

Kentmere Academy and Nursery

Behaviour policy



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1. Ethos

1.1 Kentmere Academy values academic success and extra – curricular achievement equally. The school's holistic approach to education allows each individual to fulfil their potential and to develop skills and qualities to enter senior education and later the adult world with confidence.

Opportunities for the children's spiritual development will be provided across many areas of the curriculum.

We seek to promote positive self –esteem for all pupils and the development of a caring attitude towards others. We have high expectations of children in both their work and behaviour

We believe that a welcoming and well-ordered environment is the best place to nurture secure and happy learners

We place importance upon the partnership established between home, school and the wider community.

2. Rationale

2.1 At Kentmere Academy we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

3. Our General Principles

- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the setting's routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour in a Behaviour log kept in the classroom.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.
- We set a positive example and behave in a polite, courteous manner at all times
- We give praise to pupils where appropriate for being helpful, polite, kind and for academic effort and achievement
- We show each other mutual respect and call each other by their correct title
- Encouraging positive behaviour
- We use praise specifically related to the children's actions or behaviours.

- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage: sharing negotiation co-operation.
- We encourage responsibility in caring for others and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/ stories/role-play/puppets).
- We model appropriate behaviours in different contexts.
- We consult with the children to draw up rules for behaviour within the setting.
- We involve parents in establishing rules for appropriate behaviour.
- We help the children to understand the consequences and effects of their behaviour on others.

4. School Rules

The school has a number of rules which are designed to: enable the school community to work together, promote good behaviour and keep pupils and staff safe. Our rules aim:

1. To foster trust between adults and children and to teach children to be honest and trusting with each other.
2. To highlight praise and reward for good work and positive behaviour.
3. To develop a sense of respect, kindness and consideration for others.
4. To encourage children to think about their behaviour, take responsibility for their actions and learn self-control.
5. To create an environment where adults and children can expect to be listened to and treated politely and fairly.
6. To respect others' property, the school building and the school grounds (no litter please).

5. Golden Rules

There are 5 Golden Rules on display in the hall. These are of a broad and general nature and apply to many situations. These rules will be referred to regularly during assemblies and reinforce the behaviour which the school values.

Our golden rules are:

1. We are positive, polite and friendly to everyone
2. We always do our best
3. We are always considerate and respect others
4. We look after our belongings and take proper care of school property and equipment.
5. We listen carefully to members of staff and each other and respond appropriately

6. Class Charter

At the beginning of each academic year each class sets its own "Class Charter". These are positive and displayed prominently in every classroom. These may be modified each term if the Class Teacher feels appropriate. Every child in the class signs the Class Charter.

Acceptable behaviour

At Kentmere Academy we expect all pupils to:

- Be polite and courteous to all people at all times
- Show respect and consideration for others
- Take turns and behave fairly in all situations
- Behave sensibly and co-operatively and move around the school in a sensible and quiet manner
- Keep the school clean and tidy
- Look after school property, their own property and that of others
- Listen to others and try to understand their point of view
- Let everyone get on with their work, including the staff
- Complete all activities to the best of their ability

7. Unacceptable Behaviour

At Kentmere Academy the following behaviour is unacceptable:

- Behaviour which disrupts a group or class activity and prevents others from getting on with their work
- Physical or verbal bullying
- Behaviour which shows disregard for property
- Use of rude or abusive language

- Anti-social or aggressive behaviour directed at others
- Anti-social or aggressive behaviour directed at others on the grounds of race, culture, gender or ability
- The playing of rough or dangerous games

8. Rewards system

All staff will encourage and reward good behaviour. Pupils who demonstrate good behaviour will be recognised through verbal praise, privileges and rewards. These include:

- Personal praise and encouragement, including an explanation as to why you are pleased.
- Stickers.
- Star of the day.
- Merits.
- Family points.

- Superstar of the week to receive a certificate and medal (this will be a different person each week and their parents are invited into school to see them receive their medal).
- Certificates for 10, 25 and a prize for 50 merits.
- Referral to another adult in school for praise/ stickers.
- Classroom rewards or privileges.
- Public recognition in Special Mention assembly.
- Talking and reporting to parents.
- Kindness Tree recognition.
- Smartie of the week.
- Governor's Award termly.
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We use the following system in school:

Each child at Kentmere Academy will have a coloured merit card at the beginning of each term. They will record the number of merits they receive throughout the term. The record can be a teacher initial on the card or a sticker/stamp this is personal choice of the teacher awarding the merit.

