



ATLAS ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Behaviour Policy

September 2021

Date	September 2021
Adopted by Trust Board	
Review Date	September 2022

Atlas Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Behaviour is everyone's responsibility. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The school has a clear code of conduct for behaviour and follows the Equality Act of 2010, which means that we will not unlawfully discriminate against others because of their sex, race, disability, religion, beliefs or sexual orientation.

AIMS OF THE POLICY

1. To create a culture of exceptionally good behaviour: for learning, for community, for life
2. To ensure that all learners are treated fairly and shown respect
3. To promote good relationships
4. To refuse learners attention and importance for poor conduct
5. To help learners take control of their behaviour and be responsible for its consequences
6. To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
7. To promote community cohesion through improved relationships
8. To ensure that excellent behaviour is a minimum expectation for all

PURPOSE OF THE POLICY

To provide simple, practical procedures that help both staff and learners in the following ways:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Behaviour for Excellent Teaching and Learning

High quality behaviour for learning is underpinned by relationships, engaging lessons and positive recognition. We follow 3 school rules, which must be displayed in each learning space and referred to in conversations around conduct:

School Rules:

1. Be ready.
2. Be respectful.
3. Be safe.

Strong behaviour management lies in the consistent behaviour and 'botheredness' of all adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. **It is hard fought and easily lost.** The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Apply 'Threshold' and 'Strong Start' at the beginning of every lesson
- Regularly remind children to check their SLANT (Sit up, Listen, Ask and answer questions, no interruptions, Track the speaker)
- Apply strategies that link to high behavioural expectations and the building of character and trust
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use positive recognition in classrooms throughout the lesson
- Refer to our school rules in all conversations about behaviour
- Be calm when going through the steps - prevent before sanctions
- Always 'follow up' to retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Praise in Public (PIP) and Reprimand in Private (RIP)

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills. At school, ALL staff must work together to ensure that our agreed rewards and sanctions are applied fairly and consistently.

Our school rules form the cornerstone of the rewards and consequences system, and will be displayed throughout the school.

Rewards

Our aim is to develop intrinsic motivation in respect to pupils' behaviour. We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those learners who are hardest to reach.

Verbal recognition / Praise / Props	Specific verbal praise and encouragement for effort is given to children using age-appropriate language.
Visit the Principal	Children are sent to the Principal or a member of the SLT to show good work. This good work may be uploaded onto the school's 'Well Done Blog', shared on social media or in a whole-school celebration assembly.
House Points	Any staff member can give House Points to children for demonstrating positive social behaviours around the school. These should be given when pupils go 'over and above' expected standards.
Friday Assembly	Two children from each class are chosen to receive an award each week for displaying excellent learning behaviours. These children will receive a certificate.
Prize Giving	At the end of the year, a selection of awards are given out to children who have gone above and beyond in a range of subject areas

Actions and Sanctions for managing behaviour

Sometimes children may not always behave in the way in which we would like. We can classify behavior into 3 main categories: low level disruption, refusal and violent and aggressive behaviour.

Examples of these behaviours include:

Low level disruption

- Talking
- Playing with equipment
- Fiddling with hair, shoes etc.
- Shouting out
- Scribbling
- Pushing in the line

Refusal

- Continuing to do one of the above despite been asked to stop
- Refusing to follow instructions e.g. line up
- Not joining in whilst on the carpet
- Refusal to complete work
- Not lining up when asked
- Leaving the classroom

Violent and aggressive behaviour

- Swearing at adults or children
- Kicking, hitting or throwing school property
- Kicking or hitting pupils or staff
- Threatening acts of violence against pupils or staff

Use of Reasonable Force / Positive handling

All school staff have a duty of care to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff have undertaken 'Team Teach' training - this national training Award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

When using positive handling, staff will always consider if the use of force is *reasonable, proportionate and necessary*.

Any incidents of positive handling will be recorded in the Bound and numbered book.

	Steps	Actions
1.	Redirection	<ul style="list-style-type: none"> ● Gentle encouragement; a 'drive by' in the right direction; a small act of kindness ● This can be delivered to the whole class in general terms, or discretely to a single pupil
2.	Reminder	<ul style="list-style-type: none"> ● A reminder of the expectations/rules - delivered privately wherever possible. ● Always refer to the school rules when issuing a reminder ● Repeat reminders if necessary ● De-escalate and decelerate where reasonable and possible ● Take the initiative to prevent any further escalation
3.	Verbal Warning	<ul style="list-style-type: none"> ● A clear verbal warning, delivered privately wherever possible ● Give the child the opportunity to 'turn things around' and modify their behaviour ● Make the learner aware of their behaviour and of the expected behaviour ● Clearly outline the consequences if they continue ● Staff should use the 30-second scripted intervention (see the Behaviour Blueprint)
4	Time Out – Must be supervised	<ul style="list-style-type: none"> ● Give the learner a chance to reflect away from others ● Speak to the learner privately and give them a final opportunity to engage ● Offer a positive choice to do so ● During the timeout the child will be given a 5-minute timer and a reminder card with restorative question prompts ● All time out incidents must be logged on BROMCOM
5.	Internal Referral	<ul style="list-style-type: none"> ● At this point, the learner will be referred internally for a time out in another class within the phase/bubble. ● All internal referrals must be recorded on BROMCOM ● It is important that internal referrals do not carry over from one lesson to the next and learners are able to start fresh each lesson. ● A restorative conversation should take place on the same day
6.	Reparation	<ul style="list-style-type: none"> ● A restorative meeting/conversation with a member of SLT ● Time for learner to reflect on behaviour and identify triggers and consequences ● If the reconciliation is unsuccessful, a formal meeting with parents should be called
7.	Formal Meeting	<ul style="list-style-type: none"> ● A meeting with the teacher, learner, member of SLT / Key Stage Leader and parents will take place ● This will be recorded on CPOMS as parental contact
8	Report	<ul style="list-style-type: none"> ● If improvements aren't seen, the child will be placed on report for one week ● During this period of time, the child must be collected daily in order for a parent/carer discuss the child's behaviour with their teacher.

A serious breach may lead to a fixed term exclusion (see exclusion policy).

Outcomes:

This policy will promote the ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the schools aims and rules of conduct.

Date agreed: September 2021

Date for review: August 2022

Our Behaviour Blueprint

Resilience

Empathy

Astrea Values
Aspiration

Contribution

Happiness

School consistencies

Meet and greet is a daily expectation
Modelling calm adult behaviour
Expected behaviours are praised first - RIP and PIP

Our rules

Be safe
Be respectful
Be ready

Stepped Boundaries

- Reminder of rule
- Do you need help with the rule?
- Last chance using Microscripts
- Time Out in class
- Internal referral in partner class
- Repair / Restorative conversation including the child
- Restorative conversation with SLT
- Individual Behaviour Plan
- Exclusion

Our Microscripts

At Atlas we are safe, respectful and ready

I can see that maybe you are feeling.....

I can see that because you are.....

The consequence of this will be.....

Do you remember the ___ (positive behaviour) I saw ___? That's who I need to see again now.

Thank you for listening.

Restorative Questions

- What happened?
- What have you thought since?
- Who has been affected?
- What could we do to put this right?
- How can we do it differently in the future? What could we do to help you?