



St Mary
Magdalene
Academy

BEHAVIOUR POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

The Academy recognises that the best way to encourage good behavioural standards is through a clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring Christian atmosphere. We believe that students need to behave in order to learn. Our home school contract sets out our framework of expectations but on a more specific level the following apply.

The policy should be read in conjunction with:

- Anti – Bullying Policy
- Inclusion Policy
- Gender Equality Policy
- Equal Opportunities Policy

1. **General Principles**

1.1 We believe that achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour.

1.2 We want to enable every child to reach their full potential academically, socially, emotionally and physically.

1.3 We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy.

1.4

- We encourage, praise and reward good behaviour.
- We share and display good work and behaviour with families, staff and students through positive reward systems on a regular basis.
- We have clear expectations which are consistently applied by all staff.
- We follow a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.
- We acknowledge that, just as some students have special educational needs, so some of our students have specific behavioural needs and as such need specifically reasoned behavioural strategies.
- We aim to provide all students with opportunities to gain respect for themselves and others and to develop an understanding for each others needs, feelings and rights, including faith and culture.

2. **Expectations of Behaviour**

2.1 We expect all students of the Academy to meet the following expectations of behaviour:

- To treat all members of the Academy with courtesy and consideration in all circumstances, showing respect for everyone.
- To model good behaviour, to set an example in their attitude, learning and achievements.
- To wear school uniform both within the Academy and when travelling to and from the Academy. All property and clothing must be marked with the student's name.
- To wear only single small stud earrings in each ear lobe and a cross on a chain can be worn at the Academy.
- To not wear make-up in the Academy.
- Any electronic devices or mobile phones brought to the Academy are the sole responsibility of the pupil/student. They should remain in a bag, pocket or locker and if seen may be confiscated.
- To not bring in any electronic devices. Any such items will be confiscated.
- To not bring mobile phones to the Academy. (In an emergency parents/carers will be contacted by Academy staff).

- To show respect for the whole school environment. This is a non-smoking and non-gum chewing environment.
- To aim for 100% attendance and to arrive at the Academy on time.

2.2 In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: students, staff, parents/carers and volunteer helpers. These are stated in our Golden Rules below which enshrine our whole school behaviour policy and which are displayed in every classroom and throughout the Academy.

2.3 All who learn and work at St Mary Magdalene Academy are here for a common goal, the imparting of skills and knowledge in a supportive, nurturing environment. In order to assist us to achieve our agreed goals; we expect excellent behaviour and attitude from all in our Academy. Only through a calm and sensible learning environment can we achieve our best. The following rules are written to assist us in achieving our agreed goals.

2.4 We use the International Baccalaureate Learner Profile – a list of attributes that all learners aspire to continue to develop:

Balanced – I look after my mind and body. I try to stay healthy and happy.

Caring – I care about people, plants, animals and the earth. I help others and I look after the environment.

Communicator – I can share my ideas with others in many ways and in more than one language. I listen to others.

Inquirer – I am curious and enjoy learning. I try to find out new things.

Knowledgeable – I know about many things and I remember what I have learnt.

Open-minded – I listen to other people and respect their ideas.

Principled – I tell the truth and I'm fair. I share and play well with others.

Reflective – I think about my work. I know when I've done well, and when I could have done better.

Risk-taker – I have confidence to try new things. I stand up for the things I believe in.

Thinker – I think carefully and show initiative. I make good decisions and I'm a problem solver.

Whole Academy

- Do understand it is all right to make mistakes. Do not tease anyone who does.
- Do be kind, be honest and truthful. Do not lie or cheat.
- Do be gentle. Do not push or shove. (No play fighting or wrestling)
- Do be polite. Do not all talk at once.
- Do be a friend. Please use everyone's proper name.
- Do share with everyone you can. Do not leave anyone out, be a friend.
- Do listen to each other. Do not interrupt.
- Do listen and follow instructions. Do not disobey, ask if you are unsure.
- Do look after property. Do not waste or damage things.
- Do use a quiet voice. Do not use your outside voice.
- Do walk in school, be safe. Do not run.

- Do behave in a polite manner to all staff, visitors and students and show respect for the opinions and beliefs of others.
- Do hand in any homework on time, as requested.

2.5 **Secondary Additions**

- Do arrive on time for lessons bring the appropriate equipment.
- Do be proud of your school uniform. Look after and respect your own property and that of others.

2.6 The Learner Profile is reinforced by the curriculum (Primary, PAL, Citizenship, Guardian Time). During these sessions, staff emphasis various PHSE aspects of the curriculum and encourage students to talk through any concerns or worries they have at school. These sessions also develop skills such as listening, taking turns and empathy.

3. **Equal Opportunities (refer to full policy)**

3.1 Equal opportunities are and will remain a high profile issue at our Academy. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class or disability is treated as a serious incident. Please see Equal Opportunities Policy.

4.0 **Bullying (refer to full policy)**

4.1 We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the school community. Bullying i.e. any behaviour which causes psychological or physical harm, in any form or to any degree is treated as a serious incident and dealt with according to our procedures. We expect all adults in the school community to provide a role model of non-threatening behaviour at all times.

5.0 **Codes of Conduct**

5.1 We believe that the quality of relationships within our school community affects the learning and behaviour of our students. As we have high expectations of our students' behaviour, we have codes of conduct that have been developed from consultations with staff, parents/carers, governors and students.

5.2 These codes clearly state:

- a. How students should relate to each other and their surroundings;
- b. The way they should conduct themselves in their classrooms, all other areas of the school building and playground.

5.3 To work towards eliminating:

- Disregard for adults and peers in the school generally;
- Provocation of peers;
- Provocation of adults;

- Aggressive behaviour;
- Racism, sexism, prejudicial attitudes and bullying of all sorts;
- The use of illegal drugs;
- Public disagreements amongst adults;
- Displays of aggressive behaviour and disagreements between all adults in and around the Academy.

5.0 Secondary Expectations

In the Secondary department, in addition to the Learner profile, the staff and pupils have worked together to agree 5 clear Expectations (Appended).

- 5.4.1 There are consequences for not adhering to the Expectations. These are set out as 3 Steps and all staff should seek to apply them wherever possible, whilst being aware that there are exceptional circumstances which might result in a more flexible approach. In order for staff to do this, we have identified different types of unacceptable misbehaviour that need to be managed.
- 5.5 We have categorised these types of behaviours into levels of seriousness, and have listed suggested strategies and sanctions that can be used by staff to foster positive behaviour.
- 5.6 *The codes of conduct and level of misbehaviour can be found at the back of this document. See 3 Steps.*

6.0 Positive Reinforcement of Good Behaviour

- 6.1 As a member of staff we recognise good behaviour and praise it. We also try to model it ourselves. In situations where we need to speak to a student or number of students for breaking the code of conduct, we endeavour to praise the students who are doing what is expected. This provides the other students with an opportunity to reflect on and change their behaviour.

Primary

- 6.2 We also motivate students towards positive behaviour by timetabling every class within Key stage 1 and 2 for circle time and golden time. Golden time is a special time that students have by right. Most students will be rewarded with this method, but they can lose, and earn back, five minute 'bites' of time if they have behaved in an inappropriate way and then appropriately. Circle time allows students to experience activities and discussions about issues and attitudes in a positive and safe environment. There are rules and expectations developed, agreed and displayed in each classroom.
- 6.3 A success/sharing/birthday A celebration assembly is held each Thursday within the two key stages and reception where 3 students from each class receive a certificate of merit for a commendable action, attitude or piece of work. On Fridays students who earn 10 merits 10 housepoints in class will receive bronze, silver, or gold or platinum certificates. Any member of staff can award a housepoint from the head teacher. Students who have been recognised for exception achievement, kindness or behaviour will also be

rewarded at Friday assemblies. The whole school community recognises and applauds pupil achievement in achieving the week's golden target during the Friday assembly.

- 6.4 All students have a passport. The passport is a system for the students to keep track of the positive rewards they have received for good work, effort, achievement and behaviour. Any member of staff can award a passport sticker. After students have earned a set number of passport stickers they earn a golden coin. If a student earns 10 golden coins they received a special certificate from the Principal in Friday's whole school assembly.
- 6.5 Some students will be reward for achievement and good behaviour by being given additional responsibility. Each class will have a list of responsibilities that will be shared out each week. All students will have the opportunity to have some responsibility in the course of the school term. Some classes or students will have responsibility that involve helping in the entire Academy. These may be given out by the office or the SLT.

Secondary

- 6.7 Our aim is to recognise and reinforce positive behaviour. We do this by implementing the following incentives:
- Providing OHSL on and off site reward opportunities;
 - Off curriculum incentive events;
 - Merit certificates and badges;
 - Merit point system;
 - Celebration assemblies;
 - Individual contracts (oral and written);
 - Class contracts/ rewards;
 - Responsibility positions;
 - Caught Doing the Right Thing tickets
 - By building individual pupils self esteem wherever and whenever possible.

7.0 Rewards System

- 7.1 It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered in the Academy. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific student's achievement to the rest of the Academy. There are several ways of reinforcing positive behaviour within our Academy:

9.2 Years Reception Class to Year 6

9.3. Golden Time

Every student receives Golden Time (30 minutes) that is taken on Friday afternoons, if they keep the Golden Rules throughout the week. Students will sign up for the golden time activity for the week on Monday. They will have the entire week to look forward to that activity. This acts as a powerful incentive for them to abide by the Golden Rules. Students who choose to

break a golden rule will have 5 minutes intervals of golden time take away. They will have to sit at a table in the activity room watching a 5 minutes sand timer. When the amount of time they have lost has passed they may join the activity. Students are given opportunities to earn back lost time by making agreements with their teacher and by demonstrating they can follow the golden rules they have broken. This privilege is not a free kick and students not showing they truly wish to earn back their lost time will not be given this opportunity.

9.4 Golden Targets

Each Monday assembly, taken by a member of the SLT is centred on a Golden Target that emphasises complimentary pupil behaviour towards one Golden Rule. Each teacher chooses one member of their class who has been exemplary during the week on this aspect of behaviour during the week on this aspect of behaviour and they are awarded a Golden Target Certificate in the whole school assembly on Fridays. The Golden Rule of the week is displayed in a prominent place within each classroom.

The Vice Principal also issues Golden Target stickers for individual pupils though the school that they 'catch' behaving appropriately throughout the week.

9.5 Director of Learning: Primary / Vice Principal's Award

Either the Head or another member of staff may nominate a pupil who has exhibited outstanding behaviour or an achievement for a Special Head teacher's award. Students who earn 10 Golden Coins in class will receive bronze, silver or gold certificates from the Principal. Certificates will be awarded at whole school on Friday.

9.6 Merit Play

Merit play will be given at the discretion of the class teacher. If the teacher feels the effort, attitude and behaviour of the class warrants it they can take their class out for a games session. Merit play is a structured games session not an additional playtime.

9.6 Showing Good Work to the Head

Students who have achieved something worthy of special commendation may be sent to the Principal/Vice Principal, where they will be praised and issued with a special sticker. This will be at a set time each day. When not available the child may be seen by another teacher.

9.7 Sharing Good Work

Good work is shown around the rest of the Key Stage and also at assemblies. Each week within the two key stages and reception, 3 students from each class will receive a certificate of merit for a commendable action, attitude or piece of work. Birthdays will also be celebrated.

9.8 **Class Award**

Teachers select 2 students from each class who have done something particularly commendable (either work or behaviourally). These are given out at the Key Stage Assemblies.

9.9 **Lining up Points**

Each day after the final bell at lunch time the quietest class when lining up will receive 5 points. At the end of the week the class with the most points will be given 10 minutes extra lunch play for their good behaviour. At Friday's assemblies the winning class from KS1 and KS2 will be honoured for earning additional playtime.

9.10 **Golden Coins**

Golden Coins are given to individuals to reinforce good behaviour, helpfulness or work. These are recorded in a variety of ways. A passport system also operates in Year 3 to 6. If a student earns 5 merit stickers they receive one golden coin. In key stage one, students will have sticker books. If they earn 5 stickers they will also be given a golden coin. Ten Golden Coins achieved lead to Merit certificate from the Principal as well as a variety of other rewards.

Working with this reward system there are a variety of initiatives specific to particular year groups.

9.11 **Responsibilities**

All students will have opportunities to have a responsibility each term. Class teacher will keep track on this to ensure all students are given responsibilities.

10.1 **Providing OHSL opportunities**

Each student receives OHSL opportunities 3 times per week that they will select from the clubs offered each term. These clubs will run for a module or half term. Students who break school rules will lose all or part of the club time depending on the club and offences. Students who lose OSHL clubs will sit in detention and do a set task.

10.2 **Demerits**

Sanction and penalty of 10 points.

10.3 **Merits**

Reward/ merit and 5 10 points given.

10.4 **Merit point system**

All students have 100 merit points per module to begin with. Each time a student receives a red card/ sanction they will lose 10 points. In the classroom, first offence receives a warning and a tick on the whiteboard. A second tick results in a red card and the loss of 10 points. Students can earn back 5 points for each merit/ green card they receive. Students with a total of 100 point or more at the end of each half term will receive a pre-arranged OSHL activity i.e. cinema trip, bowling, participate in an on or off-site reward activity.

This system provided students with the opportunity to make amends for poor behaviour and earn back merits. Staff are encouraged to find positives about all students in order to make good negative behaviour.

10.5 Off curriculum incentive events

These are the rewards for 100 merit points. These can be organised for classes or set groups of students.

10.6 Merit reward system/Principal's, Vice Principal's, Director's rewards

20 green merits receive a Director's bronze certificate, 40 equals a silver and 60 equals a gold. Certificates and badges are presented in celebration assemblies. Those who receive a bronze, silver or gold certificate will have their names placed in a draw for a term and annual significant prize. Caught Doing the Right Thing tickets are placed in a box with a weekly £10 prize for the drawn ticket.

10.7 Celebration Assemblies (1 per term)

10.8 Weekly Assemblies

Teachers will be encouraged to bring good work, behaviour and achievement to the attention of the Academy at the three weekly assemblies. 3 minutes per assembly will be set aside for these mini celebrations.

10.9 Individual contracts (oral and written)

Linked with agreed incentives

10.10 Class contracts/ rewards

Linked with agreed incentives

10.11 Responsibility Positions

Reading partners with KS 1 and 2
Members of Parliament, Cabinet
Ministers
Junior Sports Leaders

11 Unacceptable Behaviour

11.1 Primary

- Deliberately hurting another member of the Academy either physically or emotionally
- Refusing to follow instructions
- Deliberately damaging school property

11.2 Possible sanctions:

- **A verbal warning**
- **Loss of 'Golden Time' / loss of playtime**
- **Sent to another class**
- **Sent to the Head of Primary**
- **Parents informed**
- **Fixed-term exclusion**
- **Permanent exclusion**

- If lunch or Golden Rules are broken (minor) Lunch staff will give out a red card. If a student presents a red card to their class teacher they will lose a minimum of 5 minutes for their golden time. An agreement will be negotiated with the class teacher for how the student can earn back some (of the lost golden time. (They still must serve a minimum of 5 minutes)
- If lunch or Golden Rules are broken (serious) staff will complete and incident report and send the student to the Principal, Vice Principal or Director of Learning with the incident report for the student to be dealt with. Detentions or more serious action may then be taken.
- If a student is given a detention for their behaviour it will be served from 3:30pm to 3:40pm at the end of the school day. Students who are regularly receiving detentions will have their parents/carers called in for a meeting with a member of the SLT and class teacher.
- KS2 students who behave poorly in class and do not complete the expected amount of class work will serve a playtime detention where they will be taken to a KS 2 classroom to complete the work they were expected to complete in class.
- Any student who breaks a Golden or class rules will lose a minimum of 5 minutes Golden time. An agreement will be negotiated with the class teacher for how the child can earn back some of the lost golden time. (They still must serve a minimum of 5 minutes).

11.3 Secondary

The following behaviours/ items are not permitted or tolerated:

- Any aggressive or threatening behaviour, verbal or physical, against any member of the school community;
- Smoking on the Academy site;
- The taking or bringing of illegal drugs onto the Academy premises;
- The bringing of any potential offensive weapon;
- The chewing of gum;
- The use of any electronic items into school;
- The use of mobile phones. If visible to staff they may be confiscated;
- Theft and vandalism.

11.4 Merit point system (In class)

- All students have 100 merit points per half term to begin with;
- Each time a student receives a demerit sanction they will lose 10 points. In the classroom, first offence receives a warning and a tick on the whiteboard;
- A second tick results in a red card and the loss of 10 points;
- Students can earn back 5 points for each merit they receive;
- Students with a total of 100 point or more at the end of each module will receive a pre prepared OSHL activity i.e. cinema trip, bowling;
- Once per month the home base teacher tallies up the totals for their class;
- These totals are shared with the students each at the beginning of each month.

This system provided students with the opportunity to make amends for poor behaviour and earn back merits. Staff are encouraged to find positives about all students in order to make good negative behaviour.

11.5 Minor Incidents

- Minor incident of disruption or unacceptable behaviour dealt with using the merit/demerit system, short detentions, phone calls home or liaison with the Guardian or Pastoral Manager.

12. Persistent and Medium Range Incidents

These incidents must be recorded on an Incident Referral Slip, entered on to the Academy Eportal system and passed to the Director. Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above; rudeness to staff; verbally aggressive behaviour to another student; being continually off-task.
- Sanctions include: meeting with student; contact with parents/carers by phone or letter; placement on departmental daily report; teacher or departmental detention; discussion with Home Base Tutor; referral to Vice-Principal; referral to Pastoral Team.

12.1 Serious Incidents

Serious incidents are dealt with by Directors and include:

- Truancy from the Academy and lessons;
- Extreme rudeness to staff;
- Aggressive behaviour; smoking;
- Refusal to comply with other sanctions;
- Theft; bullying: (refer to anti bullying policy).

12.2 Sanctions include:

- Removal from class/ activity;
- Loss of privileges;
- Meeting with parents/carers;
- Placement on Daily Report;
- Directors Detention;
- Saturday Detention;
- Internal Exclusion.

12.3 Very Serious Incidents

Serious incidents are dealt with by the Assistant Director Pastoral in agreement with the Vice-Principal or Principal. They include:

- Repetition of the above;
- Serious incidents of bullying;
- Sexual contact;
- Racial/sexual harassment:
- Fighting;
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this not exhaustive);
- Involvement with drugs or alcohol (see drugs policy);
- Physical aggression to a member of staff will be treated with the utmost severity.

12.4 Sanctions available include:

- Parent Meeting;
- Internal exclusion;
- PSP;
- Fixed term exclusion;
- R2R;
- Permanent exclusion.

Ahead of permanent exclusion the Academy will offer behavioural support through the use of its R2R facility in order to address any underlying behaviour issues. If this support fails then the sanction will escalate to permanent exclusion.

12.5 Procedure for Exclusions

The decision to exclude should not be made in haste. Where exclusion is being considered all evidence should be carefully considered and the

decision communicated to parents/carers by telephone in the first instance to be followed by a letter which is delivered by hand and a letter which is posted. (The Academy will make reasonable effort to communicate by telephone). If an exclusion is likely to occur as a result of actions towards the end of the day, the exclusion will be communicated as outlined above the following day.

12.6 **Outliers**

Students who still find following our code of conduct difficult and whose behaviour is a concern will be referred to the behaviour team after parental consent has been agreed. They will have behaviour contracts that will be implemented by the SLT and managed by the SLT, SENCO and the class teacher. Short achievable targets will be set with regular agree rewards. As behaviour improves the contract will be rewritten to allow for longer periods of good behaviour in order to earn a reward. Responsibilities will also be use to assist in managing these students behaviour. They will be given jobs around the Academy that will be only for them. Agreement will be reached on how they will carry out these jobs and when they will be dome. These responsibilities will be managed by the SLT.

13 **Behavioural Needs**

We have responsibility to cater for students with a variety of needs, from the most able to the least from the best behaved to the worst.

Within each of our classes we have students with emotional or behavioural difficulties. They may cause a problem by being overly confrontational and unable to control their anger, or they may be introverted and emotionally fragile. To enable those students with specific needs to conform to the standards expected within our Academy we must be flexible in our approach to dealing with them, using a range of strategies.

13.1 We endeavour to use assertive discipline – giving clear, sensible and consistent messages about what is expected of all our students, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of school life, with appropriate differentiation and adherence to equal opportunities, giving each student every chance to achieve success at a level appropriate to their capabilities and needs.

13.2 The above policy is not a practise statement. The Academy will judge each individual act on its own merits and deal with it accordingly.

Signed: _____
(Principal)

Date: _____

Signed: _____
(Chair of Governors)

Date: _____