When 10 merits are achieved a 10 merit certificate will be awarded during class assembly.

When 25 (silver) merits are achieved a certificate is presented in assembly.

When 50 (gold) merits are achieved a certificate and a special prize from the Treasure chest is presented

If and when 75 (platinum) merits are achieved an award is presented e.g. a book token

The midday supervisors can give stickers for good behaviour at lunch time. 3 lunch time stickers in a week and a merit can be awarded.

9. Sanctions

In the vast majority of cases, incidents of inappropriate behaviour are dealt with successfully by the class teacher who uses verbal warning systems before issuing a sanction.

Sanctions used by staff:

Moving to sit alone for the rest of a session.

Loss of a playtime or lunchtime in the Consequence room.

Exclusion from an activity or specific area.

Removal from classroom to work in another teacher's room.

Sanctions used by the Headteacher in exceptional circumstances:

- Exclusion from school e.g. at lunchtime (a decision made by the Headteacher) Exclusion from school for a period of time.
- Permanent exclusion.

We use the following system in school:

We use a traffic light system. All classes have one displayed within their classroom. Everyone starts on green.

1. A first verbal warning – the pupil's name is written up on the board. This is free and not connected to any consequence. It is rubbed off at the end of every session.
2. A second verbal warning – the pupil is moved to amber on the traffic light. Pupil loses 5 minutes of his/her break or lunch time. The pupil should work during this 5 minute period or sit quietly alone.
3. A third verbal warning means loss of 15 minutes at lunch time in the Consequence Room held in the Community Room. The child will be sent with a piece of work relating to the behaviour they have displayed. The child must be delivered to the Consequence Room by the teacher with the correct paper work completed. (SEE APPENDIX 1)

The Consequence Room can also be used as a sanction for a child who has failed to complete the expected amount of work for their ability during class time owing to a child's deliberate misbehaviour whilst they were supposed to be working. They must bring their work with them in order to complete. They should not be sent to the Consequence Room with no work as this would defeat the object of their sanction. The names of children attending Consequence Room must be recorded on the appropriate form (SEE APPENDIX 2) and given to the Behaviour Manager running Consequence Room. If these children continue to be a nuisance the following system of contacting parents will be put into action:

The first line of communication must rest with the teacher. If there is a problem with a child and they have been sanctioned 2 or more times in a week (in Consequence Room) the teacher is to speak to the parents or ring home and inform parents of the situation. This discussion should be recorded in the teacher's Behaviour Book held in the classroom. Should the problem continue, the teacher must discuss the problem with their manager and then if necessary the Headteacher.

We have a full time Behaviour Manager who is able to support staff with behaviour management and to help children manage their behaviour.

10. Assembly

Silence on entry to and exit from assembly is expected. Children sit cross legged on the floor. Year 6 earn the privilege of sitting on benches. Children who do not follow the rules in assembly can go to Consequence Room or miss a break time.

11. Playground

One whistle (from 2 members of staff one on each side of the playground) will signal the end of break and indicate that all children stand still. All children will stop talking. The teacher on duty will call a class at a time to line up in front of their teacher. The teacher will then lead the children back to class silently.

During break time and lunchtime there should be no children in school unless supervised by an adult or going to the toilet after having asked permission from an adult.

During playtime and lunchtime we have additional rules to help the playground run smoothly. These rules have been written by the children and are visible for all on the playground.

Appearance:

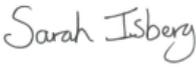
For the safety of the children we operate a no jewellery policy. We have a school dress code and encourage children to wear full school uniform at all times. We also expect that shirts are tucked in, cuffs are done up and collars are worn down. Any child not adhering to this code will be asked to make the necessary alterations.

Monitoring:

This policy is monitored by our Behaviour Manager, Sue Finerty, who reports half termly to SLT with a written report about Behaviour. The Behaviour Manager also shares information annually with Governors.

Other policies to consider:

Anti-bullying
Teaching and learning
Display and presentation
Inclusion

Signed:  Sarah Isberg (headteacher)

Date: July 2017

Agreed by the Governing Body: July 2017

Review July 2018

APPENDIX 1

Week Beg _____

Date	Pupil	Year / Class	Reason	Resolution	Frequency

APPENDIX 2

Date:

Childs Name:
Childs Class:
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Reason:

Signed:
Role:

- 1.
- 2.
- 3.

REFERRAL TO CONSEQUENCE FORM

Please complete and deliver to the Behaviour Manager running Consequence Room.