



Soaring Skies Behaviour Policy

#ConsistencyAndCertainty
#LessIsMore

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.”(Paul Dix, Pivotal Education)

1 Policy statement

Soaring Skies Federation is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage the others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2 Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care and good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.

3 Purpose of the policy

To provide simple practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistency in Practise

- Consistent **language** and consistent response: referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- •Consistent **follow up**: ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- •Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, **simple values/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: even in the face of disrespectful learners!
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the site**: in classrooms, around the site and at the school reception.
- Consistent **environment**: display the quality of a good primary school, consistent visual messages and echoes the core values, positive images of learners rather than marketing slogans



Consistent cultures of excellent behaviour management

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted of challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated valued as individuals they respect adults and accept their authority.

Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

At Soaring Skies Federation we have agreed that we expect to see from all of our staff, governors, trustees and visitors the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catches students being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for 'win/win' situations, de-escalation...

Adult behaviours we don't expect to see are:

- Aggression, shouting, negativity, 'losing it', adults creating 'power struggles', humiliation ...

All staff:

- 1 Meet and greet at the door - the best early intervention in behaviour management is at the door.
- 2 Refer to our values tree – never talk about behaviours in isolation – always relate them back to the culture you are trying to build and the values and truths you have as a class and as a teacher/staff member.
- 3 Model positive behaviours that you want to see and relentlessly build relationships.
- 4 Plan lessons that engage, challenge and meet the needs of all learner.
- 5 Use a visible recognition mechanism throughout every lesson.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before consequences.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

Middle Leaders – Leaders of Learning

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day
- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in a reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage the use of 'Positive Notes' and 'Positive Phone Calls'
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

Senior Leaders

- Meet and greet learners at the beginning of the day
- Be a visible presence across school and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practise
- Support middle leaders (Leaders of Learning) in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practise
- Regularly review provision for learners who fall behind the range of written policies

Managing behaviour

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one when they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account when necessary. **Praise the behaviour you want to see.** Do not pander to attention seekers, yet reassure the class that their behaviour will be dealt with. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff, in the vast majority of situations, deal with behaviour without delegating. Staff will use steps in behaviour for dealing with poor conduct.

A behaviour shield, with a photograph of each child, is displayed in every learning space to help learners take control over their behaviour and be responsible for the consequences of it. Children start the day on green and are aiming to be on green. A behaviour plenary is held at the end of end day to review behaviour choices and reconcile that the next day will be a fresh start for everyone.

Colour	Behaviours seen	Actions
Gold	Awarded on rare occasions when a child has acted exceptionally well and demonstrated consistent green behaviour.	-2PAC signatures awarded in class PAC folder -'Gold Positive Note' sent home
Silver	Given for behaviour and effort above the expectation.	-1 PAC signature awarded in class PAC folder -'Silver Positive Note' sent home
Bronze	Given for repeated green behaviour.	-Praise for choices
Green	Green is good! All pupils are expected to strive to remain on green throughout the day as they are given work at the right pitch and are treated respectfully by all adults.	-Praise for choices
Reminder and 'take up time' given		
Blue	Child is not adhering to expectations	- Child will spend time at the reflection table in class with reflection sheet -Blue note sent home if a child is collected by family or a phone call home on the day
Reminder and 'take up time' given		
Yellow	Child persists showing undesirable behaviour persists the child will spend time at reflection table in partner class.	- Phone call home from class teacher
Reminder and 'take up time' given		
Red	Child's behaviour escalated further, e.g. they become violent or dangerous Phone call home form senior leader.	-Child will spend time with a member of the senior leadership team -Phone call home from senior leader

PAC (Pupil achievement card) certificates presented to pupils in a celebratory assembly who achieve the following:

20 PAC signatures
60 PAC signatures

Bronze award
Silver award

110 PAC signatures
160 PAC signatures

Gold award
Platinum award
(achieved by the end of the academic year)

The reminder

A reminder of the expectations for learners based need to be linked to our values trees. The adult makes them aware of their behaviour. The learner has a choice to do the right thing. All learners must be given 'take up time' in between steps using the behaviour shield. It is not possible to leap stapes or accelerate steps for repeated low-level disruption

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will need reminded of their previous good behaviour to prove they can make good choices.

Scripted approaches at this stage are encouraged:



30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Staff will always delivers consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

BLUE: the time out at their own reflection table

- The learner is asked to speak to the adult away from the others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning
- Learner is given a final opportunity to reengage with their learning/follow instructions

Learners should only go to their in class reflection table if they need to cool down and /defuse a situation. In general three minutes should be enough.

YELLOW: the time out in their partner class

If the step above is unsuccessful, or if a learner refuses to take time out then the learner will be asked to leave the room and go their predetermined partner class.

RED: the time out in their partner class

If appropriate a member of the Leadership Team will escort the learner to a work space outside the teaching room where they will complete a calming activity and have a reconciliation and reparation conversation.

Completing Learning

If a child has been out of class/not completed learning based on your shared minimum expectations they are expected to complete their work during the first part of play/lunch time with their class teacher.



Restore

Reparation meetings within the Soaring Skies Federation are a core part of repairing damage to trust between staff and learners. Our reparation meetings are structured in 5 steps based on the THINK concept:

Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?

Reaffirm your commitment to building a trusting relationship. Staff will take responsibility for leading structured reparation meetings, like good parents do.

Senior Leaders will support when requested.

We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who chose not to meet our high standards of behaviour.

Monitor impact of behaviour strategies

Blue, yellow and red: adults in class will record in class on weekly 'Behaviour Trackers' these will regularly be reviewed on a daily basis by the classroom team. SLT leads shall review them regularly with their year groups.

Focus is on tracking and increasing learning hours for all learners. Data is used as information to shift cultural change, so that everyone can see the impact that their efforts are making.

Partnership Stage

The Partnership stage will be implemented when there is a cause for concerns e.g. behaviour or a progress issue. The learner will be allocated a SLT Mentor who will:

- Support and is necessary facilitate a Reparation Meeting between the member of staff and the learner
- Develop and appropriate action plan with the learner e.g. positive support plan (PSP)
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner is not meeting the required action and the positive outcomes for everyone if the conduct improves

In instances when a child's behaviour is classed as a special need, the Inclusion Manager shall request further support from external agencies such as the REU (Reintegration Unit).

Restorative Conference

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher, Learner, Learner advocate (if requested), parent/carer and a member of SLT. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of a final warning. If the learner does not complete the actions then the procedure will move to the next stage. Please see our exclusions policy.
- Every effort will be made to encourage and support a change in the learner's behaviour.
- If the learners refuses to attend or engage with the Restorative Conference then the process shall move to the final stage.

Learners are never passed up the hierarchy. Teachers in the classroom level remain in charge of the incident but feel fully supported.

Flowchart of strategies to prevent

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low level disruption.

