



St Ursula's
E-ACT Academy

St. Ursula's **E-ACT Academy**

Behaviour Guidance

Links to Rights Respecting Schools

Article 15 - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others

Article 19 - You have the right to be protected from being hurt and mistreated, in body and mind.

Article 31 - You have the right to play and rest.

Responsibilities

The policy should also provide children with a full awareness of their responsibilities which are:

- display good manners
- show kindness to others
- behave honestly
- listen to and follow reasonable instruction
- work to the best of your ability
- treat individuals and property with respect

The policy should cover the whole of the child's time within the school, not just teaching time and it should also define expected behaviours during morning and lunch break.

St. Ursula's E-ACT Academy - School Charter

Staff and children have created three rules by which everyone will abide, they are:

- always follow directions
- respect children, adults and their property
- allow everyone to learn

Aims of the Behaviour Guidance

- Create a safe, happy and caring learning environment where children realise their full potential.
- Teach the importance of courtesy, good manners, self discipline and respect for others.
- Emphasise the positive.
- Set high expectations.
- Teach respect for religious and moral values with an understanding of all races, religions and ways of life.
- Encourage children to follow school rules and to cooperate with all adults and respect their decisions.
- Help children develop a sense of identity, achievement and self worth.
- Help children develop a greater sense of personal responsibility.

Guidelines

- Adults in school always try to model the behaviour they expect of children.
- Punishments which humiliate children are never used.
- Whole groups of children are never punished for the misdemeanours of a few (the Academy Rights Respecting Council, ARRC, feel strongly about this point).
- The use of sarcasm is unacceptable.
- Parents will always be informed of any serious incidents of poor behaviour by their child. Every effort will be made to ensure that the child sees the home and school working together.
- Underpinning behaviour across the Academy is the School Charter (three rules) and the UNICEF Convention on the rights of the child. RRS language will be used when speaking with children about behavioural problems. Pupils are reminded of their rights but also of the rights respecting actions that ensure that positive behaviour is encouraged.

Praise For Good Behaviour

At St. Ursula's the focus is on rewarding positive behaviour so that children with a poor attitude can see the benefits of behaving well and working hard. There are many ways in which a child is praised for displaying good behaviour and working exceptionally hard:

- verbal praise
- a written comment
- a sticker
- a raffle ticket
- showing work to an adult other than their teacher
- pupil given extra responsibilities
- moving to the star or shooting star board.
- work on the 'WOW' board in the corridor
- being chosen as 'Star of the Week'
- a certificate in achievement assembly
- grades/comments awarded in the termly reports
- the issue of messages to parents - phone call, message in reading diary
- weekly courtesy awards in achievement assembly
- weekly raffle draw
- end of year trophy

Sanctions/Consequences

At St Ursula's we operate a traffic light system to monitor pupil behaviour. Every child starts every day on green. Good behaviour means that the child can move upwards from green and at the end of the day they win a number of raffle tickets depending on where they finish the day. Exceptional behaviour can mean a child moves to 'Infinity and Beyond' which will result in a praise and a prize from the Head or Deputy.

Poor behaviour (making the wrong choice) can result in a child moving to yellow, amber or red. At anytime pupils can move their name back from yellow, amber or red by showing the class teacher that they are making a concerted effort to improve their attitude and behaviour.

Persistent Amber offences, Red offences and Beyond the Board offences to be recorded on CPOMS (which is the academy's pupil monitoring system).

What constitutes a Amber Offence?

- Not tidying up after yourself
- Talking in the line
- Fidgeting and rummaging
- Sulking
- Lolling Over Desks
- Wandering around the classroom.
- Repeatedly not sitting on chairs properly
- Talking in assembly
- Talking when you shouldn't be
- Wasting resources
- Dropping litter
- Repeated irritating noises
- Calling out or shouting.
- Doing no work/not producing enough work
- Running in the corridors
- Misuse of class equipment
- Rough play
- Being somewhere you shouldn't.
- Persistent chatting during lessons
- Persistently ignoring simple instructions

What constitutes a Red Offence?

