Positive Behaviour Policy 2023-2024



***Striving to be the best version of ourselves every day.***

Inspired by God’s love, we humbly strive to be

the best version of ourselves every day, in every way.

We cherish the dignity of each precious person:

thankfulness, friendship, forgiveness and hope

are at the heart of our inclusive community.

## Approval date: 27th June 2023 SLT Reviewed and Approved Review date: June 2024

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 DFE 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 disproval 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 adhering to the following:

* 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 Showing respect all of the time 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 the 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 and 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 stud earrings and a watch - for junior children only) and inappropriate hair styles are not acceptable.

**Pupil Mobile Phones at Christ Church Academy**

Christ Church Academy has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive.

Mobile phones risk unnecessary distraction, disruption and diversion.

Mobile Phones not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers’ efforts away from learning.  We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We also owe it to our pupils to keep them safe at school. One in five pupils have experienced bullying online. By removing the distraction of mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.

Although we do allow pupils to bring mobile phones on site they **MUST** be handed in at the School Office on arrival, where they will be safely stored ready to be collected at the end of the school day. Phones must be switched off during this time, until the pupils are off school site.

The above policy prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Any breach of this policy must be immediately referred to the Headteacher or a member of SLT.

## Rewards for good behaviour

As part of our Behaviour policy all staff are encouraged to give pupils **Dojos** a

recognition of their good behaviour and positive attitude. Appropriate behaviour is also rewarded in other ways:

Early Years and KS1 - stickers, Dojo certificates, star of the week in celebration worship and informing parents directly when appropriate and via Dojo.

KS2 - Dojo certificates, star of the week in celebration worship and informing parents directly when appropriate and via Dojo.

***(PLEASE FIND INFORMATION ATTACHED IN THE APPENDIX)***

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

* Specific SEND - Children with specific needs are supported through behaviour plans where required.

## 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. The list below states the order in which the sanctions will be conducted.

## Step 1: Verbal warning (with their name on the board)

**Step 2: Three ticks (each 10 written lines at the next break time / lunchtime)**

## Step 3: Parallel teacher or closest classroom for 20mins with their and then sent back to class.

**Step 4: If behaviour persists then the student will be sent to the team leader for 20 mins with work to complete.**

## Step 5: If the behaviour continues, then the child should be sent to either the HT or DHT with work to complete.

**If extreme behaviour occurs, then the child should be sent straight to the HT or DHT bypassing the steps above.**

If the child is sent out from their class, the class teacher should inform their parent at the end of the day

A positive approach is used within the school with a focus on restorative justice- this will be linked to the bible story Zacchaeus.

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 will result in them being sent to a Team Leader with their work to complete. In extreme cases where a pupil has been sent to the Headteacher/SLT the parents are informed and requested to discuss the situation with the Headteacher/SLT. External agencies may be contacted. In some situations, an individualised programme of support may be actioned.

A Pupil Behaviour Report may be put in place. The HT or DHT will impose this in certain circumstances. This report will necessitate the pupil to check in with a member of SMT at highlighted points in the day. Behaviour will be graded on a 0-5 score.

Repeat of extreme cases will lead to internal exclusion, 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 repeats 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 behaviour 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.

There are various procedures for providing children with opportunities to discuss appropriate behaviour, including:

* conferencing with class teacher, team leader, 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

* Philosophy for Children (P4C) to explore further underlying issues.

## Liaison with parents

For any concern, parents will be kept closely informed about their child’s behaviour. If it appears that this has to be monitored on a regular basis, a “home/academy contact” book may be started. The book is written in by the teacher or teaching 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 DFE 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 straightforward; ***it will not be tolerated at 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 have partially achieved our 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.

Homophobic, biphobic and transphobic bullying and language will not be tolerated at Christ Church CEP Academy. (See Church of England protecting all god’s children)

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 (including P4C/ PHSE) 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.

Teachers will always make sure that 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 logged on CPOMs.

Serious incidents must be reported to the Headteacher or another member of SLT.

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

# Playground 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 class teacher. The parents of both the 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 team leaders who are, if required, available at playtimes to work alongside children.

If the situation does not improve, ongoing 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 Headteacher; 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 (CPOMs)

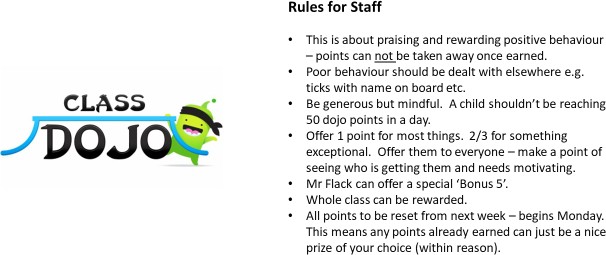
In light of this policy the Leadership group will continually monitor the behaviour throughout the academy, subject to its annual evaluation, modifying the policy as required to improve and strive for the highest standards of adult and pupil behaviour in all aspects of our school community.

## Appendix:



9





10