



Tree Tops Primary Academy
Part of Leigh Academies Trust



Behaviour Policy

2016 - 2018

BEHAVIOUR POLICY

Mission Statement:

At Tree Tops Primary Academy we believe it is important to set high expectations for children's behaviour and this document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment everyone can learn and develop as caring and responsible people.

It is written for all members of the academy community to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Aims:

- ◆ To ensure a safe, caring and happy environment where effective learning and teaching can take place.
- ◆ To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- ◆ To ensure appropriate behaviour and language throughout the academy.
- ◆ To develop a community within which everyone shows mutual respect for each other in a culture of equal opportunities.

Objectives:

To further these objectives, we promote a positive and supportive attitude that shows the respect all adults have for one another as well as for every child. This role models for the children and with families we encourage children to show respect for everyone in our local community.

We expect the following:

- ◆ Everyone in Tree Tops will care for, and take a pride in the physical environment of the academy.
- ◆ Children will be well behaved, well mannered and attentive.
- ◆ Children will be polite to their fellow students, adults and visitors to the academy.
- ◆ Children will move around the building in a safe and sensible manner.
- ◆ Children will show respect for others and their property.
- ◆ Children will take responsibility for their own actions and behaviour.
- ◆ No one, child or adult will take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.

- ◆ Children will be punctual and have the correct equipment with them for that day.
- ◆ Children should not bring mobile phones into the academy unless permission has been granted by Mrs Guthrie. These may then be left with a member of the office staff and stored in the office during the day, provided that they are clearly named. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
- ◆ Children should wear the correct uniform (Please see Prospectus for details).
- ◆ The only jewellery allowed is ear studs, which must be removed for P E.

Strategies:

- ◆ To ensure the Behaviour Policy is known, supported and followed by the whole academy community, which includes parents, staff and governors.
- ◆ To ensure children understand that it is the behaviour that is unacceptable and not the child.
- ◆ Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- ◆ To encourage and recognise effort in both work and behaviour, through praise and rewards.
- ◆ To involve parents and carers in early consultation to discuss problems and actions.
- ◆ To annually issue the leaflet "Good Behaviour at Tree Tops" to raise awareness of the Academy's expectations regarding standards of behaviour.

Expectations:

Behaviour expectations will be shared with all children in class and through assemblies, and opportunities to discuss them will be provided in order ensure that they are fully understood. All expectations will be displayed in an appropriate place.

Tree Tops share 2 rules for all children to follow:

- 1. Always follow an adult given instruction the first time of asking.**
- 2. Keep your hands, feet, objects and unkind words to yourself.**

These rules will encompass a host of general expectations which can be linked back to these rules.

Encouragement and Rewards:

Encouragement is given at all times to all children, by teaching and non-teaching staff, to help everyone to attain these standards. Children are also encouraged to value the efforts of their peers, and rewards are given in recognition of achievement in all areas of academy life.

Rewards include:

1. Praise and positive encouragement from adults.
2. Praise from other children in the class or group.
3. The setting of appropriate personal goals to improve self-esteem and targets to improve the standard of work.
4. Certificates for effort and achievement.
5. Raffle Tickets given out to reward good behaviour and attitude towards learning.
6. Notes home.
7. Whole class rewards e.g. Secret Child
8. Celebration of achievements in assemblies.
9. Celebration Event each term for those children who have not had behaviour letters sent home.

Sanctions:

When a child is unwilling to work towards the code of expected behaviour, sanctions are applied. These will be appropriate both to the capabilities of the individual child and also to the need for safeguarding the rights of other children.

Tree Tops has set up a system of sanctions linked to coloured slips which are given to children in Years 1 to 6 following a discussion about an incident that has occurred. These slips and sanctions are:

Additional Support for Children:

Staff Member Dealing	Time / Behaviour	Consequence Examples	Singed by Staff Member.
Class Teacher / TA		Verbal reminders given Moved away from group Expectations repeated	
Buddy Class		5 /10 /15 minutes in Buddy Class Follow up discussion	
MLT Mrs Feneron Mrs Rawling Mrs Andrews		5 /10 /15 minutes in Buddy Class Follow up discussion Talk of missing playtime / lunchtime to repay missed learning time. A call home to inform parents of behaviour may be necessary or the child may need to be informed that this may happen if behaviour continues.	
SLT Mrs Bryant Mrs McLeish		5 / 10 /15 minutes in with Senior leader of learning. Follow up discussion – reminder of expectations. Internal exclusions or external exclusions may take place here.	
Vice Principal Mrs Roberts		Time in with VP (To be specified) Follow up discussion – reminder of expectations. Internal exclusions or exclusions may take place here.	
Principal Mrs Guthrie		Time in with Principal (To be specified) Follow up discussion and next steps. E.g. letter home/ internal / external exclusion	

- a) The class teacher may consult the Principal/Executive Head Teacher/Inclusion Manager and/or child's parents as to possible factors that contribute to challenging behaviour. An ABC Chart is available to track behaviour to help inform these discussions and also the next steps. This

indicates what a trigger may have been, what went wrong and what was done in response.

