

- being in part of school without permission;
- fighting or playfighting;
- hurting another child with what you say or what you do;
- stopping other children learning;
- trying to break equipment on purpose;
- using swear words or make rude signs;
- persistent disruption of teaching and learning resulting in 2 or more playtime detentions.



## **Managing Behaviour at St Ann's Well Academy**

### **A leaflet for parents**

### **Sanctions**

**1<sup>st</sup> Offence** - The pupil's parent(s)/guardian(s) are informed by phone and the incident is recorded by the Head of School.

**2<sup>nd</sup> Offence** - As 1<sup>st</sup> offence, plus a formal meeting is scheduled between the pupil and the Head of School.

**3<sup>rd</sup> Offence** - As 1<sup>st</sup> offence, plus a formal meeting is scheduled between the pupil, the pupil's parent(s)/guardian(s) and the Head of School. This meeting may result in direct action to support the pupil's behaviour such as a behaviour record, a Pastoral Support Programme (PSP) or a referral to Behaviour Support Services for additional support. There may also be additional sanctions incurred such as the withdrawal of play and lunchtime privileges.

**4<sup>th</sup> Offence** - The pupil will be internally excluded for a full day including play and lunch times.

**Subsequent offences** - pupil will be referred to the Head of School. A further meeting with the pupil's parent(s)/guardian(s) will be arranged to agree further action; possibly a fixed term exclusion from school.

Each half term the sanctions will start afresh to allow children to learn from previous behaviour.

A series of exceptional incidents may lead to an immediate permanent exclusion.

### **Rights and Responsibilities**

All members of our school community have rights and with those rights come responsibilities. These right and responsibilities shape how we manage behaviour in the school.

<b>Rights</b>	<b>Responsibilities</b>
Children have a right to learn.	Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted.	Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.
All have a right to be listened to with respect.	All have a responsibility to listen to others with respect.
All members of the school's community have a right to feel safe and secure	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment.	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour.	Children are responsible for their own behaviour and for following our school rules.



## Rewarding Good Behaviour

We use rewards to encourage children to keep to our school rules and meet their responsibilities in terms of their behaviour and learning. We believe that praise, encouragement and a warm, positive relationship between children and adults is the greatest reward we can give our children.

### The rewards for outstanding behaviour

We recognise that at St Ann's Well Academy the majority of children do not need rewards or sanctions to behave—they just do! So in addition to all the rewards to encourage good behaviour the children who behave outstandingly all of the time deserved to be recognised and celebrated through:

- ◆ Certificates given out every half-term;
- ◆ Termly fun afternoon.

### The whole school rewards for good behaviour

- ◆ Name recorded under the smiley face displayed in the classroom;
- ◆ a visit to the Head of School for commendation;
- ◆ public written acknowledgement by presentation at our 'Eight Excellent Attitudes' assembly;
- ◆ a system of 'Thumbs up' stickers for individual achievement, with a certificate of achievement presented in class;
- ◆ a system of 'Respect' chance cards to be rewarded at our 'Eight Excellent Attitudes' assembly;
- ◆ 'Going for Gold' weekly coin given to classes who haven't received any behaviour forms. Working towards 'Golden Time';
- ◆ school reports are used to comment favourably, not only on good work and academic achievement, but on behaviour and general attitudes.
- ◆ a public word of praise in front of a group, a class, a year or the whole school;



## Unacceptable Behaviour



All children are aware of our school rules and the sanctions in place which are the negative consequences of children making the wrong choices about how to behave.

### **Before we use our sanctions...**

we will try other means of helping the child change their behaviour.

These may include:

1. a look from the adult;
2. redirecting the child to what they should be doing;
3. remind the child of the rule they're breaking.

If this does not work we will use our hierarchy of sanctions.

### The whole school sanctions for unacceptable behaviour

We will not tolerate noisiness, persistent calling out, disobedience, insolence, deliberate unkindness or rudeness and use a class-based system of a 'sad board' to record and sanction children. This system follows a routine of:

- 1<sup>st</sup> strike - verbal warning and name on the board;
- 2<sup>nd</sup> strike - tick against name;
- 3<sup>rd</sup> strike - second tick resulting in 15mins playtime ban;
- 4<sup>th</sup> strike - child is escorted by a suitable adult to a paired class where the child will work in isolation from their peers.

Persistent unacceptable behaviour recorded in the class logs will result in the involvement of the Head of School and parents of the child. Please see full behaviour policy for more details.

### Seriously unacceptable behaviour

Seriously unacceptable behaviour disrupts the orderly running of the school and results in the use of a 'Behaviour Form' system.

Unacceptable behaviour is listed as:

- disrespecting a member of staff or adult in school;