



Respect. Co-operation. Responsibility. Aspiration. Resilience.

Compass Primary Academy

Behaviour Policy



Reviewed: August 2018

To be reviewed again: August 2019



Explore. Discover. Dream.

Behaviour Policy

Our Ethos

At Compass Primary Academy our vision is to create a primary school that encourages its children to explore, discover and dream. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices.

By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

As part of the Brooke Weston Trust we benefit from being part of a forward thinking academic organisation and have access to facilities and opportunities beyond a school's normal scope.

Aim and expectations

In our community we want everyone to feel valued and respected, and treated fairly. We are a caring community and we expect everyone to:

“live our values”

Our values are: **Respect Responsibility Co-operation Aspiration Resilience.**

Our values underpin the behaviours and expectations of everyone within the academy and are represented and referred to in daily academy life.

All academy staff model the behaviours that depict our values so that pupils can see what they look like. Our values are explained and exemplified in assemblies, class discussion and reviews. Through a purposeful PSHE curriculum our pupils learn about their rights and responsibilities and how to make a positive contribution to society to become responsible citizens.

The primary aim of this policy is to promote positive relationships, fostering consideration and respect for others. We promote an environment in which relationships are honest, caring and constructive and everyone feels happy and safe.



Behaviour rocket/ladder

Within each classroom a pupil's learning behaviour is tracked on the behaviour rocket (EYFS/KS1) or ladder (KS2). Each comprises of 6 levels/stages which are consistent throughout the academy.

	Gold	<i>We have shown outstanding values and are a model to others.</i>	Awarded 1 house-point. Parents informed by email via Sims.
	Silver	<i>We have worked well and tried our best to demonstrate a value.</i>	Silver 'Ask me why?' sticker
	Green	<i>We are living our values.</i>	All pupils begin each day on green. Green behaviours meet our academy's expectations.
	Yellow	<i>We have been warned that we are not demonstrating a value and the expected behaviour has been explained.</i>	Verbal warning
	Amber	<i>We have not shown the expected behaviour and will now lose a privilege.</i>	Loss of privilege eg – isolated within classroom, loss of playtime
	Red	<i>Our behaviours do not uphold our values and our actions are of serious concern</i>	Removed from class and work completed in separate location in following session. Parents informed.

At the start of each day all pupils' names are on green. The teacher can move the pupil's name up or down the ladder to describe the pupil's learning behaviour throughout the day. It is a visual representation by which all pupils can evaluate their behaviours and make choices. It is a shared language used by pupils, parents and staff and a consistent and staged approach applied throughout the academy.

Rewards

We praise and reward pupils for 'living our values' and active learning in a variety of ways. These include:

- Specific verbal praise from adults and peers, opportunities to share success with others.
- Positive feedback to parents including conversations, texts and emails.
- Display of pupil's work and successes *eg. Writing Royalty.*
- **'Values' certificate** awarded to a class member in weekly celebration assembly. (appendix 1.1)
- Sharing of home achievements in celebration assembly.
- Earning roles and privileges within the academy *eg class ambassadors, librarians, playleaders.*

- A **'Golden Compass' award** (appendix 1.2) and badge is awarded to two members of each class at the end of each term. This is nominated by the class teacher to a pupil who has excelled that term in encompassing the values of the academy. This is the most prestigious award given at a ceremony where guests of the recipient are invited to attend. It is expected that every pupil receives this honour at least once during their time at the academy.



- Upon joining the academy all pupils are put into one of four houses:

NORTH	
EAST	
SOUTH	
WEST	

Pupils earn **housepoints** when they receive rewards. (appendix 1.3)

Current housepoint totals are displayed in the Rainbow corridor and on our website each week and the winning house proudly has their colours tied to the House Cup displayed in our trophy cabinet each term.

A pupil's personal housepoint total is displayed on their class housepoint chart and logged on *sims*. During the year individuals may earn token prizes from our prize cabinet displayed in the rainbow corridor.

