

Academy specific
Application of the Behaviour Policy
JOHN HUNT ACADEMY



Behaviour Policy

“At John Hunt Academy we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour”.

We believe that positive behaviour is an essential condition for effective teaching and learning. We also believe that pupils and staff have the right to learn and teach in an environment, which is safe, friendly, peaceful and fair. Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences, which are seen by all to be fair and just and applied consistently when standards are not maintained. All those who work with the school, trustees, SHINE team, governors, parents, the wider community and the children, all have a vital role to play in fostering positive attitudes and behaviour.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Aims:

- To develop positive relationships which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour, and which support all members of the school community
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour (teaching and learning policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures

In order to clearly structure these and to aid consistency across school, a Conduct Curriculum has been developed and implemented named 'The John Hunt Way'(Appendix !). This aims to specifically teach the behaviours that we expect pupils and staff to display in and around school and are coherently linked to our core Take Care values.

Our Take Care Values

John Hunt Academy is a 'Take Care' school where we:

We Take Care of Ourselves

We Take Care of Each Other

We Take Care of the World

We Take care with our Work

We have exceptionally high expectations of ourselves and of the children and we constantly strive to be the very best that we can be in all that we do. We promote our 'Take Care Values' at every opportunity and celebrate when we see these being actively demonstrated.

We hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

Our high expectations of behaviour apply at all times, with all people and in all places during the school day.

We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional
- Fighting or deliberately hurting others
- Swearing or bad language
- Misbehaviour, rudeness and a refusal to co-operate

Rewarding Good Work and Behaviour

We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

Verbal Praise

Children will be verbally rewarded through positive reinforcement and comments from all adults within school. This constant positive verbal interaction between adults and children will promote self-esteem and breed a culture of confidence within school. These positive comments will be linked to our 'Take Care Values' where possible.

Take Care Tickets

These will be awarded for children displaying positive attitudes towards their behaviour, learning and work as well as demonstrating our 'Take Care Value's consistently. On a Friday, one ticket per class will be drawn from the class jar and these children will receive a reward from the list drawn up by school council members.

Take Care Slips

These are given for specific examples of outstanding work linked to our 'Take Care Value's where pupils have gone that extra mile. If a child is given a 'Take Care Slip', they receive the right to take this to the headteacher.

Take Care Ambassadors

A team of Year 5 appointed pupils carry out the role of **Take Care Ambassadors**. It is their role to identify pupils who are following the Take Care Rules in and around school and celebrate their achievements by issuing a 'Take Care Slip' which identifies the Take Care behaviours and is shared with others in assembly.

Take Care Champions Assembly

Every Friday there will be a special assembly to celebrate one piece of 'Take Care Work' from each class. These children will be invited to the front of assembly and will receive a certificate and a 'Take Care Wristband'. Work will be displayed on our 'Take Care Champions' display located in the main school hall for everyone to enjoy. These children will also get a special mention in the weekly newsletter.

Beyond Expectation Bees

When children complete an exceptional piece of work that is beyond the expectation of their teacher, they will receive a 'Beyond Expectation' bee badge. Their work will be presented in the 'Beyond Expectation' Celebration Book and shared with the rest of the school in our 'Take Care' assembly.

