



SUAT Behaviour Policy

Moorgate Primary Academy Context

This policy context for Moorgate should be read in conjunction with the SUAT behavior policy and can be found at:

http://www.moorgateacademy.co.uk/view/images/image_gallery/policies/1485964169.pdf

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during all aspects of the school day including assembly:-

- Merits and stickers / positive praise
- Postcards / Text home
- Star of the week (Can be behaviour/ attitude based)
- Star of the Year
- Merit Certificates
- Attendance certificates
- Hot Chocolate Friday

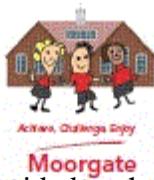
Also, each class clearly displays a rewards poster showing children what they can achieve through positive behaviour. (Appendix 1)

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.



- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. School uses a restorative justice method whereby the child looks at what caused the behaviour, what the reaction was and what should have happened instead. (Appendix 7)

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

Sanction posters are clearly displayed in the classroom for all to see and know what the result of poor behaviour is. (Appendix 1)

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. Appendix 3 of this policy outlines the behaviours that a child may be exhibiting when the decision to exclude a child has been taken. Parents must be assured that the decision to exclude a child, lots of work to try and avoid this decision have been taken. This might include: behavior meetings with parents, a home/school record book for communication, a behavior chart which rewards good behavior.



Behaviour that may warrant an exclusion

- Consistently showing high level of behaviour (failure to change behaviour) including: making racist remarks, bullying (physical, verbal, psychological, cyber, sexist, homophobic), violence towards anyone in the school, running away from school
- A one off incident deemed to be severe enough to warrant the punishment

An exclusion could be a fixed term exclusion (a temporary exclusion for a given number of school sessions / days) or a permanent exclusion.

Where the decision to permanently exclude a pupil has been taken, parents have the right to appeal the decision. Details on this can be found at the following link:

<https://www.gov.uk/government/publications/school-exclusion>

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Early Help Leader, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of the LAC (Local Academy Council), LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

- 1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to



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establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school. Permanent Exclusions A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident. If your child has been permanently excluded, be aware that:

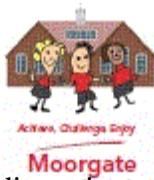
- the school's LAC is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the LAC confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion Appeals All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the LAC against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the LAC.

Equal opportunities and inclusion

The school is committed to working towards equality of opportunity in all aspects of school life. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual learners or groups of learners. In the context of this Policy, this is achieved through: utilising a range of approaches to behaviour management; adapting approaches and methods to meet the individual needs of learners or groups of learners; remaining sensitive to the views of all learners; seeking their individual and collective opinions on what and how we praise/sanction them so their needs are met; and, by continually reviewing what we do through monitoring and evaluating how successful we are being at promoting racial and gender equality together with including learners with disabilities or special educational needs.

Monitoring and review

Behaviour and its impact on learning forms part of the school's regular review of practice. The following monitoring strategies are employed as part of an annual cycle: Lesson observations. Work sampling/scrutiny. Pupil conferencing/discussions. Data analysis.



Additionally, class records are kept of disruption to indicate patterns and trends and therefore changes in practice/behaviours. Senior leaders also keep a record of more serious incidents through the school behavior log. This log is audited termly and findings presented to the LAC and staff as necessary.

These activities are carried out by Leaders; a report is then compiled indicating good practice and areas for development. This is shared with the LAC and staff. Any areas for development form part of the School Development Plan which is compiled on an annual basis and reviewed termly.

Dissemination and review

This Policy appendix is adopted following extensive consultation with staff on an annual basis. It is shared with the LAC annually also to keep them up-to-date with any changes that have been made.

