

**E-ACT**



# **E-ACT PATHWAYS ACADEMY**

## **Pride Policy**

Standing out from the crowd and feeling proud

## **Positive Behaviour Policy 2015**

This policy is the statement of principles, aims and strategies for the positive management of behaviour at E-ACT Pathways Academy. Through the use of our positive behaviour scheme 'PRIDE', children are expected to follow the positive values throughout the school day.

## **Principles of the policy**

Good behaviour is an essential condition for effective teaching and learning to take place. At Pathways we endeavour to enable pupils to reach their full potential by ensuring that teaching and learning takes place in a safe, secure and disciplined environment. We have a firm commitment to positive discipline and believe that mutual respect between staff and pupils is vital to this. We have clear expectations of high standards of behaviour from all of our pupils.

## **Statement in relation to inclusion, equal opportunities and racial equality**

High standards are expected of all children. This will be done by delivering comprehensive schemes of work which provide continuity and progression for all. Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively. Reference should be made to the following policies:

- Equality of opportunity
- Inclusion/ SEN
- Racial Equality

Through reference to these policies teaching and learning should seek to lower as much as possible barriers to learning, participation and assessment through flexible approaches to learning and teaching in the classroom. Teachers should have high expectations and provide opportunities for all children to achieve. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan approaches to learning and teaching so that all pupils can participate fully and effectively.

## **SEN Statement for differentiation within the behaviour policy**

Children who have SEN and have a full statement/ funding will have behavioural programmes in place. The children will be supported in the classroom and in the achieving of their targets by class teachers, TA's and other school staff.

Whilst the rules, rewards and sanctions apply to all children within our school, consideration will be given to children with more complex needs in relation to behaviour.

## Parental / Community involvement

Parents / Carers are encouraged to work in partnership with school through the implementation of our behaviour policy, a shared approach is imperative for the system to work. Parents will be invited into school to celebrate children success in our celebration assembly and are informed if their child is showing any negative behaviour.

We welcome the involvement of the community and outside agencies.

We believe that the encouragement of appropriate behaviour by all pupils is the responsibility of all adults involved in school life.

## Academy Values

*We will ensure that E-ACT Pathways values of Patience, Respect, Interdependence, Determination, Engagement will be at the centre of everything we do.*

This is summarised in the following:-

Patience

Respect

Interdependence

Determination

Engagement

All members of our academy community will ensure that these key values are central to everything they do in school.

This means that children will:-

- Demonstrate patience in their dealings with others
- Keep themselves calm and approach all situations patiently
- Show respect for adults, children and parents, and for themselves at all times
- Show respect for academy property
- Demonstrate the skills necessary to be interdependent such as sharing, listening, taking turns to speak, collaborating and cooperating with others
- Showing determination through hard work, resilience and perseverance
- Be engaged positively in learning at all times, and in the life of the school

This means that staff will:

- Be role models in all of the above
- Be patient in their dealings with one another, with children and with parents
- Show respect for children, colleagues and parents at all times
- Show respect for academy property
- Work interdependently by ensuring that their own roles are carried out effectively and efficiently, collaborating and cooperating in their own teams and the wider academy team
- Showing determination through resilience, reflection and perseverance
- Engaging positively with the development of practice, academy policies, systems and procedures, and the wider life of the academy

This means parents/carers will:

- Show patience in their dealings with academy staff
- Show respect for all parents, staff and children at all times
- Show respect for academy property
- Work in partnership with the academy for the positive outcomes of their children
- Show determination that their children will succeed by supporting homework, supporting academy events, and supporting the success of their children at the academy
- Engage positively with the academy for positive outcomes for their children
- Engage in the wider life of the academy whenever possible

## Our Academy Rules

- Do as asked first time
- Listen when others are speaking
- Signal or ask to tell
- Walk and Talk quietly in school
- Speak and behave politely and respectfully to others
- Keep hands and feet to myself

## Our School Rewards

We actively support a positive approach to discipline. Appropriate behaviour is rewarded through our PRIDE system in the following ways:

### PRIDE assembly

The PRIDE assembly is held every week to celebrate the success of individuals within the academy. In this assembly children are acknowledged for their positive contribution to the academy in accordance with our PRIDE values. Children are awarded for good playground behaviour also. In this assembly rewards are also given for attendance and punctuality.

