

# ATAM ACADEMY



## BEHAVIOUR POLICY REWARDS & SANCTIONS

DATE APPROVED:	September 2020
DATE FOR REVIEW:	September 2021
APPROVED BY:	Education Committee

# **Our Positive Behaviour Policy is based upon RIGHTS, RESPONSIBILITIES and RULES**

## **THE RIGHTS:**

- We have the right to be safe and feel secure
- We have the right to learn and fulfil our potential
- We have the right to be treated with respect

## **THE RESPONSIBILITIES:**

- Rights come with responsibilities
- Responsibilities need to be learned and practised so that they become habits

## **1. INTRODUCTION**

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

“Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions” (DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, published July 2013; last updated January 2016).

Although behaviourist approaches can work for the majority of children & young people (CYP), they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For CYP who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

The aim of behaviour management at Atam Academy is to develop children into responsible and caring citizens who understand and abide by the rule of law, maintaining high standards of behaviour. This policy therefore sets out to:

- Promote high standards of teaching and learning and high standards of achievement;
- Ensure a safe and happy school at the heart of the local community.
- Support all children (and whole school community) to stay safe, be healthy, enjoy & achieve, make a positive contribution and achieve economic well-being.

This policy has been written to align with the Safeguarding Policy (based on Keeping Children Safe in Education) and other school policies. Reference has been made to behaviour management theory (including Bill Rogers) and attachment theory awareness (Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018). This policy has been written to include the input of staff and has been shared with the wider community.

## **2. DEVELOPING POSITIVE BEHAVIOUR**

### **COMMITMENT**

The Behaviour Policy is based on the values of fairness, mutual respect, care and tolerance. For this to be effective it requires commitment and support from staff, pupils, governors and parents. Each staff member at Atam Academy has a commitment to providing a safe and happy learning environment for all pupils.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). The staff of Atam Academy are aware that behaviour is a form of communication and each child is different. We therefore aim to deal with behaviour on a child by child basis wherever possible.

### **3 RESPONSIBILITY & RESPECT**

Within the school community our purpose is to develop a sense of personal responsibility for behaviour matched with awareness and respect for the needs of others. We promote attitudes of self-discipline through the acceptance of shared values and growth in making sensible, independent judgements. Pupils are given opportunities to make the right decisions regarding their own behaviour. Where pupils' need additional guidance, a logical consequence will be provided e.g. wasting learning time means making up that learning during play time.

We believe that the quality of relationships in our school is a great strength and an extremely powerful tool in behaviour management. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

Adults are responsible for ensuring that pupils are properly supervised at all times. Staff must deal consistently and fairly with any breaches of school rules that they see and respond rapidly to serious incidents including violence, bullying, homophobia or racism. Staff should provide opportunities for children to discuss their behaviour and give their opinion on what is and is not acceptable. All staff need to encourage children to take pride in the school building by demonstrating tidiness and encouraging children to do the same. Children should be encouraged to appreciate the work of everyone employed in the school.

### **As adults we should aim to:**

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a calm, caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

## **4. SCHOOL VALUES**

At Atam Academy, we believe that an understanding of shared British Sikh Values is at the centre of our life in school and underpins our Behaviour Policy.

### **5. RULES WHOLE SCHOOL ORGANISATION**

- 5.1 Atam Academy is working towards Rights Respecting School's status, which underpins our ethos and approach to behaviour management. The school's approach is based on the idea that we have rights, but we also have the responsibility to respect the rights of others.
- 5.2 Pupils have the right to be safe and the right to learn. Teachers have the right to be safe and the right to teach. These are non-negotiable. There may need to be rules for specific times such as assembly, moving around school, lunchtime and playtime but these are based on the Golden Rules.

### **Our Golden Rules are:**

- *We always try our best.*
  - *We keep our hands, feet and unkind words to ourselves.*
  - *We respect and care for all the people and things in our school.*
  - *We come to school on time, organised and ready to learn.*
  - *We are kind and polite to everyone we meet.*
- 5.3 All staff have responsibility in making sure rules are observed at all times. We all have a shared responsibility with regard to discipline and should take both an individual responsibility for dealing with situations that they see and being supportive of each other. Classrooms and other areas should encourage a calm working atmosphere with a noise level appropriate to the age and maturity of the children and the nature of the task in hand. Wherever possible, staff need to talk about rights and respecting the rights of others and use the language of the Golden Rules to talk about behaviour.

