

# **Christ Church CEP Academy**



## **Positive Behaviour Policy**

**Approval date:**

**Review date:**

## Introduction

This document is a statement of the aims, principles and strategies for Christ Church C of E Primary Academy, formulated after consultation with staff, reference duly given to DFEE guidelines and should be read in conjunction with the SEN, PSHE, Child Protection and Teaching & Learning policies to establish the general ethos of the academy.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each of us to understand the policy of the academy and to apply it consistently and fairly.

## Principles

Our Behaviour Policy is written to fulfil the Governors' duty of care to pupils and to promote teaching and learning and high standards of attainment. Our policy defines the measure to achieve these objectives.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the school community.

In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour.

Our policy is balanced upon both collective and individual needs. The application of rewards and sanctions will have regard to the individual situation and the individual pupil and the school is expected to exercise discretion and sensitivity in its use, e.g. vulnerable pupils. However, different applications of the school policy should be used sparingly and rarely for behaviours that carry a risk to others.

Our policy includes procedures to measure its effective communication, its consistent application, and the community's perception of it. In short, **every** child has the right to learn but **no** child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative team work and Christ Church Academy welcomes and encourages the involvement of the governors, parents and carers and others in the community.

## Aims

- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved by all staff in the

academy - teaching and non-teaching staff.

- To ensure that parents are informed and aware of the disciplinary procedures.
- To provide systems of rewards to encourage good behaviour.
- To ensure a safe, caring and happy school.
- To promote self-discipline.
- To prevent bullying.

### Responsibilities

All members of the academy community - teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well-ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the academy community
- offering equal opportunities in all aspects of academy life and recognizing the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- caring for and taking pride in the physical environment of the academy
- working as a team, supporting and encouraging each other

### Rules

All of the following rules were devised after various discussions and when given to children there are opportunities to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate places.

#### **Class Rules - all classes set their own rules, however they should cover the following areas.**

Move sensibly around the class

Work quietly on your own work

Respect others at work

Follow instructions

Use equipment properly and put it away after use

Respect adults and other pupils

#### **Playground areas/Grounds**

Stay within designated play areas

Picnic tables and benches are for sitting and quiet games

Report any incidents to staff on duty

Sensible use of toilet facilities at all times

Do not enter academy without permission

Fighting of any sort, play or otherwise, is strictly forbidden

#### **Around the school**

Move sensibly and quietly around the academy.

Respect the personal belongings and property of others

Be kind & considerate to others

Be polite at all times

### **Outside the academy**

Academy uniform should be worn on outings.

Behaviour should at all times be appropriate, for example children should not be shouting, play fighting etc.

### **Academy Uniform**

Children are expected to have appropriate academy uniform at all times, including proper attire for PE. Parents will be informed whenever academy uniform is not worn, it is everyone's responsibility in the academy to remind children about wearing correct uniform.. Please note that jewellery (with the exception of a watch - junior children only- and stud ear-rings) and inappropriate hair styles are not acceptable.

### Rewards for good behaviour

As part of the Assertive Mentoring programme all staff are encouraged to use give pupils **smileys** as recognition of their good behaviour and positive attitude. Other ways in which appropriate behaviour is rewarded includes:

KS1 - stickers, mention in the Gold book assembly, certificates merit stamp book, informing parents directly when appropriate and via texts

KS2 - effort certificates, teacher's comments in homework books.

The main reward for good behaviour will be praise from staff or other children.

### Supporting strategies for promoting good behaviour

There are a number of strategies in place at school that contribute towards a consistent approach to behaviour management and include:

- Buddy system - Children in Years 5 and 6 volunteer to help children in Key Stage 1 during lunch times, directing play activities and in sharing play equipment. Buddies are organised and supervised by the Family and Parent Support Officer.
- Emotional Literacy - Children with specific needs are selected to work together over an eight-week period to develop their self esteem. It allows children an intensive opportunity to explore and address issues that concern them.
- Golden Time - When children have succeeded in completing work really well, or where there has been a marked improvement in behaviour, then they are awarded Golden Time. This is a period at the end of the week when they can do something they want to do, for example playing a game or participating in a favourite activity.

### Sanctions

"No school however positive or imaginative can eliminate disciplinary difficulties entirely" DES "Good Behaviour and Discipline". Should children not conform to the agreed rules the following sanctions will be applied in order.

Early Years and Transition teams:

- verbal warning, time out, missing playtime, referral to Team Leader, referral to a member of the Leadership Group, informing parents directly.

Junior Team:

- verbal warning, missing playtime, referral to Team Leader, referral to a member of the Leadership Group, informing parents directly.