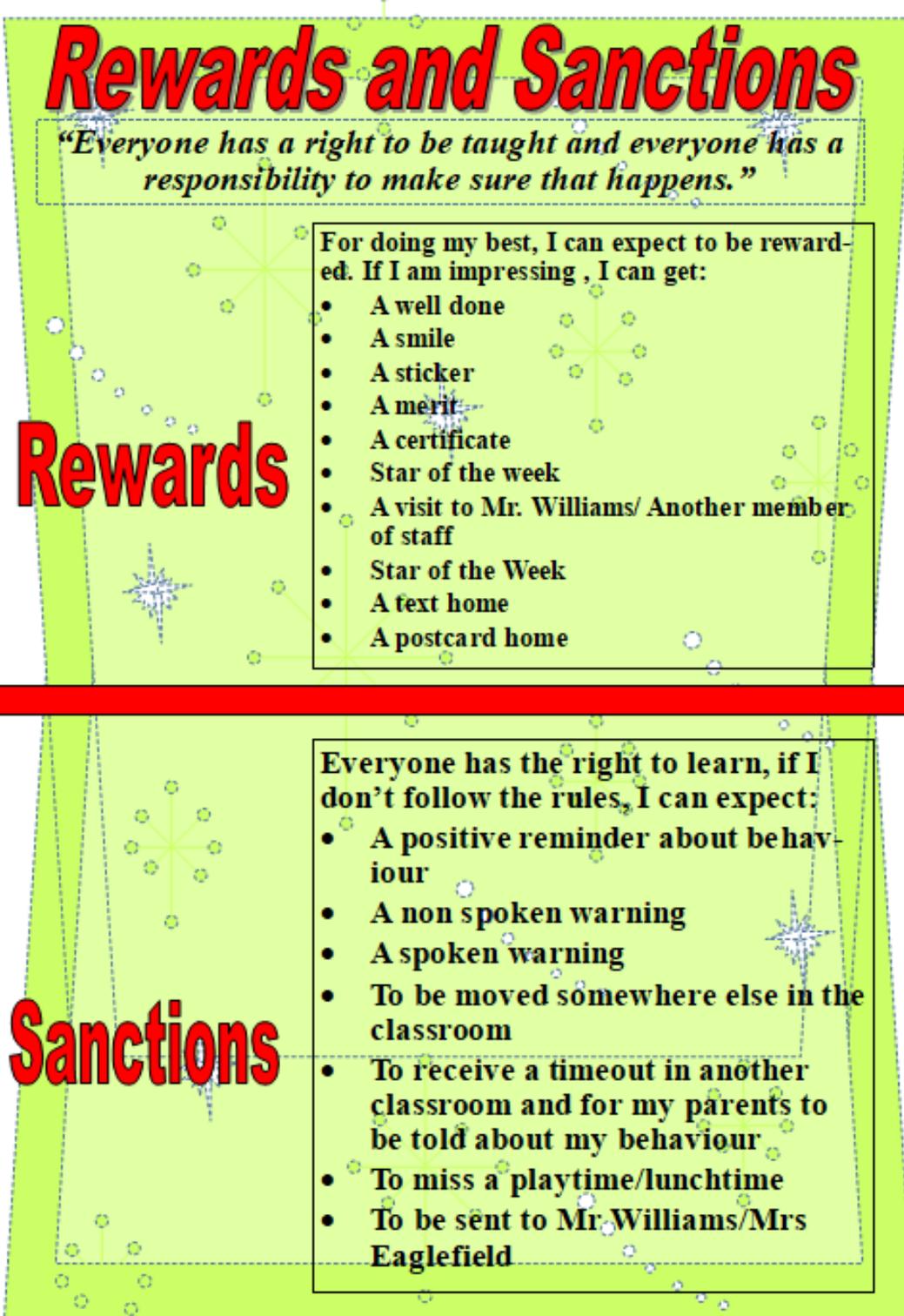
A copy of the latest version of the Policy Appendix is stored on the shared drive of the school curriculum server and is publically available for parents etc. on the school policy folder of the website.

Latest review: September 2021

Next review and update: October 2022

Jonathan Williams, Headteacher

Appendix 1 – Rewards and sanctions posters displayed in classrooms



Rewards and Sanctions

“Everyone has a right to be taught and everyone has a responsibility to make sure that happens.”

