

Stone Lodge Academy

School Behavior Policy

RATIONALE

Stone Lodge Academy School endeavours to offer every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions. We understand that the majority of children respond best to positive praise and reinforcement but accept that there will be times when sanctions will be necessary in the management of behaviours. We are reliant on the Whole School community to support this policy, particularly parents and families.

Our philosophy is that every child is an individual and should be treated as such. We believe in listening and understanding what behaviour is communicating. We believe in consequences if they are effective but also that if the education fits the child and the child is given every chance to communicate and be listened to, be praised and valued for their positive attributes, receive help and support when needed, unwanted behaviour will decrease significantly.

Our School Behaviour Policy Upholds and Promotes

Stone Lodge Academy School's 5 Golden Rules

We are Friendly, Kind and Helpful

We are Polite and have Good Manners

We Try our Best and Work Hard

We take Care of Our School

We Look after Ourselves and Each Other

PROCEDURES

The 5 Golden Rules will be clearly displayed in the classroom and around the school.

The class teacher and teaching assistants will teach the 5 Golden Rules to the pupils.

Each half term one of the 5 Golden Rules will be the point of focus for the Deputy Headteacher's Whole School Assemblies and pupil demonstration of this rule will be celebrated at the end of the half term through a Red Carpet Award Ceremony (see *appendix 1*)

All parents/carers will be provided with copies of the 5 Golden Rules, Behaviour policy and any Positive Behaviour Management Plans (PBMPs) for their children.

Parents/carers will be asked to contribute to and sign any PBMPs for their children.

Support from parents/carers will be expected.

The pupils will be asked to sign their PBMP.

The school behaviour policy will be reviewed annually (minimum) or as necessary.

Each PBMP will include:

Key Behaviour Difficulties

Behaviour support

Rewards

Consequences

Positive Behaviour Management Plans

The PBMPs should be based upon the notion that, on the whole, children will respond more readily to a positive recognition of their good social behaviour rather than penalising bad behaviour.

It is in the consistency of approach throughout the school that pupils will begin to learn appropriate social behaviour and the development of their self-discipline.

RULES

Stone Lodge Academy School's 5 Golden Rules are clear and precise so that the pupils will understand their meaning and be able to achieve them.

These rules are reinforced through PSHE lessons and Whole School Assemblies.

REWARDS

It is recognised that most pupils respond to being rewarded for their achievements. Most pupils will want to recreate the behaviour that resulted in a reward.

Regular positive contact with parents/carers is seen as crucial in raising a pupil's awareness that his/her good behaviour is recognised and appreciated.

Pupil planners recognise good work or positive behaviour and these are to be taken home to share achievements with parent/carers.

Rewards vary from 'Choosing' time, for small achievements, to our Merit System, for a more sustained approach. 10 Merits will earn the pupil a £2 Book Token and a log is kept in the Front Office.

CONSEQUENCES

Consequences should be personalised to the individual pupil and included in the Positive Behaviour Management Plan.

It is recognised that a 'hierarchy' of planned consequences provides consistency in dealing with pupils whose behaviour needs to improve.

It is the consistency and inevitability of the consequence that will help the pupil to make the correct choices.

Consequences are kept to a minimum initially, e.g. verbal warning or movement within the class.

This is intentional and is designed to give the pupil the opportunity to think about the choices he/she has in improving the behaviour.

It is recognised that minimal consequences at this stage are as successful as more severe forms of sanction for most pupils.

Good classroom behaviour management can encourage pupils to make the correct choices with minimal disruption to the rest of the class.

THE BEHAVIOUR SUPPORT TEAM

From September we have redeveloped the behaviour support team within school. We have an Assistant Headteacher who leads The Behaviour Support team in school. We also have a Behaviour Support Manager, and a Behaviour Support Assistant. The Behaviour Support Area is divided into 3 distinct areas. The Reflection Room, The Zone and The Cube.

Please see *Appendix 5* for a pupils/parents information sheets.

1. REFLECTION ROOM (*appendix 2i*)

It is recognised that for some pupils the above strategies on their own will not be sufficient in helping them to choose the correct behaviour.

In the case where pupils are regularly having difficulties making the right choices about their behaviour or where the behaviour may be more severe (e.g. involving aggression, bullying or damage to school property) the Reflection Room may be used. The Reflection Room is staffed by the Behaviour Support Team. It may be necessary from time to time for this more severe form of consequence to take place in order to help individuals to choose the correct behaviour as well as for the safety and care of self and others.