For children in the Transition and Junior teams a detention system is in place. The purpose is to detain pupils who misbehave either in class or the playground. Unacceptable behaviour in the classroom includes violence, bullying, swearing or disruption of lesson and in the playground by any act of violence bullying or defiance/disobedience. Children are initially given a verbal warning and failure to comply warrants their inclusion in detention

All pupils serving a detention are logged in the Detention Book, with the date and reason. At the end of each term parents of children who have appeared in the detention book a high number of times or those who have been involved in a major incident will be informed by letter.

In extreme cases the pupil is sent to Head Teacher and the incident recorded in the Major Incident Book. Parents are informed and requested to discuss the situation with Head Teacher. External agencies may be contacted. In some situations an individualized programme of support may be actioned.

Repeat of extreme cases will lead to temporary exclusion, referral to external agencies, meeting with parents and a revised action plan and or pupil pastoral plan agreed and date set for evaluation.

Further repeat of extreme cases will warrant either additional temporary exclusion or permanent exclusion.

Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting with parents will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour is not repeated.

A written record of the discussion and commitments to the agreed plan, by both the parents and the academy will be made. One copy will be kept in the academy's record and one sent to the parents.

For pupil behaviour that involves adults in physical contact see restraining policy.

Procedures for providing children with opportunities to discuss appropriate behaviour:

- conferencing with class teacher, team leader, Family and Pupil Support Officer, Learning Mentor or a member of the Leadership Group
- a programme of personal, social and health education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility
- a clear focus for work on relationships and feelings as part of the PSHE work throughout the academy
- a programme of religious education which includes ethical issues
- circle time - an opportunity for open discussion held in class groups at regular intervals
- the agreement of a set of rules by each class at the beginning the Autumn term

### Liaison with parents

Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular as a "home/academy contact" book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent then writes in it each evening and returns the book to academy. Once behaviour improves the contact book can be reduced to a weekly contribution.

### Bullying

The DFEE definition of bullying includes behaviour:

- that is deliberately hurtful
- is repeated often over a period of time
- where it is difficult for those being bullied to defend themselves

Bullying can take on many forms, the main aspects being:

- physical; hitting, kicking, taking belongings
- verbal; name-calling, insulting, racist remarks
- indirect; spreading unpleasant stories or excluding someone from social groups

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

Our approach to bullying is straight forward, it will not be tolerated in this academy. It is everyone's responsibility to prevent bullying from happening. We aim to raise pupils awareness of bullying behaviour and the academy's anti-bullying policy by challenging attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the academy. We also aim to improve the play facilities so that we can provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised.

General statements about bullying:

- boys often bully younger children of both sexes
- girls often use verbal abuse and ostracise from peer group - usually to other girls
- some victims are treated as culprits
- onlookers are condoning bullying and becoming part of bullying

Prevention is better than cure so at Christ Church CE Primary Academy we will be vigilant for signs of bullying and always take reports of bullying seriously and investigate them thoroughly. Children will be encouraged to report all incidents of bullying to an adult and these will then be referred to the class teacher.

*Each class teacher should:*

Use the curriculum to increase children's awareness of bullying, an understanding of what bullying involves and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with bullying situations.

Use a problem solving approach if the incident is not too serious. The adult plays a neutral role, avoiding direct closed questions which may be perceived as accusatory or interrogational in style. The teacher makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution to the personal disagreement, and also discuss with them how their proposals will be put into

action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

A record of any bullying incident must be kept -date/time/place, names of the children involved and their account of what happened. Older pupils may be able to write these themselves.

Serious incidents must be reported to the Head Teacher or a member of the senior management team.

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

*Duty staff should:*

Patrol secluded areas such as toilets, corridors, play areas and doorways.

Observe pupils' play patterns and relationships - note children who appear isolated or unhappy and inform the class teacher.

Investigate every allegation of bullying.

Encourage children to use play equipment and quiet areas of the Academy.

Inform a member of the leadership team of all bullying incidents they will then liaise with the Learning Mentor. The parents of both victim and bully will be informed and feedback will be provided on steps taken. Parents must be involved at an early stage. The family of the bullied pupil may wish to involve the police in charging the bullying pupil(s) with assault. This is their right.

Children involved in bullying incidents will work with the Learning Mentor who is available at playtimes to work alongside children.

If things do not go well, the problems will be further analysed with the possibility of outside agency involvement. Parents will be kept informed at all stages.

#### Outside agencies

Any worries about any pupil should be discussed with a member of the Leadership Group. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Head Teacher; or as the result of discussion at an in-academy review. Any outside agency will need information. Therefore teachers are required to document evidence of behaviour carefully so that it can be collated when needed.

To ensure acceptable behaviour in and around the academy there must be a consistency of approach to children's behaviour by all the adults in the academy. If at any time there are incidents that adults see that involve unacceptable behaviour that should not be taking place intervention must happen.

Monitoring

In light of this policy the senior management team will continually monitor the behaviour throughout the academy, subject to evaluation in a year's time.

Approval date : .....

Signed Headteacher : .....

Signed Chair of Governors:.....