5.4 Throughout the year, all classes discuss the Golden Rules, what they mean and why they are important.

5.5 In all classes, teachers make displays about the golden rules, preferably with photos of children in the class.

5.6 Wet Play Rules

During wet play, children:

<p><b>Are allowed to:</b></p> <ul style="list-style-type: none"><li>• <b>Play with wet play toys</b></li><li>• <b>Play cards</b></li><li>• <b>Play board games</b></li><li>• <b>Draw using scrap paper</b></li><li>• <b>Do word searches</b></li></ul>	<p><b>Are not allowed to:</b></p> <ul style="list-style-type: none"><li>• <b>Use whiteboards</b></li><li>• <b>Use the computer</b></li><li>• <b>Use scissors or glue</b></li><li>• <b>Play ball games</b></li><li>• <b>Make and fly paper aeroplanes</b></li><li>• <b>Use tracing paper</b></li><li>• <b>Run around</b></li></ul>
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## 6. OUTSIDE THE CLASSROOM

6.1 The principles of the system continue outside the classroom. All staff members will support positive behaviour and maintain high expectations of learning and behaviour. Notes can be sent to class teachers to praise good behaviour; this will be recorded on Class Charts.

### 6.2 Playtime/lunchtime

All adults are responsible for engaging with children through play and conversation. Staff need to be vigilant and try and pick up on tensions and diffuse them before they result in incidents.


## 7. POSITIVE BEHAVIOUR MANAGEMENT


7.1 We use positive language and use praise and encouragement to promote good behaviour and manners.


7.2 All staff are expected to praise children using positive language.

7.3 Training is given to all staff, both in understanding the school's behaviour policy and understanding the need to be actively involved in ensuring children are protected at all times.

## 8. WE USE VARIOUS STRATEGIES FOR POSITIVE BEHAVIOUR MANAGEMENT

Inappropriate body Language	Fidgeting	Answering back
<ul style="list-style-type: none"> <li>• Ignore if minor;</li> <li>• Model desired behaviour and praise those behaving correctly;</li> <li>• Brain gym;</li> <li>• Reminder i.e. give me 5.</li> </ul> 	<ul style="list-style-type: none"> <li>• Positive reinforcement of good role models;</li> <li>• Gently remove object but continue talking;</li> <li>• Give reminders and explain why;</li> <li>• Brain gym;</li> <li>• Regular circle Time;</li> <li>• Defined space on carpet (depending on age).</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore;</li> <li>• Teacher 'look';</li> <li>• Partial agreement, stay with primary issue – do not get side tracked;</li> <li>• Remind school rules;</li> <li>• Take 5;</li> <li>• Use 1,2,3 sanctions.</li> </ul>

Off task (chatting)
<ul style="list-style-type: none"> <li>• Praise good role models and reward;</li> <li>• Remind individual calmly of class rules;</li> <li>• Re-direct, re-focus questioning making children aware – 'you are talking' or eye contact, or finger on lip signal according to the age of the pupil;</li> <li>• Give explicit instructions – ensure children understand task by questioning to clarify they have understood.</li> </ul> 

Defiance
<ul style="list-style-type: none"> <li>• Ignore them at the time but discuss later quietly 1:1;</li> <li>• Praise positive role models;</li> <li>• Partial agreement – rephrase instruction and expectations;</li> <li>• End request with 'thank you';</li> <li>• Do not get drawn into confrontation – no discussion or argument;</li> <li>• Allow take up time following request;</li> <li>• Use 1,2,3 sanctions.</li> </ul> 

## **9. PROMOTING ACCEPTABLE BEHAVIOUR**

9.1 **Promoting Good Behaviour is the responsibility of all.**

9.2 Our emphasis is on praise to reinforce good behaviour.

**9.3 We have the following fundamental systems of rewards for behaviour in the classroom and around the school:**

- Class Charts
- Star of the Week certificate
- Termly achievement certificates to be shared in assembly

### **9.3.1 Class Charts**

Each class teacher uses Class Charts systematically, along with other strategies such as a quiet word of encouragement, a positive comment written on a piece of work, praise in front of the class. This type of reward is to develop a positive work ethic and promote self - esteem of individual children.

