

**Star Academy Behaviour Procedure - Covid 19 Partial Opening
January 2021**

Published date: May 2020 Reviewed January 2021	Next review date: May 2021 or before if necessary	Statutory	Lead at ATT: Amy Bills Lead at Star Academy Sandyford: Kate Wildman
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Associated documents:	
<ul style="list-style-type: none"> • ATT behaviour Policy • Star Values and vision • Home school agreement • Privacy notices 	
Links to:	
<ul style="list-style-type: none"> • Assessment, Feedback and Marking Policy • Complaints Policy • Curriculum Policy • SEND Policy • Data Protection policy • Anti-bullying policy • Equality Policy 	

Our ATT Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Star Academy Behaviour Procedures for partial reopening during Covid 19

Good behaviour in our academy is essential in order to maintain a safe and happy environment. At Star Academy, it is expected that all members of the community; staff, children and parents work together to ensure that our academy is safe and harmonious.

Aims

The academy seeks:

- To create an environment that is positive, nurturing and caring. Where children feel safe, secure and valued.
- To provide high quality learning experiences within a supportive and safe learning environment, which enable children to develop positive views of themselves and others in order to shine.
- To promote positive attitudes towards personal safety, health and hygiene.
- To set high standards for personal behaviour and self-discipline with consideration, courtesy and respect for other people of all genders, ages, races and cultures.

Ethos

- The academy ethos is based upon the principle of respect for ALL members of the academy community and ourselves it is underpinned by the STAR values: smart or safe, tolerant, ambitious and resilient.
- All children should feel safe and know to inform an adult if there are situations within the school, at home or the community where they do not feel safe.
- All children are given opportunities across the curriculum to explore and develop moral concepts and values including how to keep themselves safe in an ever-changing world.
- There is a culture of mutual respect; all staff speak to children in a respectful, appropriate tone modelling the expectations that they have of the children.

Behaviour System

Our behaviour system is based on positive reward and reinforcement. Children will be actively praised for good behaviour which demonstrates good choices with their actions, words and learning attitudes and includes behaviours which keep them safe and healthy. Praise will be verbal feedback, positive/ green dojos, star stickers, Principal/ Executive Principal stickers and further awards for learning given weekly in class praise assemblies.

Children will be rewarded dojos for the following positive behaviours:

- Being smart or safe and making smart or safe decisions
- Being tolerant towards each other
- Showing ambition
- Showing resilience

In addition, a class teacher may personalise their dojo awards to fit the learning and needs of the class they teach.

Sanctions

At times, children may need to be reminded about the behaviour choices they make especially if these behaviours result in an unsafe environment for the other children and adults in the environment.

Where adults identify poor choices being made, they will follow these steps:

1. A request to stop the behaviour and a reminder of what the behaviour should look like
2. A clear verbal warning – this will be shown as an amber dojo on the system.
3. A negative or red dojo will be given. When these are given the child needs to understand that the behaviour needs to stop. The class teacher may keep the child in at breaktime if the learning has suffered because of the behaviour in order to ensure that learning is complete.
4. Three red dojos in a week will result in parents being called to discuss the behaviour with an expectation that this must improve for the child to continue his education in the school environment.
5. Continuation of these behaviours will result in the child having to learn from home with a fixed term exclusion.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Negative/red dojos will be given for the following reasons:

- Not making smart or safe decisions
- Not being tolerant
- Lack of ambition
- Lack of resilience

Class Dojo

Class Dojo will form the basis of our behaviour system. It is an online/ App based behaviour system which allows parents to see the positive rewards and sanctions that their child has received.

It also allows teachers to share the learning of the children through messages and photographs,

Teachers and parents can communicate through a messaging system where appropriate.

- All classrooms will come under the school name and school story so that the Head of Academy can have overview of all accounts.
- Only first names and initials of children will be used to set up each class. No other data will be inputted into the system.

- Permissions will be collected before photographs and films are published onto Class Dojo. These images can only be viewed by the parents connected to the dojo system, staff and children of Star Academy.
- Parents of children at Star Academy will be invited to use the Class dojo system to view their children's accounts. Parents will then choose what data they would like to give to the Class dojo system.
- Parents are expected to use the system respectfully, not doing so may result in their account being disconnected.

The system is GDPR compliant and further information regarding their privacy policy can be found here:

<https://www.classdojo.com/en-gb/privacy/>

Implementing the system

It is imperative ALL children know and understand their class rules and the associated rewards and consequences.

Fixed Term Exclusions:

These may be issued for serious breaches of conduct that are detrimental to others both in and out of school.

Permanent Exclusions:

These may be issued following a series of unsuccessful measures and in consultation with parents, senior leaders, governors and the Local Authority.