Rewards

For doing my best, I can expect to be rewarded. If I am impressing , I can get:

- A well done
- A smile
- A sticker
- A merit
- A certificate
- Star of the week
- A visit to Mr. Williams/ Another member of staff
- Star of the Week
- A text home
- A postcard home

Sanctions

Everyone has the right to learn, if I don't follow the rules, I can expect:

- A positive reminder about behaviour
- A non spoken warning
- A spoken warning
- To be moved somewhere else in the classroom
- To receive a timeout in another classroom and for my parents to be told about my behaviour
- To miss a playtime/lunchtime
- To be sent to Mr. Williams/Mrs Eaglefield



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Appendix 2 – Policy checklist for lunchtime staff



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Behaviour Policy checklist for Lunchtime staff

Behaviours displayed	Level of behaviour	Sanction	Who?
<ul style="list-style-type: none"> - Back chat - Fall outs between groups/children 	Low	<ul style="list-style-type: none"> A positive reminder about behaviour A non spoken warning A spoken warning To be moved somewhere else in the playground 	Lunchtime supervisor
<ul style="list-style-type: none"> - Consistently showing low level of behaviour (failure to change behaviour) - Refusal to do as told/come when asked - Throwing things inappropriately 	Medium	<ul style="list-style-type: none"> To receive a timeout in another part of the playground/field and for my teacher to be told about my behaviour May result in: miss a playtime/lunchtime 	Mr Cartwright / Class Teacher
<ul style="list-style-type: none"> - Consistently showing medium level of behaviour (failure to change behaviour) - Making racist remarks - Bullying (physical, verbal, psychological, cyber, sexist, homophobic) - Verbal abuse to staff - Violence towards anyone in the school - Running away from school - Stealing - Damage to property 	High	<ul style="list-style-type: none"> To be sent to a member of SLT Parents to be informed and invited in to discuss behaviour 	Mr Cartwright / Class Teacher
<ul style="list-style-type: none"> - Consistently showing high level of behaviour (failure to change behaviour) - Carrying or threatening with weapons - Having illegal substances in school - Sexual assault - Violence towards staff/extreme violence towards other pupils 	Extreme	<ul style="list-style-type: none"> To be sent to SLT To be excluded from school for a period of time Outside agencies to be involved For an IBP to be set up to set targets 	Mr. Williams

*Fixed period of time (no more than 10 minutes) in another part of the playground/field. For example to accompany a supervisor for that time.

Appendix 3 – Policy checklist for teaching/non-teaching staff



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Behaviour Policy checklist for staff

Behaviours displayed	Level of behaviour	Sanction
<ul style="list-style-type: none"> - Back chat - General interruptions in class (making silly noises, talking when being asked not to) - 	Low	<ul style="list-style-type: none"> A positive reminder about behaviour A non spoken warning A spoken warning To be moved somewhere else in the classroom Information logged on weekly behaviour chart and passed to Mrs Eaglefield
<ul style="list-style-type: none"> - Consistently showing low level of behaviour (failure to change behaviour) - Refusal to work - Throwing things in class (pencil, book, etc.) - 	Medium	<ul style="list-style-type: none"> To receive a timeout in another classroom and for my parents to be told about my behaviour (informally) To miss a playtime/lunchtime Information logged on weekly behaviour chart and passed to Mrs Eaglefield
<ul style="list-style-type: none"> - Consistently showing medium level of behaviour (failure to change behaviour) - Making racist remarks - Bullying (physical, verbal, psychological, cyber, sexist, homophobic) - Violence towards anyone in the school - Running away from school 	High	<ul style="list-style-type: none"> Report card to be set up for a set period of time To be sent to Mr. Williams/Mrs Eaglefield Parents to be informed and invited in to discuss behaviour Information logged on weekly behaviour chart and passed to Mrs Eaglefield
<ul style="list-style-type: none"> - Consistently showing high level of behaviour (failure to change behaviour) - One off incident deemed to be severe enough to warrant the punishment 	Extreme	<ul style="list-style-type: none"> Information logged on weekly behaviour chart and passed to Mrs Eaglefield To be sent to Mr. Williams/Mrs Eaglefield To be excluded from school for a period of time Outside agencies to be involved For an IBP to be set up to set targets Permanent exclusion



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Appendix 4 – Class Environment Checklist