### **9.3.2 Star of the Week Certificate**

Pupils who have worked hard through the week are nominated by their class teachers to receive the Star of the Week during Celebration Assembly

## **10. SANCTIONS**

10.1 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.

10.2 Class Charts is used to acknowledge inappropriate behaviour choices as well as positive behaviour.

10.3 The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- Be specific – which Golden Rule was broken?
- Establish the facts if they are not immediately clear – were others involved and who needs to take responsibility for their actions?
- It must be made clear what changes in behaviour are required in the future.
- It should be the behaviour rather than the person that is punished.
- There should be a clear distinction between minor and major offences.
- Match the sanction to the behaviour and to the age of the child. When used as a sanction, missed playtime will typically be no longer than:
  - EYFS – 2 minutes
  - KS1 – 5 minutes
  - KS2 – 10 minutes.

## 11. PLAYTIME SANCTIONS

We have simple, easy to remember Golden Rules; if you misbehave we will record your behaviour.

11.1 We follow the following steps as playtime sanctions:

- Step 1:** First you will be warned (W)
- Step 2:** If you continue to misbehave you will get a yellow card (Y)  
Yellow card corner on the playground – 10 minutes and re join
- Step 3:** If you STILL continue to misbehave a Red Card will be given (R)  
A Red Card means you will be sent to a Phase Leader or Assistant Headteacher.  
Repeated playground offences will result in a lunch time detention

11.2 Any child who gets a red card and has a detention with a Phase leader or Assistant Headteacher will fill in a reflection form.

11.3 If a child continually offends and has collected more than 5 red cards in a term, a letter will be sent home and parents will be invited into school to meet with a Phase Leader or Assistant Headteacher. After the meeting with parents, the child will be put on a behaviour chart.

11.4 If a child is particularly upset or unsettled, he/she can ask any Midday Supervisor for a 'Blue Cloud' pass and bring himself/herself in to a member of the Senior Leadership Team and have some time out. This will be at the discretion of the Midday Supervisor who will issue a pass only in genuine cases.

## 12. INAPPROPRIATE BEHAVIOUR OF A SERIOUS NATURE

12.1 Any behaviour that breaks a Golden Rule is dealt with following the consequences above. However, there is certain behaviour that may warrant more decisive action to be taken due to the nature of the act. Below is an example list but this is by no means exhaustive;

- Physical aggressive behaviour e.g. hitting, kicking, fighting or spitting.
- Inappropriate language (hurtful, racial and swearing)
- Damaging property
- De-facing or using graffiti
- Sustained bullying
- Prolonged low level disruptive behaviour
- Repeated refusal to abide by class and school rules

12.2 In the above situations the Head of Primary may have to consider more serious measures which would include the involvement of the child's parents/carers. Fixed term and permanent exclusions may be used when other strategies and sanctions



have not been effective over time or when there has been a single, serious breach of discipline.

## **13 INDIVIDUAL BEHAVIOUR PLANS**

13.1 At Atam Academy most of the children know how to make positive behaviour choices. There are, however, occasions when individual children make choices which are inappropriate. As part of our approach within our Behaviour Policy of actions, consequences and rewards we use an Individual Behaviour Plan to modify and encourage positive behaviour.

13.2 Each child is different, so it is important that the cause of the behaviour is investigated, and plans made to meet individual needs. Usually, the Behaviour Plan will be developed by the Class Teacher, Inclusion Manager, with full involvement of the pupil and parents where appropriate. Behaviour Plans are reviewed each term

## **14. THE ROLE OF ADULTS IN BEHAVIOUR MANAGEMENT**

### **14.1 Class Teacher**

14.1.1 It is the responsibility of the class teacher to ensure that school and class rules are adopted in their classroom and that the class behave in a responsible manner during curriculum time. It is essential that there is mutual respect between adults and children and a high standard of behaviour in the classroom, to ensure that effective teaching and learning can take place in a positive learning environment. Any unacceptable behaviour should be dealt with in line with the guidelines in this policy and consequences should be followed through consistently.