Internal exclusion is a method of isolating individuals from their peers for a period of time whilst remaining in school. During this time they will be set work (by the teacher/s that would normally have them for the duration of their Reflection Time) which they can complete independently.

Pupils will work in the Reflection room separate from other pupils or at least away from their own class group under the supervision of a member of staff. Internal exclusion will be used when an individual fails to respond to the usual classroom rules or PBMPs.

The necessity for and the duration of Reflection period will be decided through consultation between the Class Teacher and the member The Behaviour Team dealing with the incident.

There must always be a completed Behaviour Report (*appendix 4*) for each period of Reflection Time.

At the end of Reflection Time the member of staff supervising must work with the pupil on restoring relationships between all those involved.

Any member of staff using the Reflection Room must follow the Reflection Room Protocol.

2. THE ZONE (Telephone 240)

The Zone is a room where pupils can be sent for issues that are not quite as serious as is needed for The Reflection room and that cannot be dealt with in the classroom. Pupils should be sent here for a short space of time to think about their behaviour and discuss strategies that may be used to change their behaviour and how they can make good choices for the rest of the lesson. Children who are on 'Behaviour Report Sheets' (*appendix 6*) will bring them to the Zone for checking at the end of the day. All behaviour reports are sent to the Zone for recording and signing. A log is kept of all behaviour reports)

3. THE CUBE (Telephone 210)

The Cube is a room for rewards and Nurture. Pupils can be sent by their teacher for some reward time if they have earned it either at social time or in lesson. Cube time is also timetabled for individual nurture sessions with pupils who require extra support socially.

4. TIME OUT ZONES

There are Time Out Zones placed strategically around the school, highlighted by A3 yellow sign. Pupils who have 'break cards' may ask for a 5 minute break from the lesson they are in to help them to stay calm. Most pupils have 6 break cards to use throughout the day.

Physical Restraint

Physical restraint is only to be used if a pupil is in immediate danger of harming him/herself or if damage to property poses a health and safety risk. It may be used in exceptional circumstances if a pupil is demonstrating behaviour that is jeopardising the orderly conduct of the school. Restraint should be necessary, proportionate and reasonable in line to the threat posed: it should be for the least amount of time deemed necessary to control the situation (for example, until a safe place is reached). The school uses Schoolsafe techniques, however, if staff dealing with a situation are not trained and no help is forthcoming, then staff may use reasonable force to ensure the safety of all concerned. Physical force is never to be used for revenge, retaliation or retribution.

A list of staff who are additionally authorised to use reasonable force is attached to the office held copy of this policy.

Any physical restraint must be written into the Bound Physical Restraint Book, kept in the Office and signed off by the Headteacher. A follow up behaviour report MUST be completed in full.

SEVERE CLAUSE

It may be necessary that for the most serious offences an individual may have to be removed from the school community for a period of time. For instance, a physical assault to a member of staff or a physical attack on another pupil may result in the pupil being taken home from school and excluded accordingly. If parents cannot be contacted the pupil will be internally excluded for the rest of the day and a letter will be sent home. School work will be given for completion at home during this time. In the case of a serious physical attack or repeated incidents a pupil may be temporarily or permanently excluded.

DETENTIONS

Some pupils may need time to think about their actions. It may be necessary for that pupil to have their break time withdrawn on occasion, whilst still having access to refreshment and toilet facilities as necessary. Pupils in detention will be fully supervised with work set to complete, parents/guardians will be informed in the planner/by phone call.

EXCLUSION

When a pupil is involved in a number of incidents that are causing the school concern a review meeting may be arranged to include parents, governors, school staff and representatives of the local authority with a view to a formal exclusion.

The Headteacher will have responsibility for such decisions having discussed the incident with members of the Leadership Team and the Chair of the Governors. Parents will be notified of this decision in accordance with statutory requirements. Parents have the right to make representations to the governing body if they wish to challenge any decision to exclude.

The Behaviour Policy applies to all off-site activities.

SEARCHING

Stone Lodge Academy School has the right to search pupils and/or their belongings if staff suspect that certain prohibited items may be concealed, for example, knives/weapons, alcohol, illegal substances and stolen items. (Education Act 2011) Pupils will be asked to reveal these items initially, however if compliance is not forthcoming then the Headteacher and/or authorised staff may carry out the search of belongings and/or outer garments only. DfE guidelines will be adhered to, which may include phoning the police if a dangerous weapon is identified. Banned or prohibited items may be seized and dealt with appropriately. Parents/carers will be informed of the incident.

