



Kernow Learning
Building Excellent Schools Together

Behaviour Policy

Version number:	1
Date adopted by Governors:	Summer 2023
Scheduled review date:	Summer 2024
Statutory or Best Practice policy:	Statutory
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 880272 or email scmajor@kernowlearning.co.uk



Behaviour Policy

Mission Statement

At St Columb Major Academy we aim to ensure that every member of the Academy community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all.

We aim to encourage good manners, honesty, respect, and tolerance for others.

Our Academy Behaviour Policy is therefore designed to support the way in which all members of the Academy can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure and therefore develop to become positive, responsible and increasingly independent members of our Academy and the wider community.

Our Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The policy supports the Academy in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this Behaviour Policy consistently when working with all children. In some exceptional circumstances additional small adaptations or additional steps of success are included to increase chances of success.

We expect the highest standards from all our children and from everyone who works within the Academy.

Parents, staff, and children all contribute. Success comes when there is a mutual respect, trust, openness, and honesty between all partners, who acknowledge the importance of each other's roles. Teachers will recognise each parents' special interest in his/her child, and parents will need to recognise and respect that individual children's interests have to be set in the context of the class, the year group and the whole Academy.





How We Work Together

At St Columb Major Academy, everyone has a role ensuring that pupils feel safe, valued, and able to fulfil their potential.

Pupils should:

- Demonstrate sensitivity to the needs of others, irrespective of their different abilities, their physical strength or characteristics, their gender, race, or age.
- Set a good example to others by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language.
- Show good manners and respect for all people in the Academy and show consideration for others when moving around.
- Show respect for other people, their work and property
- Work productively, without wasting time, and acknowledge through their behaviour the right of everyone to the same.

Parents should:

- Collaborate actively with our Academy, so that children receive consistent messages about how to behave at home and at our Academy.
- Support their child's learning and co-operate with our Academy. We try to build a supportive dialogue between the home and our Academy, using appropriate home/school communication, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Support actions of the Academy - if the Academy must use reasonable sanctions to punish their child. If parents have concerns about the way their child has been treated, they should initially contact the class teacher. If concerns remain, they should contact a member of the SLT. If these decisions cannot resolve the problem a formal grievance or appeal process can be implemented.
- Understand that any allegations made against other members of the Academy will be treated seriously and investigated thoroughly with the involvement of the LADO.





Class Teachers (and Cover Supervisors) will:

- Treat each child fairly and consistently and enforce the behaviour policy consistently. The teacher will treat all children in the class with respect and understanding.
- Set a good example to children and other adults by behaving and working in ways that are considered desirable in children and are agreed as standards among the adults.
- Will keep a record of any incidents of persistent and disruptive behaviour
- In the first instance class teachers deal with any incidents themselves in the normal manner. However, if misbehaviours continue, the class teacher will seek help and advice from the Senior Leadership Team.
- Liaise with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist (via the SENDCO or SLT Staff).
- Have high expectations for the children in terms of behaviour and strive to support all children in working to the best of their ability.
- Will report to parents about the progress of each child in their class, in line with whole Academy policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.
- Has primary responsibility for pastoral care. This includes:
 1. Giving rewards and sanctions (see section entitled rewards and sanctions).
 2. Watching out for children who are behaving out of character or may be distressed or upset.
 3. Treat any issues when they occur in a caring and sympathetic manner in the hope of achieving a positive outcome.

All relevant concerns MUST be discussed with a member of the Senior Leadership Team.





Support Staff

- Have a responsibility to uphold the behaviour policy.
- Should ensure that children move sensibly and quietly through the Academy.
- Will help to ensure a calm atmosphere in the classrooms through supporting the class teacher to achieve the aims outlined in the teachers' section.

Lunchtime Supervisors will, in addition...

- Listen to children in a calm and supportive manner.
- Report any significant incident to the class teacher without delay.
- Support children in playing purposefully and co-operatively by setting up games and supervising the use of playground equipment.
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The Head Teachers will:

- Implement the Academy Behaviour Policy consistently throughout the Academy, and report to governors when requested, on effectiveness of the policy.
- Support staff by implementing the policy by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- Give fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the Head Teacher will inform the LGB.

The Local Governors:

- Have a responsibility for setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- May give advice to the Head Teacher about particular disciplinary issues. The Head Teacher will take this into account when making about matters of behaviour.

A record of all reported serious incidents or misbehaviors will be kept by the SLT.





Rewards and Sanctions

The Academy acknowledges all the efforts and achievements of children, both in and out of Academy.

The Academy runs a system, which praises and recognises good choices. It also includes several strategies to deter children from making poor choices. Children agree to abide the Class/Academy rules in the first week of the academic year. These rules are displayed on a specific DOJO display in each class.

Class Dojo

Class dojo is a web-based system, which creates an avatar character for each pupil and enables them to earn Green Dojo points for positive behaviour and hard work and Red Dojo points as consequences.

The whole Academy ethos is reflected in 6 positive Dojo's and 3 negative Dojo's which all classes will use. There is the opportunity for class teachers to personalise extra dojos to suit the needs of their class e.g., good listening.

Whole School Dojos - Positives

1. Perseverance
2. Wisdom
3. Compassion
4. Resilience
5. Forgiveness
6. Respect

*Teachers/SLT may add more positive dojos which are bespoke to their class.

Whole School Dojos - Negatives

1. Disrespectful after a warning.
2. Disruptive behaviour after a warning.
3. Refusal to follow instructions after a warning.

*Teachers/SLT may add one or two more negative dojos which are bespoke to their class.