Children who have exemplified positive behaviour or good work are referred frequently to other members of staff for praise during the course of the week.

A class point system runs across the academy, with teams being awarded points for positive behaviour. This is recorded in the classroom with a target set by the children each week. Points are counted up at the end of the week and shared in PRIDE assembly. When each class hit a set number of points they will be rewarded in the following ways:

- 1,000 PRIDE points (Bronze level) – Extra break
- 3,500 PRIDE points (Silver level) – Bring a game in
- 6,000 PRIDE points (Gold level) - Team building afternoon
- 10,000 PRIDE points (Platinum level) - Choice activity
- 15,000 PRIDE points (Diamond level) - Class Trip out

Each class has a PRIDE point chart showing how many points they have earned each week. PRIDE points should only be given out in ones.

NB. Once a PRIDE point has been given out, it cannot be removed as a sanction.

In all instances, we endeavour to acknowledge, praise and encourage appropriate behaviour.

## Strategies to encourage good behaviour

**'What we pay attention to is what we get more of'**

[Family Links Nurturing Programme 20...]

We encourage good patterns of behaviour at E-ACT Pathways Academy by the following strategies:

- Using team points to reward positive PRIDE behaviours in class – 'I'm giving your team a team point because XXXX has shown that she is persevering in her work'
- Good work sent to other staff and letters, texts or notes in home/school books
- Focus on the positive – identify and celebrate the positive
- Change negatives into 'doobies' (Do sit up straight, rather than 'don't slouch')
- Calm and patient tone at all times without the need to shout or raise voices
- Behaviour techniques used in the school draw from the work of Bill Rogers. *The language used for Behaviour is based upon the SEAL program and is taught by teachers in PSHCE sessions.*

## Classroom culture

- Establish ground rules with regular reminders
- Use clear signals to gain attention
- Start all sessions positively
- Wait until focussed before beginning
- Be clear about what you expect to see children doing (not what you expect them not to do)
- One thing at a time – children should be sure of main thing you want them to do
- Focus on what something will look like when it's finished
- Variety of techniques to manage noise – clapping, lowering pitch of voice
- Praise/ ignore
- Spotting the positives
- Show personal interest
- Acknowledge feelings and give time to calm
- Encourage target setting



## Strategies to use

- **Nonverbal signals** e.g. a look/smile, thumbs up, clapping patterns, brain gym actions (see appendix)
- **Positive verbal comments and praise**- remember to focus on those doing the right thing and praise them in order to encourage the rest to follow their example. Also praising before an action is can be very effective, e.g. "John, please sit down. Well done"
- **Positive comments/stickers written in books**
- Raising self-esteem by **giving children responsibility** and encouraging them to want to follow the rules and be a part of the class family
- **Sharing positive aspects with others** – e.g. stopping the whole class to share good work/behaviour and saying well done or giving that person a clap.
- **Informing parents**- letters, texts or notes in home/school books.
- **Awarding points**- team
- **Recognition with certificates at PRIDE assembly**

When a child breaks a school rule the following sanctions will be used fairly and consistently:

- **Planned ignoring**
- **Nonverbal signals**
- **Verbal warning**, reminding the child of our aims/rules (see detention procedures)
- **Private discussion** about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- **Change of position** within the learning environment
- Separating the child from a group or the class
- Referring the child to a senior member of staff
- Time out
- Contacting parents to discuss ways of helping the child to improve his/her behaviour

## Sanctions

If inappropriate behaviour occurs, a course of action will be taken. This is illustrated below:

### Hierarchy of Sanctions

WARNING  
SANCTION 1  
SANCTION 2  
SANCTION 3  
SANCTION 4

CHILD INFORMED THAT BEHAVIOUR IS INAPPROPRIATE  
CHILD MISSES 5 MINS OF BREAK  
CHILD MISSES 10 MINS OF BREAK  
CHILD MISSES 10 MINS OF BREAK, 5 OF LUNCH TIME  
AS SANCTION 3 AND REFERRAL TO THE BEHAVIOUR SUPPORT  
MANAGER OR A MEMBER OF THE SENIOR LEADERSHIP TEAM;

AT THIS POINT THE BEHAVIOUR IS RECORDED ON THE BEHAVIOUR DATABASE; THE PARENT/ CARER IS CONTACTED\* CHILD MISSES BREAK AND LUNCH AND SPENDS ½ DAY OUTSIDE CLASS\*; PARENT/ CARER IS CONTACTED

## SANCTION 5

\*When a child is given the sanction of half a day out of class, they should be provided with work which they can carry out independently, and be placed in a different class, in isolation. This should preferably be in a different year group.

If a child has received 3 sanction 4 or 5 referrals, they will automatically be given an Individual behaviour Plan.

Internal exclusions will be the first consideration at all times, but where behaviour seriously threatens the safety and wellbeing of others, external exclusion procedures will be followed.

In the case of a serious incident the child will be referred to the Behaviour Manager or a member of SLT immediately and will therefore go straight to either Sanction 4 or Sanction 5.

The above applies for the vast majority of children. However, for children who have been specifically identified as having more complex difficulties, and where the sanction system is not having a positive impact on behaviour, the following *additional sanctions* should be implemented:

### At Sanction 5

1 <sup>st</sup> occurrence	as above
2 <sup>nd</sup> occurrence	as above plus loss of lunch time and break time the next day
3 <sup>rd</sup> occurrence	as above plus loss of lunch time and break time for 2 days
4 <sup>th</sup> occurrence	as above plus loss of lunch time and break time for 3 days

At this level, an official meeting should be sought with the parent to discuss concerns and plan joint actions in relation to these concerns.

### Sanctions in Foundation Phase 1 and 2

SANCTION 1	1 MINUTE TIME OUT
SANCTION 2	3 MINUTES TIME OUT
SANCTION 3	5 MINUTES TIME OUT
SANCTION 4	AS WHOLE SCHOOL
SANCTION 5	AS WHOLE SCHOOL

### Break Time and Lunch Time Behaviour

If a child breaks one of the following rules, they will be removed and placed in Think it Through at lunch time. At lunch times, the child should firstly be referred to a member of



the Senior Leadership Team who will be on playground duty. If the behaviour occurs at break time, the child should spend their time with a member of staff on duty or inside to the BSM and should then be referred to think it through.

Negative behaviour which warrants think it through includes:

Verbal abuse to children/ adults

Racist abuse to children/ adults

Physical abuse to children/ adults

Bullying (repeated wilful harm to another/ others)

Failure to respond to adult requests first time

Think it through is solely for lunch time and break time behaviour and should not be used for classroom behaviour.

Think it through is a cognitive behavioural based method for modifying behaviour. Children are guided through an oral and recorded/ written process in which they are asked to consider their inappropriate behaviour and alternative appropriate options. The process is divided into stages – stop, think, do.

Parents/ carers will be informed by their child's classroom teacher if an incident occurs. If further incidences occur the same action will occur. If a child is becoming unmanageable within any half term period, the parent/ carer will be asked to make alternative arrangement for lunch times.

## Individual Behaviour Plans

Children with at least 3 referrals at sanction 4 or 5 will be given an Individual Behaviour Plan. This will be drawn up by the Behaviour Support Manager in consultation with the teacher and the child. The same school agreed format should be followed in all instances. This plan should be linked to a target sheet which will be given to the child, teacher and parent.

When the behaviour plan is instigated a meeting with the parent should occur and a review date set. Regular reviews should occur (at least half termly).