CONFISCATION

The schools' general power to discipline (Education and Inspections Act 2006) enables a member of staff to confiscate, retain or dispose of a pupils' property if it is a banned item, a prohibited item (see Searching) or the item is significantly disrupting the learning within the classroom. Items will be securely retained and returned to either the pupil or parent/guardian by arrangement. Illegal goods will trigger contact with the police.

TEACHERS' STANDARDS

The Teachers' Standards (DfE 1st Sept 2012) state that all teachers regardless of their status should manage behaviour effectively to ensure a good and safe learning environment. This includes attending all training around understanding behaviour, adhering to the schools' policies and managing classes effectively: through this approach, teachers are expected to follow positive behaviour management strategies within their lessons.

MONITORING AND RECORDING BEHAVIOUR

Unwanted behaviour is recorded by class teachers and TAs using either Behaviour Tally Sheets (*appendix 4* for continuous low level disruption) or Behaviour Reports (*appendix 5*) for more serious incidents. These are passed to the Assistant Headteacher (G Hunt) and discussed at weekly Pupil Welfare meetings (Wednesday mornings) and at SLT meetings. Reports and Tally sheets are recorded on the School's Behaviour Log from which termly reports are analysed for patterns and trends.

CONCLUSION

Behaviour will improve if the policy is applied consistently and regularly reviewed. Positive reinforcement of behaviour will support the pupil to manage his/her own behaviour. Consistent behaviour approaches through the use of Positive Behaviour Management Plans provide the framework to move forward.

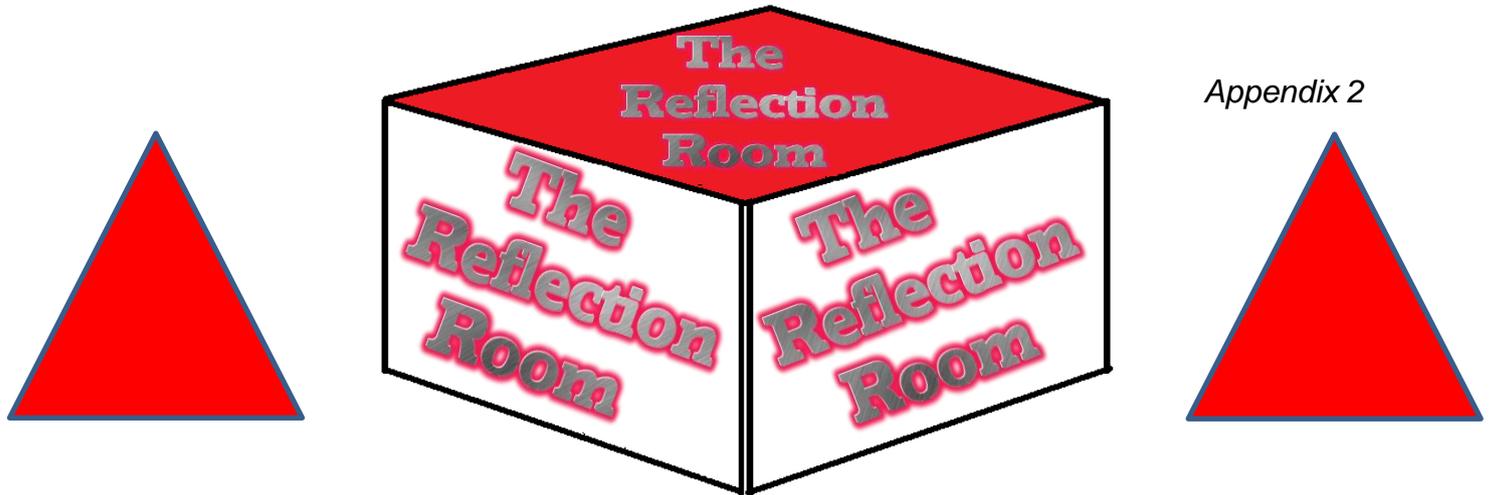


Red Carpet Award Ceremony

On the last Friday of every half-term we celebrate one of our 5 Golden Rules by giving a certificate to one pupil from each form group who has demonstrated the most commitment to the rule. The winning pupils are invited to walk up the Red Carpet where the certificate is presented by our Headteacher or by a school governor. The pupil has their photograph taken and will be displayed in the school entrance hall over the next half term.