EYFS

The EYFS will follow the same behaviour rewards as the whole Academy but will reset their dojo points when the children reach 20. This will be recorded on a small chart where the children will keep a record of their points and receive badges when they hit the milestones detailed below.

Class Dojo Rewards

Children are awarded dojos daily. When they have cashed in their dojos their total will remain and they will move to the next target.

To visually show what pupils have achieved, photographs will be placed on a 100/200/300/400/500/600 shield. All classes will display the shield in their classrooms.

Milestone Rewards:

- 100 Dojos – Celebratory certificate
- 200 – 400 Dojos – Choose a reward from the Dojo Shop
- 500 Dojos – Afternoon Tea with Mrs Taylor
- 600 Dojos – Dojo Master pin badge

Other Rewards

Class teacher will use stickers, RWI praises and other incentives to encourage/praise pupils.

Achievement Assembly

The focus will be based upon the 6 key dojos. Class teachers will choose 1 or 2 pupils who have demonstrated excellence in these areas during the week.

Class teachers will celebrate the achievements of the child/ren in whole school assembly.

Names will be published in the school's newsletter

Sanctions

When a child's behaviour drops below the expected standard the following steps must be followed by all staff including TA's and Lunchtime Supervisors.

Step 1: VERBAL WARNING -When unacceptable behaviour is identified, a verbal warning is given. Clear explanation must be given to the pupil as to why they have been warned and what they need to do to improve.





Step 2: WARNING When unacceptable behaviour is identified, a warning is given, and the child's name/initials are placed in the warning zone. (Displayed in classroom/hall or outdoor space). Clear explanation must be given to the pupil as to why they have been warned and what they need to do to improve.

The warning zone is wiped clean after every break and lunchtime. This allows pupils the opportunity to reflect on their behaviour and change it to reflect the expected standard.

Step 3: TIME OUT IN CLASS: When a child is placed in TIME OUT it needs to be for a set amount of time appropriate to the age of the child. During time out the pupil needs to reflect on their behaviour and be ready to re-join the class. A member of staff must address behaviour and set expectations for re-joining their peers.

Step 4: RED DOJO: If the child remains in the warning zone and their behaviour does not improve during the session, they will receive a red Dojo which equates to 0 negative points. Clear explanation needs to be given again and a reminder that the next step will be time out of the class.

Step 5: TIME OUT IN ANOTHER CLASS: The child must be sent to the partner class with an information card relaying what the problem has been and why they have been sent out.

Work must be able to be completed independently.

Step 6: CHANGE OF ADULT: If a child's behaviour has not improved when all 5 steps have been followed a change of adult will take place. Expectations for behaviour will remain the same. The adult will help the child to regulate, relate, and reason.

Step 7: SLT INVOLVEMENT: If a child's behaviour has not improved when all 6 steps have been followed. The class teacher must inform a member of the SLT who will come and deal with the child. They will be removed from class until it is appropriate for them to re-join.

When SLT are involved with dealing with a child's behaviour a phone call home will be made. The person dealing with the incident/s will detail to the parents what has happened, and any actions taken. If deemed necessary, an appointment will be made to meet with the parents as soon as possible.

Restraint of pupils

All members of staff at St Columb Major Academy are authorised to use restraint where appropriate. This would only ever be used as a last resort. All staff are positively encouraged to use de-escalation techniques first. If a situation cannot be resolved or things change and the situation allows, staff should ALWAYS call for a senior member of staff for assistance before resorting to restraint. (See appendix)





Remember, whatever course of action you take, ensure that it does not put a child or children at risk or yourself or another member of staff in a vulnerable position.

Appendix 1

St Columb Major Academy Rules

- Show good manners at **all** times.
- Follow instructions with thought and care.
- Care for everyone and everything.



Whole School Rules – Organisation

These will be used by all staff to remind pupils of what is expected of them whilst they are in the Academy each day. They are on-going and not subject to negotiation.

1. Children must walk around the Academy in a quiet and orderly way. They should keep to the left along stairs and corridors.
2. They should talk quietly in the Academy. Shouting is not acceptable from pupils or adults.
3. They should respect and take care of the building and its equipment.
4. They should respect the rights and property of others.
5. Toys should only be brought into the Academy with the teachers' permission.
6. Jewellery, nail varnish and make up is not permitted. In the interests of health and safety anyone wearing jewellery (apart from a small stud earring) will be asked to remove it and the teacher will return it at the end of the day.
7. PE – Children must change into a PE Kit (black shorts, blue t-shirt with the Academy logo on it and trainers). During the winter, children may wear tracksuit bottoms for outdoor PE/Games. It is class teacher's responsibility to inform parents if a child is not wearing/does not have the correct kit.





Appendix 2

Rules for the Classroom – Linked to Class Dojo

1. Perseverance – Never give up, always have a go.
2. Compassion: Treat others how you wish to be treated, care for one another.
3. Respect - Speak /Treat others with respect.
4. Resilience – Do your best, do not give up.
5. Wisdom - Use what you know.
6. Forgiveness - Never feel angry with others when things go wrong.

Each class teacher will have his or her own specific rules, which should be positively phrased and regularly negotiated with the children. They will form part of the class dojo system. The class teacher can decide how many dojo points their own class dojos are worth (up to a value of 2). The 6 whole school dojos will remain with a value of 1. A headteacher dojo can be awarded when a child visits Mrs. Taylor with an outstanding contribution to learning or school life. Headteacher Dojo's are worth 5 Dojos and a photo of the child with their achievement will be posted in the school newsletter.