- b) An individual Behaviour Support Plan is discussed with the Inclusion Manager in conjunction with parents and the learning mentor and possibly the Behaviour Support Service and the appropriate procedures are followed.
- c) The child is withdrawn from the classroom for short periods of help and counselling on an individual programme this may be through the use of the Nurture provision.

Continuing Serious Behaviour Incidents:

The Teacher, Principal or Executive Head Teacher will have further consultation with the child's parents and appropriate Outside Agencies as needed and a Personal Support Plan will be implemented.

- a) The child is isolated away from the classroom under supervision (internal exclusion).
- b) The child is temporarily excluded from the academy for a longer period (the Governors are consulted).
- c) The Principal/Executive Head Teacher and the Governors exclude the child permanently from the academy. The Area Education Office and LAT is informed.

A serious breach of the expected behaviour, where another child (or adult's) safety is endangered, will result in the immediate application of the stronger measures.

Formal Steps to Avoid Exclusion:

Whenever possible we strive to avoid the use of exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions and letters, where a fixed term exclusion is only used after the implementation of alternative strategies. In most cases, children respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of helping their child to be a full and useful member of the academy community. Knowing that the academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

Liaison with Parents:

Parents will be kept informed about their child's behaviour by the Class Teacher, either by letter, verbal communication or telephone. If it is considered useful to monitor behaviour on a regular basis, a Home/Academy Contact Book or report may be used. This can be written in either daily, or weekly, as considered appropriate, by both class teacher and parents. This in itself can be a useful tool for improving behaviour.

Monitoring:

All staff, both teaching and non-teaching will continually monitor behaviour throughout the academy.

The policy will be reviewed at least on an annual basis and agreed changes will then be incorporated as necessary.

Bullying:

Bullying is dealt with in a separate Anti Bullying Policy

Special Circumstances:

Some children may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from Behavioural Support Services and/or other agencies/groups.

Home/Academy Agreement:

This behaviour policy is supported by a home/academy agreement signed by all parents, children and staff issued at the start of each academic year.

Equal Opportunities/Inclusion Statement:

This policy is written to take account of the needs and responsibilities of all children regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

Lunchtimes:**Playground Behaviour:**

Expectation of correct behaviour is the same at these times and the same rewards and sanctions are used. In addition, a range of alternative activities are offered to help provide structure and options in what is a less structured and potentially more difficult situation for some children.

Midday Meals Supervisors will be kept informed of any special arrangements for individual children (by the Class Teacher or other appropriate Senior Staff).

If a child continues to behave inappropriately at lunchtimes the class teacher may choose to contact the child's parents/carer to discuss the matter further.

If behaviour does not improve, temporary/permanent lunchtime exclusion will be given.

Review:

This policy is subject to annual review.

If there is a major change in behaviour within the academy, the policy may be reviewed earlier.

APPENDIX 1 Whole School Expectations:

There are 2 school rules:

- 1. Always follow an adult's instruction the first time of asking.**
- 2. Keep your hands, feet, object and unkind words to yourself.**

These 2 rules encompass a host of expectations which include:

Moving Around the School:

- ◆ Walk in an orderly manner
- ◆ Move around quietly so others are not disturbed.
- ◆ Wait quietly outside the classroom/hall when moving from one room to another.

Playground Rules:

- ◆ Keep to the agreed play areas.
- ◆ Keep your hands and feet to yourself.
- ◆ Be helpful, kind and polite to all adults and children.
- ◆ When the bell is rung at the end of play, line up quietly and still.
- ◆ Listen for the instructions to walk in with your class.
- ◆ Walk to your classroom quickly and quietly.

Dining Hall Rules:

- ◆ Be well mannered; use 'please' and 'thank you' to lunchtime staff.
- ◆ You can talk quietly when eating your meal.
- ◆ Always remember to use a knife and fork when eating your meal.
- ◆ Put up your hand if you want something or need help.

- ◆ Keep the tables clean and tidy, and use the cutlery provided.
- ◆ Move around sensibly, as directed by lunchtime staff.

Wet Break:

- ◆ Stay in your own room or the room you have been asked to go to.
- ◆ Move sensibly around the room.
- ◆ Only use equipment permitted by your teacher. No scissors should be used without a teacher present.

Suggested Activities:

You may complete unfinished work.

Talk quietly to your friends.

Choose items from the 'wet play' cupboard, i.e. books, comics, board games.

Note:

It is important that any incidents are followed up by the adult involved. This ensures that there are no misunderstandings.