outside of the school day that may be affecting their child's behaviour. This is important, as it will enable us to keep an eye on any child who might struggle to behave to the required standard and, if necessary, make appropriate adjustments to their school routine. Such an adjustment might include alternative arrangements being made at lunchtime, for example.

Any instances of unacceptable behaviour that result in the issuing of a **Red Card** will always be communicated to parents by the class teacher. This will either be in person at the end of the school day or, if that is not possible, by a telephone call. Parents who wish to enquire about their child's behaviour in school are welcome to make an appointment in order to come in for an update. In most cases the best person to contact will be the class teacher, as this will be the person who is responsible for supervising the child on a day-to-day basis, and will also be the member of staff best placed to discuss concerns with parents. It is anticipated that the vast majority of enquiries about behaviour will be swiftly resolved in this manner.

Examples of consistently good behaviour will also be communicated informally to parents. This might take the form of a child receiving a "star of the week" certificate, a message via class dojo or a short note home in the school

planner. Cases of exceptionally good behaviour, or an outstanding contribution to school life, will result in a letter home from the Head of School.

Where inappropriate behaviour in school persists over time without the desired changes taking place, despite the use of the sanctions described above, it may be necessary for school to request that parents come in for a regular timetabled meeting at set points during the week in order for a report to be given about their child's conduct. This may take the form of a discussion (with or without the child present), and may also involve the use of a home/school diary in order for parents and school staff to track and record behaviour over time.

## **7.) Record Keeping:**

Staff keep up-to-date records of behaviour, including the issuing of yellow and red cards, on an electronic system called CPOMS. Instances of serious violations of the school's code of conduct are recorded in more detail for possible future reference. Children's names are abbreviated to their initials in such records, which are held confidentially.

Parents may request access to any record that contains information about their child's behaviour and this will normally be available within 24 hours, as references to the names of other children will first have to be deleted. Where requests are made for access to detailed records that cover a longer period of time then further notice may need to be given.

The records described above will not be transferred to other schools (e.g. high schools) except with the prior agreement of parents. However, general behaviour and attitudes towards learning in school are discussed informally as part of normal transition arrangements.