- Swearing in general conversation
- Name calling
- Poking or prodding
- Refusing to work in a specific group or with another child.
- Making fun of another person.
- Abrupt one word answer or shrugging to adult enquires.
- Unhelpful, uncooperative behaviour
- Anti-social, crude behaviour
- Refusing to work
- Spitting (not at another person)
- Unsafe and unsociable behaviour at break and lunchtimes.
- Unsafe behaviour in the corridors and around the school.
- Interfering with another person's property
- Telling lies
- Leaving the classroom without permission
- Throwing or flicking small objects (including food)
- Answering back to a member of staff/visitor
- Dangerous Behaviour
- Pushing with intent to harm someone
- Swearing intentionally to cause offence to anyone.

- Arguing with an adult
- Defiance.

What constitutes a 'Beyond the Board'?

- Physical Abuse (Hitting/Biting/Pinching/Spitting/Slapping/Kicking)
- Throwing large and/or dangerous objects at someone intentionally.
- Vandalism (including graffiti)
- Bullying (including cyber)
- Stealing/Theft
- Leaving or attempting to leave the site without permission.
- Making racist or homophobic comments
- Threatening or intimidating behaviour.

Sometimes sanctions are required for pupils who have not respected the school charter. We operate a clear set of responses which outline what will happen to a child who has made the wrong choice. At all time the child is spoken to and encouraged to improve their behaviour because this will result in them moving back up through the colours. We believe in restorative justice and giving pupils the opportunity to improve their own behaviour.

Behaviour	First Response	Second Response	Third Response	Final Response
Amber	Warning Move Down to Yellow (earn their way back to green).	Move Down to Amber (earn their way back to green). Miss the next morning break.	Move Down to Red (earn their way back to green). Miss their next morning break and lunchtime. Phase leader will speak to them. Parents informed	Time out in Phase Leader class for the rest of the lesson. Parents Informed.
Red	Move Down to Red (earn their way back to green). Miss their next morning break and lunchtime. Phase leader will speak to them. Parents informed	Time out in Phase Leader class for the rest of the morning or afternoon. Parents Informed.		
Beyond the Board	Straight to a member of SLT Parents are called into school. Member of SLT to decide an appropriate consequence e.g. internal exclusion			

If a child regularly gets to Amber, Red or exhibits challenging behaviour (Beyond the Board) then a meeting will be held in school with the relevant parties and if necessary a Behaviour Action Plans and Behaviour Support Plans will be put in place to offer support to individual pupils to address the behaviour they are presenting,

For pupils with SEND then reasonable adjustments will be a made to the above behaviour procedures, when necessary, to meet individual needs. This may involve come children having individually 'Behaviour Plans'.

St. Ursula's E-ACT Academy Traffic Light System EYFS

Infinity and Beyond	I will get a special sticker straight away and a sticker at the end of the day.
Shooting Star 	I will get a special sticker at the end of the day.
Sun 	I will get lots of praise.
Rainbow 	Everyone starts the day on the rainbow.
Rain Cloud 	I need to quickly make the right choices and get myself back up to Rainbow.
Thunder 	I will have 5 minutes time out. This may be in another class. My teacher will talk to my mum and dad.
Beyond the Board	I will have to see the Head or Deputy.

St. Ursula's E-ACT Academy Traffic Light System

Year 1 to 6

Infinity and Beyond	I will visit the Head or Deputy for Praise and a Prize.
Shooting Star	I will get three raffle tickets.
Star	I will get two raffle tickets.
Green	I will get one raffle ticket. I need to aim to at least finish the day here.
Yellow	I need to quickly make the right choices and get myself back up to Green.
Amber	I will lose my next morning break. But I can still get myself back up to Green.
Red	I will lose my morning break and lunchtime. I may have to spend some time in another class. My parents will be contacted. But I can still get myself back up to Green.
Beyond the Board	I will have to see the Head or Deputy. My parents will be called in to school.