Our 5 Golden Rules are:

- **We are friendly, kind and helpful**
- **We are polite and have good manners**
- **We try our best and work hard**
- **We take care of our school**
- **We look after ourselves and each other**



The Reflection Room (Formerly Red Triangle)

This is for Emergency Situations

E.g.

A Threat to the safety of Pupils or Staff

Severe acts of Aggression or 'Out of Control' Behaviour

Absconding of pupils

First Aid Emergencies

Or

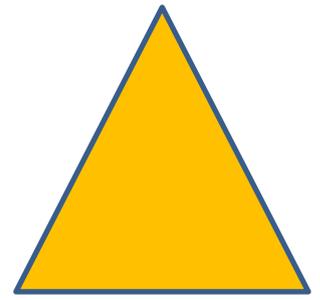
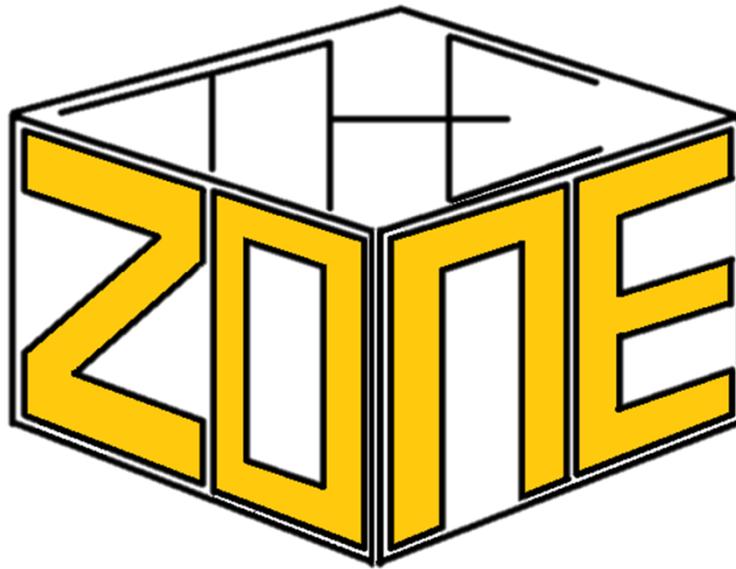
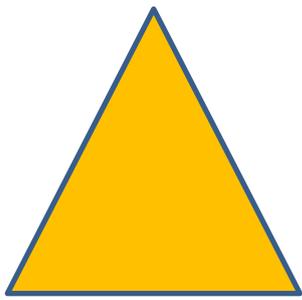
Serious Damage to Property which may pose a risk to the Health or Safety of Pupils or Staff

What to do?

Phone The Zone on 240, The Cube 210, The Office 201

What will happen?

The senior leader will manage the emergency situation. Any pupils or staff injured during the incident will receive care from a Qualified First Aider. Aftercare and/or a quiet place to recover will be offered to any members of staff who are upset or shaken by the incident. A review and feedback session will take place once the incident has been successfully resolved, with the senior leader on call and any staff who were present.



The Zone is for Non-Emergency Assistance

(Formerly Amber Triangle)

E.g.

Non-Aggressive Disruption to Lessons

Minor Aggression

Situations or incidents that require an 'Extra Pair of Hands' to resolve

A Teacher requiring a pupil to be escorted to the Reflection Room or Quiet Room

Non-Emergency First Aid

What to do?

Phone The Zone on 240

What will happen?

The Behaviour Support staff member will provide assistance under the direction of the teacher who asked for help. Once the situation has been resolved, the teacher will complete the relevant form to record the incident (e.g. a behaviour or accident form).