Class environment checklist

This checklist is a tool to support teachers to reflect on how they organise for positive relationships, 'good' behaviour and successful learning

Strongly agree	Agree	Disagree	Strongly disagree
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The physical environment to promote positive behaviour

Equipment and materials are well labelled and easily accessible. Furniture is suitable and arranged to best effect				
Consideration is given to the ambient temperature. There is sufficient ventilation and lighting with no glare				
Available space is used appropriately				
Consideration is given to external distractions				
Room organisation meets differing curriculum demands				
Teacher's voice and instructions are clear				
Adults very rarely raise their voices/ shout				

Social, emotional environment including relationships

Social relationships have been considered in placing children				
There is a seating plan known by the children				
I act as a role model for desired behaviour				
Peer support is encouraged and used to best effect				
I take steps to ensure that children feel emotionally safe and nurtured in my classroom				
I manage changes/ transitions so that children feel secure knowing what is to happen and what is expected of them				
I organise a specific time for review and celebration of success				
I make sure that the children feel their ideas are valued				
I communicate to the children that they are able to take risks in their learning, knowing that learning only begins when we make mistakes				
I promote respect for one another, tolerance and cooperation				
I make sure that children will not be belittled or hurt by others in the classroom				
I promote positive working relationships between everyone in the classroom				
I use praise frequently				
Parents are routinely told of pupils' good behaviour at least weekly				
There is a system for telling parents about good behaviour				

Teaching and learning

Pupils are grouped appropriately				
Learning activities are differentiated and appropriate				
There is a balance of activities appealing to children's different interests and motivations				
Materials/ resources meet individual learning needs				
Materials and equipment are prepared				
Lessons are well prepared				
Adult support is used to best effect				



I communicate clearly to the children what is expected of them at each stage of the lesson				
When appropriate, I teach and model desired behaviours and routines				
I give the children opportunity to practise these behaviour/ routines				
I routinely include behaviour for learning objectives in my lesson planning				
The children are given the 'big picture' regarding their own learning				
Small achievements are recognised				

Children are given the opportunity to reflect on their own behaviour and progress				
I give feedback in such a way as to increase children's motivation				

Routines and organisation

I arrive at lessons/ my classroom before the children				
I ensure that there are prompt, settled lesson starts				
I ensure that the correct equipment and materials are available at the start of the lesson				
The timetable is arranged to best effect				
Routines are established for:				
➤ Entering or leaving the room/ lining up		➤	➤	➤
➤ Distribution and collection of materials/ equipment		➤	➤	➤
➤ Gaining teacher's attention and help		➤	➤	➤
➤ Changing activities		➤	➤	➤
➤ Gaining quiet/ silence/ attention		➤	➤	➤
➤ Clearing up		➤	➤	➤
➤ For moving around school		➤	➤	➤

Expectations and rules

I involve my children in discussing our mutual rights and responsibilities				
I teach my children to understand these two concepts				
Expectations/ rules are few in number and clearly phrased				
Expectations/ rules are negotiated with, and understood, by pupils				
Expectations/ rules are regularly referred to and reinforced				
Expectations/ rules are positively framed				
Expectations/ rules are displayed in the classroom				
Behaviour to meet expectations/ rules is taught				

Positive reinforcement including rewards

Good behaviour is regularly noticed and acknowledged				
A pupil's good behaviour is 'named' and reflected back				
Rewards are valued by pupils				
They are awarded fairly and consistently				
They are clearly related to positive behaviour				
They are small and readily achievable				
They link with the school reward system				

Pupil engagement



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Appendix 6 – Example Senior Leaders Recording Sheet



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Behaviour Incident Form – Report to Senior Leader

Child's Name: _____ Class: _____

Date: _____ Time: _____

Details of Incident:

Resulting Action:

Follow up:

Signed: _____ Date: _____



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Appendix 7 – Example Restorative Justice Worksheet

Thinking about my behaviour



Why?



work



playground



child



taxi/minibus noise



something else

What?



fight



rip work



run



shout

something else

How ?



calm



corridor



Speak to teacher

1 - 10

Count

Another way

Name

Date: