Primary Behaviour to Achive Policy

1. Rationale

As a centre of excellence at the heart of our community, we recognise the need to support young people in developing: an autonomous understanding of appropriate behaviour in society; their personal maturity; and sense of morality. Students are supported in progressively understanding, coping with, and managing their actions and emotions that they need to behave well. Students are cooperative and our goal is to develop a sense of self-worth in them, believing they can make a real contribution in reaching their potential.

2. Purpose

The purpose of this policy is to improve standards of behaviour in the learning environment in an effort to provide a platform for outstanding teaching, from which students can make exceptional progress. This policy aims to set out clearly defined boundaries for students and staff so that all feel safe and secure. These boundaries will be part of a consistent whole staff approach that will encourage students to take responsibility for their actions and realise that unacceptable behaviour is often the result of poor choices.

It is important to remember:
- Good behaviour should be recognised and celebrated - the best Behaviour to Achieve (BTA) stems from positive reinforcement of desired behaviours.
- BTA is a whole school system which relies on staff using it in a fair and consistent way.
- All consequence levels are given through a central school system (ISAMS) and the data is carefully monitored.
- Everybody must follow the system – no exceptions. Inconsistency is the biggest barrier in ensuring effective practice.
- All staff may give a straight C3 (see below) for unwanted behaviour during unstructured times (breaks and corridors).

3. General Primary School Rules

UK National Curriculum	International Baccalaureate (IB) Primary Years Programme (PYP)
- *We are gentle* - *We are kind and helpful* - *We listen* - *We are honest* - *We work hard* - *We look after property* - *We wear our uniform with pride* - *We travel responsibly around school*	- *We are inquirers* - *We are knowledgeable* - *We are thinkers* - *We are communicators* - *We are principled* - *We are open- minded* - *We are caring* - *We are risk- takers* - *We are balanced* - *We are reflective*

4. Consequences for disruption of learning

The consequence system is a stepped approach where students are given the opportunity to modify their behaviour before the need for more serious sanctions.

C1. **First Verbal Reminder** – must be visually represented.

C2. **Second Verbal Reminder** – must be visually represented.

C3. **PreK to G1: Time out** – must be visually represented. 1 minute per age of child, either immediately (Pre-K – KG2) or during the next Break (G1).

G2-G5: SLT/ PLT Lunchtime Detention - If during class, the C3 must be visually represented. If during unstructured time: the student must be told they have a C3 and what it is for.

Please see the process under Subsection 4.1.

C4. **Removal from the class** – The student will be removed and relocated for the remainder of the lesson (or for 1 min per age of student if Pre-K - KG1).

Please see the process under Subsection 4.2.

Consequences are for behaviours that disrupt the learning in the classroom or present a danger to self or to others. Once awarded consequences cannot be removed for improved behaviour. We will always try to avoid having students removed from lessons or sanctioned in unstructured time. However, this may be necessary either due to poor behaviour or a single incident which causes damage to property or danger to self, other students or staff.

4.1 The Process – C3
If a student is issued a C3, the process will be as the following:

- Teacher inputs C3 data on ISAMS (at the end of the lesson or no later than the end of the school day). This allows relevant leaders to ensure the completion of SLT/ PLT Detentions. Detentions are to be completed on the same day or next day (if occurs during/after lunch).
- The issuing member of staff must attend the Lunchtime SLT/ PLT Detention for a restorative conversation with the student.
- Weekly reports on C3s will be issued for Grade Leaders to reflect upon and evaluate.
- A student receiving three or more C3s a month will see them placed onto an Escalated Behaviour Pathway. Who this involves will depend upon where C3s have occurred (See Section 8). This process and allocation will be overseen by the Assistant Head teacher for Student Development.

4.2 The Process – C4
If a student is issued a C4 in a lesson the process will be as the following:

- Teacher requests for *Duty On-Call SLT/PLT Member*. The student will be removed and relocated to a SLT/ PLT office for the remainder of the lesson. SLT/PLT will call home to notify parents of the serious nature of the behaviour.
- The teacher inputs C4 data on ISAMS (at the end of the lesson or no later than the end of the school day).
- Students are accompanied to *Duty On-Call SLT/PLT* lunchtime detention at the beginning of lunchtime to sit their SLT/PLT Detention on the same day (if C4 recorded prior to lunchtime beginning). If the C4 is issued after lunchtime the detention is sat during the lunchtime of the following day.

- The issuing member of staff should attend the Lunchtime SLT/PLT Detention for a restorative conversation with the student.
- A student receiving two or more C4s a month will see them placed onto an Escalated Behaviour Pathway (see Section 8). This will begin with the Grade Leader and will be overseen by the Assistant Head teacher for Student Development.

These rules are in place at all times.

5. **Guidance for using the BTA Data**
- **Each lesson is a fresh start:** The process means that students will reflect on their actions.
- **Choices:** Students should have the opportunity to reflect on the choices that they make and be given the opportunity to modify their behaviour.
- **Language:** The language should be non-confrontational and focus on the behaviour rather than on the individual. All consequences need to be related to learning. Staff should refer to the classroom rules/essential agreements where appropriate. Do not invade the student's personal space.
- **Refer to learning**: Make sure to refer to learning when giving out consequences.
- **Take up time**: All students should be given five minutes to respond to the respective warnings (take up time).
- **Consequences**: Consequences should not be issued in quick succession. It is vital students understand clearly what consequences they are on. There is no further consequence for a C1/C2 – this is their opportunity to avoid consequences, so that everyone has had two clear reminders and opportunities to make the right choices.

6. **Behaviour Data**
Behaviour data will trigger interventions for students. The expectation is that there is professional dialogue around the data. It may be a trigger for:

- Reflection and trying different approaches
- Curriculum support or intervention from the pastoral team to resolve issues
- Group/class changes
- Support/coaching and discussion of classroom practice
- Coaching observations to look at behaviour issues and provide support
- Looking at differentiation
- Looking at lesson planning and activities.

7. **Monitoring of Persistent Poor Behaviour**
Grade Leaders and the Assistant Head teacher for Student Development will meet regularly to monitor the behaviour log, which details the weekly summary of those receiving C3 detentions and the removals from lessons (C4).
Further action will be decided upon on a case by case basis – the general principle being that any student receiving three C3s in one month or two C4s in a month will move onto the appropriate escalated behaviour pathway.

8. Escalated Behaviour Pathway

Student is issued 3 or more C3s in a week

Student is issued 2 or more C4s in a month

Pastoral Escalation	Academic Escalation

Home Room Teacher Report (2 weeks)
If the C3s are issued across a number of subjects the student will be on report to their home room teacher

Subject Teacher Report (2 weeks)
If the C3s are issued across one curriculum area, the student will be on report to their specialist subject teacher

Grade Leader/ Head of Department Report (2 weeks)

If the C4s are issued across a number of subjects: GL or across one curriculum area: HoD

Grade Leader Report (2 weeks)
If a student fails the Home Room Teacher Report they will move onto a Grade Leader Report.

Head of Department Report (2 weeks)
If a student fails the Subject Teacher Report they will move onto the Head of Department Report.

Failure to successfully complete the report:
SLT/PLT Report (2 weeks)
The student will be on SLT/ PLT report to the AHT for Student Development

Failure to successfully complete the report:
Pastoral Support Plan (PSP)
The DHT, AHT for Student Development, the Grade Leader and School Counsellor are to meet with parents to set and agree targets to form the PSP. The PSP is to be reviewed by the Head of School and Executive Principal. The PSP is expected to last for a duration of four weeks with fortnightly reviews,
However, an emergency review can be called at any time.

Failure to successfully complete the Pastoral Support Plan:
Behaviour Committee
To include the Head of School, Executive Principal, Deputy Head Teacher and a member of the Academic Committee, to review the student's place within the academy and decide whether exclusion is warranted.
(refer to Exclusions Policy)