Pupil's Name:

Class:

Behaviour Tally Sheet (High School)

Day:

Date:

Please use one tick for each incident

Time Of Day	Behaviour					
Before 8.55						
8.55-9.10 Registration/ Assembly						
9.10-10.00						
10.00-10.50						
10.50-11.05 (Break)						
11.05-11.55						
11.55-12.45						
12.45-1.30 Lunch						
1.30-1.40 PM Registration						
1.40-2.30						
2.30-3.20						
3.20-3.30 Reflection Time						
After 3.30						

Class Teacher Signature:

Assistant Head Signature:

Behaviour Report

Pupil's Name:

Class:

Person Making Report:

Date:

Witnesses:

Type of Behaviour (place 2 ticks next to main behaviour)			
Refusal to Comply/Defiance		Dangerous Behaviour*	
Disruption – Low Level		Damage to School Property	
Disruption – High Level		Violence to Pupil*	
Verbal Abuse to Pupil		Violence to staff*	
Verbal Abuse to Staff		Bullying	
Threatening Behaviour		Inappropriate Behaviour	
Racist, Homophobic or Disability related Abuse			

<p>Description of Behaviour:</p>
<p>Antecedents/Triggers:</p>
<p>PBMP or de-escalation strategies used:</p>
<p>Duration of Behaviour:</p>

Please circle time and subject

<8.55	8.55	9.05	9.05	9.55	10.45	11.15	12.05	12.30	1.00	1.50	2.40	3.30	<3.30
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Subject: Art; Assembly; College Link; Drama; English; DT; Food Tech; French; Humanities; ICT; Life Skills; Literacy; Maths; Music; Options; P.E.; PSHEC; RDA; Science; Other

<p>Description of Recovery Phase:</p>
<p>Description of Restoration Phase:</p>

***Was Medical Assistance/ First Aid required? Y/N**

Further Action Taken:				
Phone Call To Parents/Carers		Meeting with Parents/Carers		Was School Safe Used? Y/N
Letter to Parents/Carers		Referral to Pitstop		
Note In Planner		Referral to Reflection Room		
Copy To Class Teacher		Introduction of/Amendment to PBMP		
If Yes, describe School Safe Procedure used:				

Please enter any other relevant information below:

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Assistant Head Signature:

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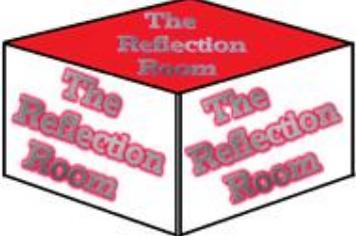
The reflection room is for

Pupils who cannot behave in lessons and are disrupting the learning of others.

You will spend up to a lesson in there for things like lots of swearing, hitting, rudeness to adults, being nasty to children, breaking school property and not nice touching. Letters will be sent home to your parents. We will invite parents in if this happens several times.

Other classroom behaviour

For smaller things that happens in lessons, your teacher will deal with this in the classroom or by giving detentions. For example, throwing things, calling out, giggling, talking to others and not listening, being loud and not following instructions.



Behaviour



Understanding



Excellence Confidence



The Cube is for

Nurture

Helping some children who need time to talk or work in small groups to develop their social time.

Rewards

Rewards such as, talking time, computer time, hama beads, loom bands, jenga, computer time, lego time, puzzles, play doh, wordsearch, hula hoops, printing some pictures, colouring, draughts, balance game and much much more. 

To get these rewards an adult can send you for something good!

You can also ask for talking time by using a talking token on the door of the cube.

You may even get on the WALL OF WOW!!!

Behaviour in the Cube

- We use clean language
- We have quiet voices
- We keep our hands and feet to ourselves
- We are polite to the adults and children




The Zone is for.....

Pupils that need some time out and need to talk about their behaviour to help them to put it right and make good choices.

This room is **not** for rewards, it is to help manage behaviour.

Teachers will phone The Behaviour Team to come and collect you if you need to come here.

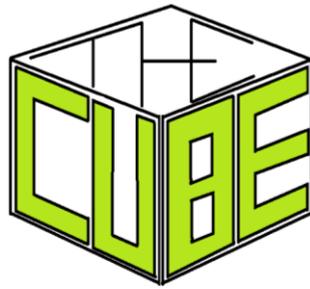
At the end of each day pupils with behaviour sheets will give them to Mrs. Westbrook in the Zone, she will copy these sheets for your parents at the end of the day Phone calls home may be made.

Everybody needs to know that all of the behaviour rooms have CCTV for pictures and sound. This is always being recorded.



From the Behaviour Team

Mr. Hunt, Mrs Westbrook, Mrs Tynan



Daily Behaviour chart

Pupils name-

Day-

	Comments from staff
Lesson 1	
Lesson 2	
Break	
Lesson 3	
Lesson 4	
LUNCH	
Lesson 5	
Lesson 6	

Daily targets;

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- *
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Seen and signed by either Mr Hunt, Mrs Westbrook or Mrs Tynan: