

St Matthew Academy

POSITIVE BEHAVIOUR & RECOGNITION Policy (Primary Phase)

St Matthew says '*let your light shine.*'

At St Matthew Academy we let our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

Date of Approval	Autumn 2023
Date of review	Autumn 2024

1. Key requirements / Legal Duties

This policy responds to statutory requirements that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents.

The Academy acknowledges its legal duties under the Equality Act 2010 and in respect of pupils with special education needs and disabilities (SEND).

2. The Governing Body's Statement of Principles

St Matthew Academy strives to be a Catholic community in which Christian principles of care and respect are valued, with emphasis on the development of the child or young person through academic achievement and personal development. We aim to give every pupil the best and most appropriate opportunities to learn and develop.

We take our ethos from Gospel principles and work to draw out the God given potential in every child and young person.

The most important influences on a child's values, attitudes and standards are those of family, home and Church community. We aim therefore, to work in close partnership with parents to encourage all children to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment.

We recognise that education is a collaborative and cooperative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the Academy and within an atmosphere which is positive, supportive and conducive to learning.

The maintenance of a purposeful, positive learning environment is the essential factor in the achievement of successful learning and teaching and is fundamental to our policy on behaviour. Any action, event or pattern of events which undermines the good order of the Academy community also undermines the learning process and comes, therefore, within the scope of this policy.

All adults working with St Matthew Academy pupils have a responsibility for behaviour. Pupils also have a responsibility to behave well and the right to expect others to behave well towards them. Pupils are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt and therefore can be changed. We teach our pupils how to behave well and how to be considerate and self-disciplined individuals.

We recognise that for a variety of reasons, children, especially in adolescence, will at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved before apportioning blame. Wherever possible we will work in partnership with parents and keep them informed. We will then react, in the light of the Academy ethos, with the appropriate support or sanction or both, to deal with the particular incident and meet the needs of the pupils involved. Strategies for support and sanctions will vary and will be well known across the Academy community.

Our vision is that our pupils will behave well, enjoy Academy life and interact appropriately with others. It is fundamental to our approach to behaviour management, to stress this positive behaviour and to encourage it by an appropriate recognition system. This approach creates a positive and supportive ethos with an emphasis on success and achievement

We expect the highest possible standards of behaviour from all our pupils when they are in or representing the Academy. All parents, carers and pupils are made aware of our expectations of their behaviour at the time of joining the Academy by signing the Home School Agreement (see appendix 1). The Academy recognises that the successful development of our pupils depends fully on an effective partnership of Academy, parents and pupils.

Our behaviour policy is based on three simple expectations that pupils are READY, RESPECTFUL and SAFE (See Appendix 2 for a summary of The SMA Behaviour Way).

3. Ready to Learn

In order for our pupils to be ready to learn we expect everyone to be in full school uniform. Our uniform is visible representation of our community and should always be worn properly including to and from the Academy.

- Pupils are expected to wear black leather closed toe shoes or black trainers. Boots or other canvas type of footwear is not permitted.
- Pupils can wear black / navy coats while outside. Sportswear, hoodies and other colour coats are not permitted.
- Hair should be clean and tidy and one natural colour. Long hair should be tied back for safety. Hair ornaments are limited to a simple black, black navy or yellow hairband or hair beads.
- Jewellery should not be worn, no ear rings of any type are permitted this includes studs covering this with a plaster is not acceptable.
- Pupils who are not in appropriate uniform may be given an alternative provided by the school.

Equipment

All pupils should be fully equipped each day so that they can fully access all of their lessons and are ready to learn.

- All pupils should have their reading record and reading book with them, reading records should be signed each night by the parent or carer.
- In Key stage 2 each pupil should have their homework diary with them every day in order to record homework and provide a communication tool between parents, carers and the Academy. Homework diaries must be signed each week by parents or carers.

On Time

Being on time is not just an important life skill but ensures pupils maximises their time in the Academy and in their classrooms.

- It is the responsibility of Parents / Carers and pupils to arrive at the Academy on time each day
- Traffic and congestion are a daily occurrence and should be planned for, this is not a valid reason for lateness
- If a pupil has a genuine reason for being late parents/carers should inform the Academy.

4. Safe

The safety of all members of our community is a key priority. In order to ensure this the co-operation and support of pupils is vital.

- Pupils are expected to follow all instructions given by any member of staff within our community without delay or debate.
- Pupils should not physically interact with any other pupil in a way that puts that pupil at risk.

Building Behaviour

- Pupils must travel around the building Calmly, Quietly and Quickly.
- Pupils should be considerate of all other pupils and staff while in the building and ensure they do not behave in a way that puts others safety at risk.

Leaving during the School Day

- Primary pupils may not leave the site unless with their parent or carer or a member of the Academy staff and with the permission of the Academy and parents or carers.

Lunchtime Behaviour

- Pupil behaviour at lunchtime should always be safe and respectful and not put others at risk.
- Pupils should not grab, push or pull any other pupil.
- Pupils are expected to line up calmly for their lunch without running or pushing.
- Pupils who do not meet the behavioural expectations at lunchtime may then have to have their lunch away from their peers.

Items Not Acceptable in School

- Mobile phones (including personal music devices) are not allowed on school premises and must be handed in to the teacher at the start of the day
- Energy drinks, sweets and chocolate are not permitted on the school site. If pupils are found with these items they will be confiscated and not returned
- Pupils must not bring any potentially dangerous items or substances into school, e.g. knives of any kind, including penknives, hobby knives, matches, lighters, screwdrivers, etc.
- The Academy in line with DFE guidelines can hold random or strategic searches of student's bags and possessions in order to safeguard against any of the banned items being on our site.

5. Respectful Behaviour

We expect all members of our community to treat each other and the public with respect at all times, this expectation applies both in the Academy, in our local community and online.

- Pupils should behave sensibly and with consideration to others both in school, their learning and as they travel to and from the Academy.
- If damage to resources or to the building results from inappropriate behaviour, the parents of the children responsible will be asked to cover the cost of repairs or to make a substantial contribution towards those costs.
- Pupils are expected to interact with each other respectfully at all time this includes the language and comments they use both in person and online.
- Pupils are expected (and allow all others) to have a full and varied primary school experience and follow the school and Gospel virtues.
- Pupils are expected to be polite and courteous to each other and staff. This will require pupils to follow instructions given by staff without debate or delay.
- The Academy holds the same expectation of pupils while online as we do in person. Parents are responsible for this behaviour. Any form of abusive online behaviour will be dealt with regardless of where the communication was sent from (either in the Academy or outside the gates), as often incidents that occur online will affect the school culture. SLT will determine the sanction delivered, in line with the behaviour policy.

Pupil behaviour outside the Academy is subject to the same expectations as when they are on the premises and is subject to the Academy behaviour policy.

- Pupils are expected to be respectful of members of the public and our local community when traveling to and from the Academy each day.
- Pupils are expected to follow instructions given to them by a member of staff while in their Academy uniform or recognised as a member of our community regardless of whether on the Academy site or outside the gates.
- Any behaviour beyond the Academy gates that could have repercussions for the running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school will be dealt with in line with our behaviour policy.

If pupil's behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy is poor and meets the criteria for suspension then the Headteacher may decide to exclude, especially where it brings The Academy's reputation into disrepute.

6. Malicious Accusations against Academy Staff

The Academy recognises that there may be occasions which are justified when a pupil needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term suspensions or permanent exclusion, as well as referral to the Police if there are grounds for believing a criminal offence may have been committed.

For full details please refer to the Safeguarding policy.

The Academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

7. Behaviour Procedures

The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

Behaviour in lessons

Behaviour in lessons underpins everything that we do at the Academy and is vital for every pupil to be successful. We will not tolerate any behaviour that affects teacher's ability to delivery lessons or pupil's ability to learn within them. All pupils are expected to ready to learn and show a respect for their own learning and the learning of others. This includes arriving for lessons on time equipped for learning.

In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, pupils who display positive learning behaviours should receive praise and recognition. Any behaviour that does not meet our high expectations of pupils being READY, RESPECTFUL and SAFE will issued with a sanction in line with our policy.

Additional to the types of behaviours which place a pupil at risk of suspension, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Sanctions - Not being READY, RESPECTFUL OR SAFE

Any classroom teacher, form tutor or Senior member of staff can issue behaviour points on SIMS as a result of a pupil not meeting our expectations either in lessons, corridors, lunchtime or traveling to or from school.

Sanctions are issued for not being Ready, Respectful or Safe.

- Not Ready to Learn (NRL)
- Late to school / Late to lesson
- Not having the correct uniform
- Not having the correct equipment
- Not entering the building silently from transitions
- Not completing Homework.
- Disrespectful (DISR)
- Quality of Work
- Behaviour Unsafe (UNS)
- Not Following Instructions
- Unstructured Time

If there is a more serious incident in lessons, and a teacher needs a pupil removed because they have been verbally or physically aggressive, or displays a distinct unwillingness to follow staff instruction, a member of SLT should be called to remove the pupil and assess the pupil's next steps. This is referred to as an incident referral.

Incident referral

When a pupil has been removed from the classroom by a member of SLT or a phase leader, the member of staff will follow this up by entering the incident on SIMs and contacting parents/carers to explain what happened. This is referred to as an incident referral and is also logged in the incident referral folder along with an incident summary and relevant statements.

KS1 and KS2 Recognition Boards

Each class has a recognition board. The purpose of these board is to visually reward behaviour and characteristics that 'Go above and beyond' our basic expectations of all children as set out in our SMA Behaviour Way. For each recognition a child they are awarded one achievement point.

All pupils in EYFS/KS1 begin the day on the sun and move to the rainbow if they display behaviour of 'Going above and beyond' in their learning, living the ethos or extra-curricular. Any child that is moved to the rainbow will receive an achievement on SIMs.

Learning Behaviours

Learning behaviours displayed that are not in line with Academy expectations in KS1, will firstly receive a verbal warning from the class teacher and reminder of expected behaviour. If the behaviour persists a second verbal warning will be given, a third and final verbal warning will result in the child being given a rain cloud card and a behaviour point will be entered on SIMs. In KS2 children will be given one verbal warning and then receive a behaviour if the behaviour continues. These persistent low level disruptive behaviours may consist of: not following instructions, not listening, constant talking. Interfering with others, not completing work. Once the behaviour point has been given and if the behaviour continues, the following steps are put into place:

- Pupils are moved to the Reflection area in the classroom
- If the behaviour does not improve they are sent to the Phase Leader with work, they can access independently
- Children who are sent to the Phase Leader will use break/lunchtime to complete the learning they have missed
- If a child is sent to the Phase Leader twice over the course of a week, the class teacher should then arrange a meeting with a parent or career to discuss their behaviour
- If the behaviour does not improve then the Phase Leader will liaise with the AHT for Inclusion and will put in place interventions to support the child

More disruptive behaviours such as being disrespectful to another child or adult, swearing, physical aggression shown towards another child or adult, leaving the classroom or damaging school property will result in an immediate behaviour point on SIMs and a consequence that is relative to the behaviour:

- Referral to SLT
- Internal suspension in a KS2 class
- Removal from the playground at break and lunchtimes supervised by class teacher
- Behaviours that put children and adults in danger will result in an investigation and possible external suspension
- SLT and the class teacher will meet with the parent at the end of the day
- Interventions will be put in place to support the child i.e. mentoring, daily report, restorative reflections.

Confiscations

Mobile phones should not be turned on, visible or audible throughout the school day, at any time. Pupils must ensure mobile phones are switched off before entering the Academy site. Children should only bring in mobile phones if they are in years 5 and 6 and have parental permission to go home on their own. All mobile phones should be handed in to the class teacher on arrival to the classroom. Phones are stored in a secure place and returned to the children at the end of the day by the class teacher.

A phone will be confiscated if seen on site and not handed into the class teacher. Parents will be phoned to come into school to collect the phone at the end of the day. If the parent cannot attend to collect the phone at the end of the school day, it will remain in school until the parent collects it.

The Points System

Each behaviour point will have a numerical value. Each is worth 1 point. Behaviour points will accumulate depending on a pupil's behaviour and where thresholds are reached, actions relating to that threshold must be adhered to.

Stages of Actions and Interventions

Points –daily and weekly	Actions And Possible Consequences
1 Behaviour Point in a day	Conversation with class teacher
2 +Behaviour Points in a day	Lunchtime Reflection and conversation with parent
4 + points in a week	Phase Leader meeting with parent and class teacher

Stage 1 - Phase Leader	Actions And Possible Consequences
10 Behaviour Points Investigation	<ul style="list-style-type: none"> • Class teacher Investigation • Phase Leader meeting with parent • Class teacher report
Stage 2 – SLT	Actions And Possible Consequences *
20 Behaviour Points in a term	<ul style="list-style-type: none"> • SLT Parental Meeting • Phase leader Report
Stage 3 – Head of Primary Phase	Actions And Possible Consequences *
30 Behaviour Points in a term	<ul style="list-style-type: none"> • Parental Meeting with SLT • SLT Report • Internal / External Suspension
Stage 4 – Headteacher	Actions And Possible Consequences
40 Behaviour Points in a term	<ul style="list-style-type: none"> • Parental Meeting • External Suspension • Placement at Alternative Provision • Managed Move or Off-site direction • Recommendation for Permanent Exclusion

Restorative Meetings

When there has been a breakdown in the relationship between a member of staff and a pupil which has culminated in a pupil being removed or suspended, there will be a restorative reintegration before the child is allowed back into class.

Internal Suspension – Referral to the Behaviour Support Room

Internal suspension is an alternative to fixed term suspension and is used for serious offences. Children in years 5 and 6 will be referred to the BSR. Children in years 1 – 4 will be placed with SLT. The exception to this is:

- Whilst senior leaders conduct investigations regarding an incident before making their final decision.

Only a member of SLT can refer a pupil to Internal Suspension.

The Behaviour Support Room (BSR)

This is a dedicated space where pupils sit in isolation, away from other pupils.

- Staffing of the BSR is covered by a rota of Pastoral staff.
- Children will receive their normal school lunch
- Children will be provided with learning to complete by their class teacher
- Data regarding the use of the BSR is monitored and analysed half termly in order to evaluate the impact on pupil behaviour

External Suspensions – Please refer to the Suspension Policy

8. Preventing recurrence of misbehaviour

Data is reviewed to ensure relevant members of leadership and phase leaders are aware of any pupil persistently misbehaving, whose behaviour is not improving, following low level sanctions, or whose behaviour reflects a change from previous patterns of behaviour. In these cases, we use a range of intervention strategies to help manage pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

Examples of intervention used are:

- An assessment whether appropriate provision is in place to support any SEND need that a pupil may have
- Frequent and open engagement with parents, class teachers and leaders
- Providing coaching and mentoring internally and through Lewisham Outreach
- Short-term behaviour report cards
- Utilizing alternative provision within the borough e.g. Rockbourne Park
- Pupil support unit- The Lighthouse
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Pupil support unit – The Lighthouse

The Lighthouse is a planned intervention occurring in small groups and in place of mainstream lessons with the aim to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. Pupils may be placed in The Lighthouse for two main reasons:

- As a planned intervention for behavioural or pastoral reasons
- As a final preventative measure to support pupils at risk of permanent exclusion

Pupils will be referred to The Lighthouse after consulting with parents on the pupil support unit placement. Reintegration plans will be reviewed at regular intervals and actively involve pupils and parents in the reintegration discussions.

The provision will follow the usual curriculum that is on offer within the Year 5 and 6 classrooms, with personalisation where necessary, to meet the specific needs of the child. It will be staffed by teachers and other adults with appropriate skills so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress.

9. Recognition

Recognition Philosophy

Recognising pupils for effort, attainment, behaviour and conduct is an important part of the development of the whole child through encouragement and praise. Recognition is also key to creating a positive climate for learning and strong pupil and staff relationships. Exceptional behaviour for learning is also best promoted and developed when systems exist which recognise the potential in all pupils. Recognition and rewards should be used appropriately, and must be linked to evidence of a pupil striving to go above and beyond in all aspects of their life at St Matthew Academy.

The Policy also links individual recognition and achievement to the Academy House system in developing a healthy competition between Houses whilst evolving a sense of individual resilience and determination in pupils, alongside this team ethic.

St Matthew Academy Core Values

The Recognition system centres on the awarding of Achievement Points using our SIMS MIS system. These points are awarded to pupils who strive to 'Go Above and Beyond'

- **In their learning:** striving to achieve and determined to succeed and make progress
- **Living the Academy ethos:** always displaying, respect and consideration for others
- **In their extra-curricular endeavours:** making a contribution to the wider life of the Academy through their participation in extra-curricular activities and enrichment.

Recognition Thresholds

Class teachers will monitor the number of Achievement Points pupils have achieved for 'Going Above and Beyond' and pupils will receive a reward in recognition of their achievements.

Reward point thresholds are as follows:

Points	Rewards
1 point	Recognition and praise from your class teacher
5 points achieved in one week	Your class teacher will send home a postcard in recognition
10 points	Your class teacher will telephone parents in recognition
50 points	SLT will award you the Bronze Star in assembly together with a certificate.
100 points	SLT will award you with the SMA Silver Star together with a certificate.
150points	Head of Primary Phase will reward you with a SMA Gold Star together with a certificate assembly.
200 points	You will be awarded the title St Matthew Academy Ambassador and receive a certificate by the Head teacher. Your parents will be written to in recognition of your achievements.

100% Attendance

We recognise that pupils who attend school every day make progress and achieve. We celebrate those classes in the Primary phase with the best attendance each week by awarding the attendance cup. The class with 100% attendance in the Primary phase will also be rewarded with a reward of their choice given by the class teacher that allows them to be the first in the queue for lunch for a week. At the end of every term the three classes with the highest attendance will win a pizza party, a tea party or a popcorn party.

Post Cards, Telephone Calls and Communication with Parents

Recognition, encouragement and praise are key to developing a positive climate for learning across the school and for building relationships between pupils, staff and home and so we encourage all staff to regularly celebrate pupils 'going above and beyond' by sending post cards home and making telephone calls to parents. Pupils and parents appreciate the time and effort given to recognising their child's successes.

Publicising Rewards and Promoting Achievement.

- A positive climate for learning is created in **lessons** when pupils receive regular praise and there will be a 'Recognition' board in each classroom where pupils who have gone 'above and beyond' in the lesson can be recognised for striving to achieve, showing determination to succeed and living the ethos.
- Pupils should have excellent academic standards, effort, behaviour and participation celebrated in each class. We expect this to be an integral part of our Recognition Policy and therefore pupil's work and other achievements should be prominently displayed in classrooms.
- **Recognition Boards** in school will celebrate those pupils who are 'going above and beyond' and have achieved the highest number of Achievement Points each week and those who have been awarded Star of the Week certificate. SMA News will also include a 'Recognition' page to celebrate those pupils who are 'going above

and beyond'. The 'Latest News' section of the website along with our social media account will be used to share and celebrate the achievements of all our pupils.

Recognition Trips/Visits and extra-curricular activities

There will be opportunities during the course of the school year and at the end for pupils to participate in trips/visits and additional extra-curricular activities in recognition of them 'Going Above and Beyond' in their learning, living the Academy ethos and their extra-curricular endeavours.

Assemblies and Award Ceremonies

Friday Celebration Assemblies recognise those children that have gone 'Above and beyond' that week in school. Children are awarded certificates and prizes for:

- Wonderful Writer and Wonderful Reader
- Star of the week
- Class of the week
- Attendance Cup
- Line up awards
- Healthy eating award

Assemblies throughout the year will be used to formally award pupils with badges and certificates as soon as the thresholds are reached. Celebration Assemblies at the end of each term will recognise individual pupils and groups of pupils for achieving, Bronze, Silver and Gold badges alongside recognising other achievements academic or extra-curricular for example taking part in a sporting endeavour, charity work or service in the school/local community.

Staff Expectations

It is fundamental to pupils feeling valued and inspired, that all their efforts are recognised and when appropriate, rewarded. When we recognise achievement, hard work, excellent behaviour and participation our pupils respond positively and are inspired to strive in all they do. All Academy staff therefore, are expected to reward pupils as often as is fitting and celebrate these achievements for all to see. All our staff use consistent language to publically praise and uphold high expectations.

10. Monitoring and evaluating school behaviour

All behaviour and recognition events are recorded on SIMs. Reports are run on a weekly basis by Phase Leaders so they can monitor the pupils in their phase closely and share relevant information with class teachers, parents/carers and SLT.

Each half term a behaviour report is produced and analysed by senior staff and governors. Data collected includes:

- Behaviour and achievement points
- Attendance and punctuality
- Internal isolation (BSR) and pupil support unit (The Lighthouse)
- Suspension and permanent exclusion
- Incidents of searching and screening

Data is analysed at school level, year group level, by protected characteristics and at an individual staff and pupil level. Anonymous surveys for staff, pupils and parents/carers are also conducted on a regular basis to gain information on their perceptions and experiences of the Academy behaviour culture.

Home School Agreement



St Matthew says 'Let your light shine.'

Our Mission - At St Matthew Academy we will light our light shine by:

- Growing our inclusive, caring Catholic community
- Nurturing faith, discovering talents and cultivating ambition
- Transforming each other through integrity, courage and service

enabling everyone at St Matthew Academy to flourish.

The Academy recognises that the successful development of our pupils depends fully on an effective partnership between Academy staff, parents/carers and pupils. Together we commit ourselves to the following:

The Academy will:

- Provide a learning environment that is safe, stimulating and caring
- Ensure that learning time is used effectively without compromising on high standards
- Ensure teachers set high quality homework and provide regular feedback
- Reward good progress, behaviour and habits
- Contact parents or carers if there is a concern with attendance, punctuality, uniform, behaviour or equipment
- Inform families if their child has a detention
- Report home formally on attendance, attitude to learning, progress and attainment twice a year
- Arrange Parents' Evening during which individual progress and targets will be discussed
- Offer a wide range of extra-curricular clubs and enrichment opportunities
- Offer opportunities that develop broader skills to prepare for life and the world of work
- Respond promptly and professionally to contact from families
- Update families regularly on Academy events

Name..... Signature Date:

As a parent/carer, I/we will:

- Actively support and participate in the Catholic life of the Academy
- Take an active part in my/our child's education and monitor and support all homework set, signing the homework diary/planner/reading record at the end of each week
- Make sure my/our child attends school regularly (97% expected), arrives on time, in correct uniform and is properly equipped to learn with homework diary, reading record or planner/reading book
- Attend all Information Evenings and Parents' Evenings to discuss my/our child's progress
- Support the Academy's policies and guidelines for attendance and behaviour & conduct
- Inform the Academy Attendance Officer when my/our child is absent and provide a reason for this absence
- Encourage my/our child to fully participate in school life by attending extra-curricular activities and make the most of all opportunities provided
- Make the Academy aware of any concerns or problems that might affect my/our child's work, behaviour or attendance
- Ensure my/our ParentPay account is always in credit and all required payments are made on time
- Communicate positively by always setting a good example in my/our speech and behaviour

Name..... Signature Date:

As a pupil, I will:

Prepared

- Aim for full attendance
- Be on time for school
- Wear the correct uniform
- Have all my equipment
- Complete all my homework on time
- Ensure that my homework diary/reading record/planner is signed each week at home
- Be ready to learn

Respectful

- Be kind and polite to everyone
- Work hard to the very best of my ability
- Ensure my behaviour reflects the ethos of the Academy
- Communicate any concerns and barriers to learning to my teachers

Safe

- Be calm and considerate
- Be responsible and well behaved in the wider community
- Be attentive to all instructions
- Speak to a trusted adult in school if there are any concerns outside of school

Name..... Signature.....10..... Date:

The SMA Behaviour Way

Our 3 Golden Rules

At SMA WE ARE ALWAYS

READY

Here and on time

In uniform

Fully equipped

RESPECTFUL

Kind and polite

Hardworking and
positive communicators

Modelling the best
behaviour

SAFE

Calm and
considerate

Attentive to
instructions

Aware of our
surroundings

Our Relentless Routines

- Morning line ups
- Corridor movement
- Assembly arrival/dismissal
- Start and end of lessons
- Canteen procedures
- Leaving site
- To and from school
- Centralised detentions

Adult Behaviour

Central to our policy is the desire for **calm**, **consistent** and **fair** adult behaviour. All adults will:

- Communicate respectfully and positively
- Consistently recognise 'above and beyond behaviour'
- Follow all routines relentlessly
- Meet and greet with a smile

Agreed Consistencies

The importance of consistent routines, explicitly taught and revisited cannot be underestimated. At SMA we all agree to:

- Use line –up and form time to ensure pupils are **ready** for learning
- Flood the corridors, keeping pupils **safe**, noticing the positives
- Model **respectful** behaviour by ensuring pupils understand why they have received a sanction

Positive Recognition

SIMS achievement points are awarded for pupils 'Going Above and Beyond.' We aim to award around 5 GAAB learning points every lesson.

There are 3 categories:

GAB—learning

GAB—living the ethos

GAB—extra curricular

Sanctions - in private

SIMS behaviour points are issued to pupils failing to follow the 3 golden rules. First there is always a **reminder of the rule**, second a **warning** and only then a **behaviour point**. There are 3 categories:

Not ready

Dis-respectful

Un-safe

Our approach is based on the work of Paul Dix and his book 'When the adults change.' Once our approach is routine the next step in this journey is to work on microscripts and restorative conversations.

Going Above and Beyond

We will use the following methods to recognise pupils:

- Public praise
- Class recognition boards
- Achievement points
- Badges
- Certificates
- Postcards and letters home
- Phone calls
- Weekly orange tie
- Form group treats
- Activities and rewards trips