14.1.2 The class teacher will contact a parent if there are ongoing concerns about the behaviour of a child in their class. It is also the responsibility of the teacher to inform relevant staff if they need to follow through sanctions or Individual Behaviour Plans with children out of class (e.g. in assembly, at lunchtime).

### **14.2 Teaching Assistants**

TAs should support the teachers with following through the Behaviour Policy with the children they work with. They should keep the class teacher informed of any incidents that occur during whole class or small group times.

### **14.3 Lunchtime Supervisors**

14.3.1 Lunchtime Supervisors should follow through any incidents that occur in the dining room, the playground or the classroom at lunchtime, using strategies that are in line with this Behaviour Policy and the training that they have had.

14.3.2 This may involve communicating with class teachers in the first instance and then

escalating it to a member of the leadership team about any behaviour incidents that have happened (as appropriate) or that they have not been able to follow through themselves.

## **15. SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

15.1 Whilst the majority of children at ATAM Academy can follow the school's Behaviour Policy, there will be a minority who will find it difficult to maintain self-discipline because of their special needs. We will expect these to follow the policy but an Individual Behaviour Plan, devised by the Class Teacher and Special Educational Needs Coordinator (SENCO) and made known to all who work with the child, will break down the policy into manageable realistic targets including curriculum modifications. Parents must be involved in this support programme of support.

15.2 For children who cannot maintain good behaviour, the Class Teacher should work with the Special Educational Needs Coordinator (SENCO) to discover whether support from the Behaviour Support Team or Educational Psychologist is required.

## **16. Bullying (see school policy – Bullying Policy and Procedure)**

16.1 Bullying is unacceptable and is not tolerated at the school. To reinforce this, children are taught what bullying is and is not during lessons. If a child feels they are being bullied they are encouraged to talk to a teacher or another member of staff, friend or their parents. The school will act promptly where bullying has been identified and will follow the procedure within the Anti-Bullying Policy.

## **17. EXCLUSION**

In the case of very serious incidents, the school may exclude children;

- Exclusions may be internal – the child attends school but does not join their class.
- Fixed term external – where the child is not permitted to attend school and parents must make other arrangements.
- Permanent – Incidents, which warrant internal or external exclusion are at the discretion of the Executive Headteacher and the Governing Body, but must follow Local Authority Guidelines. The child will be provided work throughout internal and external exclusions. The following types of behaviour may result in an internal and/or external exclusion;
  - A serious attack on another pupil;
  - Physically attacking a member of staff;
  - Persistently disruptive behaviour which negatively impacts on the learning of others;
  - Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the Academy but will operate within DfE guidelines and the Equalities Act.

## **18. PARENTS**

18.1 We work collaboratively with parents and hope to give consistent messages about behaviour at school. We hope that parents will support us in the management of their child's behaviour and any consequences that have been put into place. Full details of the school's Behaviour Policy can be found on the school website. Parents will also be asked to support our Behaviour Policy on signing the Home School Agreement.

18.2 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 will be involved in reviewing the outcomes of this action plan.

## **19. GOVERNORS**

19.1 The Governing Body has a general responsibility of setting guidelines on standards of behaviour and reviewing the effectiveness of the policy. They may need to become involved with particular individual incidents and offer support to the Head of Primary and the Executive Headteacher.

## **20. MONITORING**

20.1 The Class Teachers monitor the behaviour of their own class on an ongoing daily basis.

20.2 The success of this policy is monitored and evaluated at the end of each term.

Key Sources of Evidence for Monitoring and Evaluation of this policy include:

- Class Charts data
- Attendance and exclusion data
- Incidents of bullying, racism and other aggressive behaviour
- Lesson observations
- Pupil opinion
- Parent opinion
- Staff Opinion
- Attainment data

Use of rewards and sanctions

## **21 POLICY REVIEW**

This policy is reviewed every year, although it may be reviewed earlier if the school practice changes.