Level 1 prize	20 housepoints
Level 2 prize	40 housepoints
Level 3 prize	60 housepoints

Consequences

Sometimes a pupil's behaviour does not display our academy's values and may cause upset and disruption to the pupil's or class learning. When these instances arise an adult will:

1. Verbally remind the pupil of what behaviour is expected and what they must do.
2. If the desired behaviour is not shown the pupil will be given a 'warning' and moved down the rocket/ladder to yellow. The pupil will be reminded again of what behaviour is expected.
3. If the pupil still chooses to not show the expected behaviour then they will move down to **amber**. This will result in a loss of privilege which is age appropriate and meets the needs of the individual, examples of which are – moved within the classroom to be isolated and loss of 15mins play,
4. If the undesired behaviours persist, or a pupil's behaviour causes significant distress or harm to others then a pupil will move to **red**.

When on **red** the pupil will be removed from the classroom/activity and will be expected to complete their work in another classroom. They will remain in the other classroom for the following session to complete work set by their teacher. They will return to class once they have spoken with an adult about their conduct and can show that they can work constructively with others again.

Reds will be recorded on *sims* and an automated email will be generated to parents.

Parents will be informed if their child has received a red and a discussion should take place with the classteacher at the earliest opportunity. Parents will be spoken to either at the end of the school day, by phonecall or email.



Classroom Management

While some pupils can present extreme behavioural issues because of outside factors, behaviour management is linked significantly to the quality of the teaching and learning provided. Where learning experiences are well structured and meet the needs of the individual child then disruptive behaviour will be reduced.

To achieve this, teachers will:

- Provide a variety of inclusive teaching styles and approaches for different lessons to include all learners and challenge.
- Match work to children's needs and abilities.
- Ensure their classroom environment is conducive to effective organisation, learning and behaviour management.

Behaviour at Lunchtimes

At Compass Primary we are proud that we have achieved the **Happy Lunchtime Award**. Our Happy Lunchtimes have given pupils and staff a clear structure to focus on promoting positive play and positive behaviour management.

We are living our academy values throughout our day, including lunchtimes. Expectations are consistent and our Midday Supervisors share and reward our values.

Pom-poms are given to pupils in the dining-hall and on the lunchtime playground to pupils demonstrating values, taking part in positive play and displaying excellent manners. Pom-poms are collected in the Rainbow Corridor, each week the winning corridor is awarded extra playtime.

Each Midday Supervisor also award worthy individuals each week with a **Lunchtime Certificate** given out in Celebration Assembly.

If a pupil's behaviour at lunchtime does not meet the expectations of our academy values, MDS use the same approach and language that is consistent with the rest of the school day. If given a 'yellow' the pupil will be required to leave the activity and either stay with the MDS or sit at a bench for a short period of time.

If a pupil chooses to continue the undesired behaviour they will be given a 'amber'. The MDS will inform the classteacher at the end of lunchtime and the teacher will move the pupil down the rocket/ladder.

In some instances when a pupil's behaviour causes distress or harm to others then a red will be given. A member of SLT will be informed and the pupil removed from lunchtime. The pupil will spend the next 3 consecutive lunchtimes with a member of SLT. The pupil will be required to apologise to the MDS before resuming usual lunchtimes.

Support Systems

We aim to develop pupils' ability to build respectful and supportive relationships, self-regulate and take ownership of the choices that they make. To help pupils in doing this, the academy provides additional programmes and support such as:

- TA support in all year groups
- Time-out cards



- Rainbow Room at lunchtimes
- Individualised programmes and activities provided by Welfare Team.
- Active School Council
- Allocated MDS for each class
- Restorative Approaches
- Involvement of Welfare Team
- PSHE curriculum
- Class reviews

Safeguarding

We will consider whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether an 'Early Help' or multiagency assessment is necessary.

Equal opportunities

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Special Educational Needs

Staff will liaise with our special educational needs co-ordinator to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Dealing with challenging behaviour

If a pupil's negative behaviour becomes persistent or challenging then we firstly aim to have an open dialogue between the pupil, staff and parents to discuss things and solve problems together. We do not waste time on fault finding or blame.

Some pupils benefit by using a focus card to help them monitor their own behaviour. This helps them to structure their discussions and notice patterns of positive and negative behaviour.

Red Report

If a pupil receives 3 or more 'reds' within a term, the class teacher meets with the pupil and their parents and the pupil is put on **red report** (appendix 2.1). Strategies are discussed to support the pupil.

A personal target is set as to the number of sessions to achieve green/silver/gold and the particular desired behaviour outlined. At the end of each day the pupil meets with a member of SLT to discuss their day and have their report card signed.

The report card is reviewed at the end of a 2-week period (or sooner if necessary). Parents will be invited to the review with the pupil, class teacher and member of the Senior Leadership Team..



If the report target has not been achieved an individual plan will be put in place which is pertinent to the needs of the child and the needs of the class. This will be outlined in an **Individual Behaviour Plan**.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues are transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Exclusion

The decision to exclude a pupil, either fixed-term or permanently, is not taken lightly, however the decision to exclude a pupil will be taken for the following reason:

- i) In response to a serious breach of the academy's behaviour policy,
- ii) If allowing the pupil to remain in the academy would seriously harm the education or welfare of other persons or the pupil him/herself.

(Refer to Exclusions policy)

Bullying

The academy does not tolerate bullying of any kind.

Bullying is defined as:

"repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability."

If we discover an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We do everything in our power to ensure that all pupils and adults feel safe and are free of fear (refer to Anti-Bullying policy).

Positive Handling

All staff are aware of the regulations set in Section 550A of the Education Act 1996 and recognise that we all have a duty of care. Staff will only intervene physically to restrain pupils to prevent injury to the child or others. The actions that we take are in line with government guidelines on the restraint of children (refer to Positive Handling policy).

Where a pupil is likely to require positive handling, members of staff will be trained on Positive Handling following the Team Teach programme. This will be discussed and shared with parents and outlined in the pupil's individual behaviour plan.



Concerns and/or Complaints

Compass Primary works collaboratively with parents so that pupils receive consistent messages about how to live our values at home and at the academy.

We expect and encourage parents to support their child's learning and to co-operate with the academy. We work to build a supportive dialogue and we inform parents immediately if we have concerns about their child's welfare or behaviour.

When the academy uses consequences to support a child's learning, we hope that parents support these actions. If parents have any reservations about this or any concerns about how their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Vice Principal. If these discussions cannot resolve the problem parents should contact the Principal.

A formal grievance or appeal process can be implemented should the problem still be unresolved.

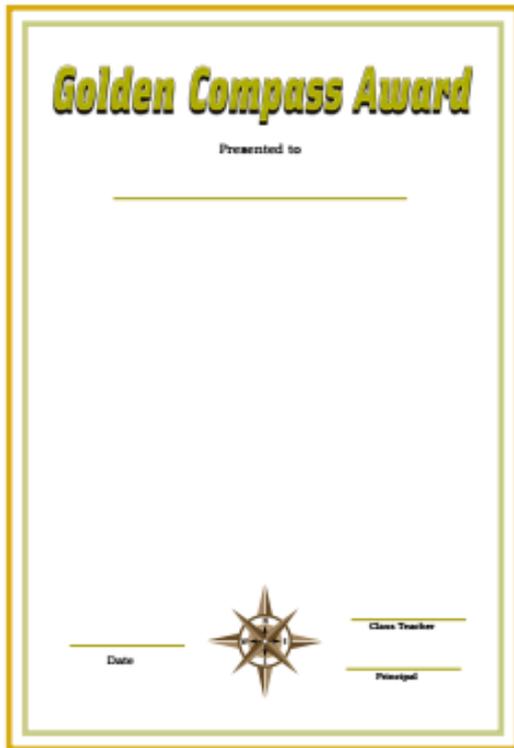


Appendices

1.1



1.2



1.3

Housepoints are automatically recorded when logged on *sims*

Reward	Housepoints
Gold	1
Mathletics bronze	1
Home Achievement	1
Lunchtime award	2
Spelling Bee class winner	2
Mathletics silver	3
Spelling Bee corridor winner	4
Mathletics gold	5
Values certificate	5
Writing Royalty	5
Spelling Bee winner	8
Golden Compass	10



2.1 Red Report

Respect. Co-operation. Responsibility. Aspiration. Resilience.

RED REPORT CARD

Name..... Class..... Date.....

							Signed	
							Signed	
							Signed	
							Signed	
							Signed	

Target: _____

Target

Achieved

Signed: Pupil..... Staff..... Parent.....