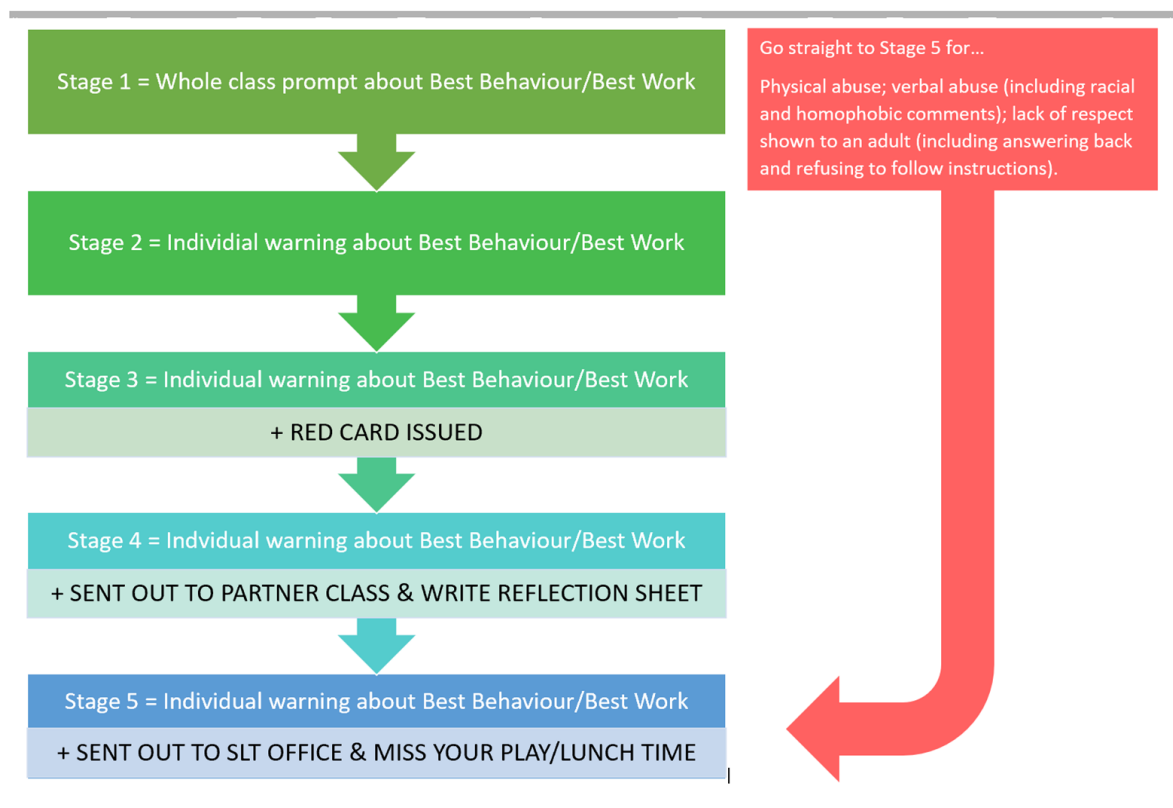
External Achievements

Children often receive certificates, medals etc. for achievements outside of school. Children will be given the opportunity to share these during special assembly sessions within individual classes. They are encouraged to bring these into school and share them with adults, peers and in 'Key Stage' assemblies.

Dealing with negative behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

There is an expectation that all children follow our 'Conduct Curriculum' and positively promote this around school. If these are not adhered to and a child chooses to demonstrate negative behaviour, the following consequences will follow as explained in our Conduct Curriculum, The John Hunt Way:



When there have been incidences between two children, restorative questions **may** be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Restorative questions

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What were you thinking at the time?

What have your thoughts been since? What each person was thinking and feeling at the time, before and since.

How has this affected you and others? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What has been the hardest thing for you? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

Conduct Cards/Behaviour Contract

For pupils who develop a pattern of negative behaviour, they may be required to engage with a 'Conduct Card' or a 'Behaviour Contract/Chart'. This will involve a meeting with parents and specific targets will be discussed.

Exclusions

It is within the authority of the headteacher to impose an exclusion as a way of managing the behaviour of pupils. In an instance where this is used there are set guidelines to be applied and SHINE's exclusion policy will be followed at all times. Exclusions can be seen in some cases as a positive course of action. In some circumstances the time away from school can provide a 'breathing/reflective' space for the child, parent and the school community.

Exclusions may be given:

- in response to serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education and welfare of your child or others in the school

Coping with Risky Behaviours

Under very exceptional circumstances, positive handling may be required to restrain a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Positive handling should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene through discussion and diversion.

All staff have been trained in 'Coping with Risky Behaviours'. An individual handling policy will be written for children whose challenging behaviour frequently requires restraint in line with the local authority guidelines.

Explicit Links with Other School Policies and Practice

Special Educational Needs

All children are valued equally and expected to act within the school's behaviour policy. However, it is recognised that as part of individual special needs there may be occasions when the systems within the behaviour policy are adapted.

Pastoral Care for Pupils

At all times the safety, welfare and support for pupils remains a priority. It is expected that individual circumstances and situations will be handled within the spirit of both the behaviour policy and pastoral care arrangements.

Personal, Social and Health Education

PSHE has very close links with establishing and developing the behaviour policy. Aspects relevant to behaviour will be explored through PSHE activities within the whole school.

Responsibilities

Every member of staff is fully responsible for ensuring that the expectations of behaviour are maintained at all times. This forms part of the duty of care that we all share together within the school community. It is the responsibility of each member of staff to tackle instances of poor behaviour in line with the policy. The Staffing Structure will determine in most instances the chain of support that can be expected by members of staff when implementing the school policy. The behaviour coordinator will be available to offer advice and to liaise with pupils or staff as appropriate. The ultimate responsibility for implementing the policy lies with the headteacher and other members of the senior leadership team.

Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any incidents. This may be through an informal conversation after school, an arranged meeting or a telephone call. We may use these methods to discuss children's behaviour or work. We want to build on the strong partnership between home and school by letting you know:

- how much good work and good behaviour we see day by day
- if your child **chooses** to misbehave repeatedly or **chooses** to do something that is a serious breach of our behaviour expectations, 'The John Hunt Way' or our Take Care Values