

Stimpson Avenue Academy

Behaviour Policy 2021 - 2022

We Dream. We Believe. We Achieve.

Scope: Stimpson Avenue Academy	
Version: V 1	Filename: SAA Behaviour Policy
Approval: From	Next Review: Sept 2022 This policy will be reviewed yearly.
Owner: Stimpson Avenue Academy	Union Status: Not applicable

Policy type:	
Non-statutory	Replaces Academy's current policy

Rationale

Our behaviour policy is a key document in achieving the aims of the academy. We are a caring, inclusive academy at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our pupils and families feel happy and secure. We want every pupil to be able to engage actively in learning and reach their full potential in all areas of academy life knowing that they are cared for and supported.

Academy Ethos

We believe that an understanding of shared values is at the centre of our life in our academy, so we encourage our pupils and staff to think and reflect on their behaviour and values. Actions have consequences and we work to support everyone in understanding how what they do and say, and what they do not do and do not say, can impact on others.

The framework we use to consider our behaviour is through asking ourselves how we behave in the following aspects:

- Caring: through empathy for others
- Critical: thinking through ideas, reasoning and making sound judgements
- Creative: solving problems and coming up with new ideas
- Collaborative: working together in teams, pairs and groups.

The caring and nurturing of the pupils by staff, and the behaviour of staff towards each other, are vital for the wellbeing and success of the academy. Thus, being a positive role model, i.e. behaving in the way we would like our pupils to behave, is central and shows our expectations in actions and words.

Our policy has been written in consultation with pupils and staff. The aim of our policy is to promote self-esteem, secure safe and effective learning and ensure consistency in practice.

Academy Expectations

We are proud to belong to Stimpson Avenue Academy and we work together to make our academy a special place by following these consistent expectations.

Our expectations, known as The 5Cs are:

- Care – we look after each other.
- Commitment – we do our best and help others to do the same.
- Co-operation – we work together.
- Consideration – we are honest and make good choices.
- Courtesy – we are friendly, polite and respectful.

Creating a Positive Ethos

We believe that the quality of relationships in our academy is our biggest strength and the most powerful tool in creating a positive learning environment. Classrooms should always be calm, positive, secure places in which pupils feel valued and safe. Class expectations, based on the 5Cs, are established at the start of each year and displayed clearly in each classroom. Class routines are essential in creating a sense of security.

Celebrating Success

All pupils are expected to make positive choices. We will celebrate individual success accordingly, including sharing beyond the classroom.

Proud Cloud

Pupils' names will be added to the Proud Cloud throughout the school day for making positive choices within the classroom and around school. The aim would be for all pupils to be on the Proud Cloud at some point during the day. Teachers will support and challenge those who struggle to get their names on the board, utilising a range of strategies. **Names should not be removed from the cloud until the end of the day.**

House Points

Pupils in our Academy are all allocated to one of four houses who are Marple, Poirot, Holmes or Drew. The house names were chosen by the pupils to reflect their intention to be good learning detectives and to use clues, thinking and research in their learning. House points are awarded for demonstrating academy expectations and for going above and beyond. The winning house each term receives a reward.

Celebration Assembly

On a Friday morning, all year groups attend our Celebration Assembly. Class teachers select two pupils weekly to receive a certificate; one for excellence and one for values. Teachers ensure that all of the pupils receive the award at some point throughout the year.

Attendance rewards are also given for classes who achieve 100% for the week, individual pupils who achieve 100% for the term and pupils who achieve 100% for the year.

Sanctions:

We believe that all actions have consequences. Our approach is to ensure we listen to pupils and support them to understand how their choices impact on others. This will enable our pupils to make better decisions in the future.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Where necessary behavioural targets will be set with the class teacher, SENCo, child and parents.

By using a positive system of rewards, and reinforcing good behaviour we help pupils to be positive about themselves and enabling them to reach their true potential.

We recognise that mistakes are made by everyone and we can use these opportunities as a learning tool.

Below are the strategies to support and intervene

Stage 1

If expectations are not being met, a gentle reminder will be given to the pupils (Reminder 1). This will usually be non-verbal. This needs to be discrete towards the child being addressed only.

Stage 2

However, if they choose to continue with the behaviour then they have a second reminder (Reminder 2). This needs to be given verbally, again in a discrete manner. Pupils need to be reminded at this stage of how they can change their behaviour and make better choices.

Stage 3

Once the child reaches Reminder 3, the class teacher will explain to the child that a consequence will follow. This needs to be age-appropriate and managed by the adult who has given the reminder. Pupils receiving R3s will need to have their names recorded. (this will be logged and kept in class teacher files).

Immediate 3

An Immediate 3 is issued if a pupil continues to make the wrong choices or specific behaviours:

- Swearing;
- Hurting another person;
- Making a racist or any other discriminatory comment;

- Damage to academy or others property;
- Defiant refusal

On the rare occasion where a child receives an immediate 3, a member of SLT will be available to support. In this instance, a letter will be sent home. SLT and the SENCO will support both the pupil and class teacher to address any ongoing issues or concerns

Break and lunch times

Lunchtime Supervisors will use the same system, using count reminders. Support will be provided at lunch time by both SLT and the Family Support Lead in order to empower lunchtime staff to follow the whole school behaviour policy.

Fixed Term and Permanent Exclusions

If a fixed term exclusion is deemed necessary, we will work in partnership with parents/carers to agree a return strategy. Exclusions are managed through the EMAT Behaviour Policy.

Permanent exclusion will only be considered in extreme circumstances and would be in line with statutory procedures.

Parental Involvement

Our partnership with parents is highly valued. We have an open-door where parents are able to discuss any concerns they may have with the relevant staff. Staff will often see parents informally but it is recommended to make an appointment first to ensure time for adequate discussion.

Our parents will:

- be listened to and their opinions valued;
- trust a teacher will take their concerns seriously and address appropriately
- know that there will be an opportunity to discuss behaviours and consequences
- not take action against another pupil or parent, either physically or verbally.

To support us in our aims, we ask that parents:

- recognise that an effective academy behaviour policy requires close partnership between parents, teachers and pupils.
- discuss the academy expectations with their child, emphasising their support of them and assisting when possible with their enforcement
- attend Parents' Evenings, parents' functions and by developing informal contacts with the academy
- remember that staff deal with any behavioural issues patiently, calmly and positively



The 5 Cs

Care

Commitment

Cooperation

Consideration

Courtesy

