

BEHAVIOUR POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

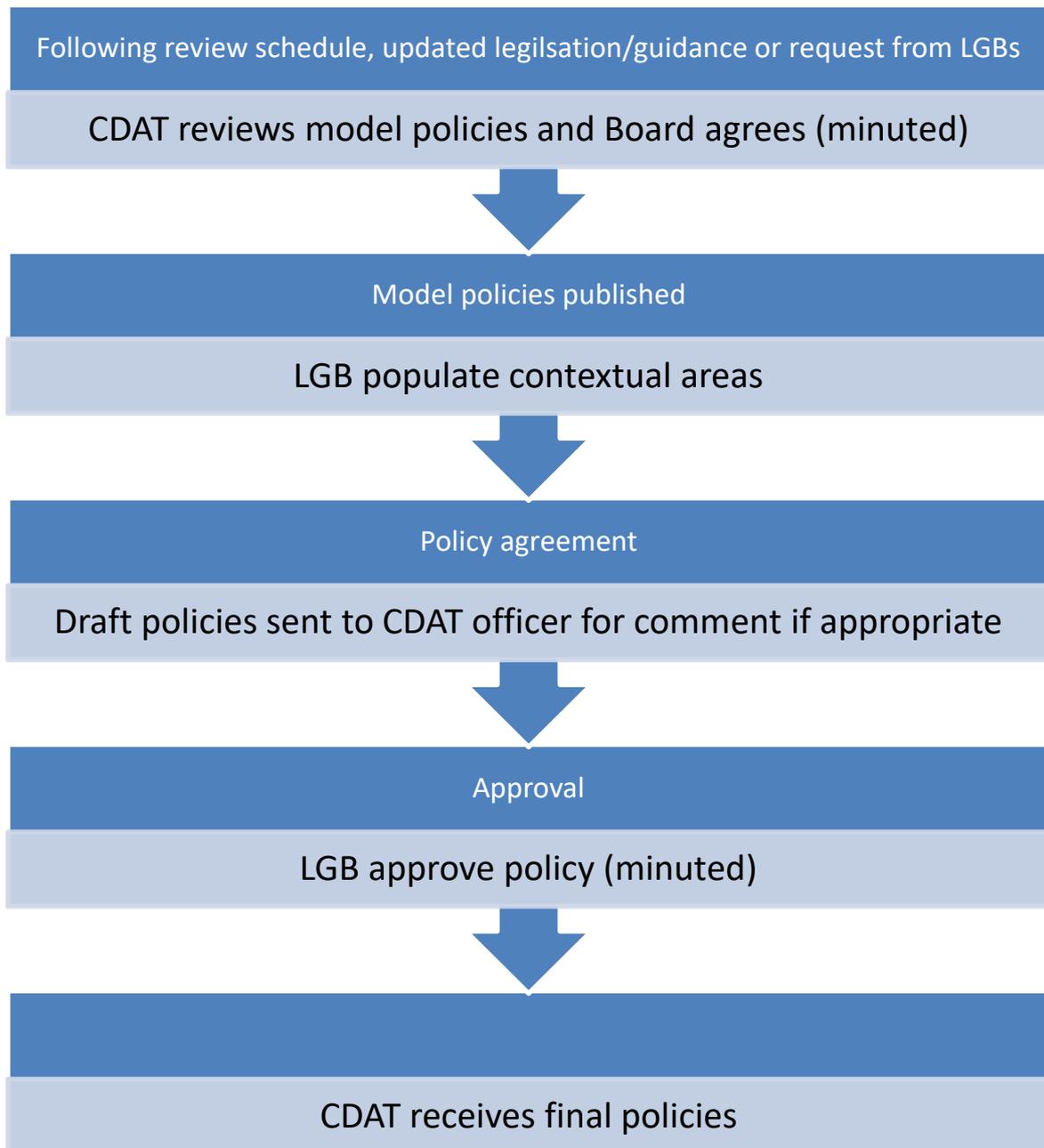
'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School Name: Astbury St Mary's Primary School

Date agreed by LGB	Review Date	Signed Chair of LGB
Autumn 2023	Autumn 2024	K. Moore

Policy Process



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1. Introduction

This policy sets the framework for all Academies in Chester Diocesan Academies Trust (CDAT). Each Academy in the Trust is required to publish its own behaviour policy and procedures based on this policy and in line, with the Independent School Standards Regulations. This must be reviewed annually. Each Academy will have a Home-School agreement which outlines to parents and pupils their responsibilities in respect of this policy.

It is written with the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with difficulties is a whole School issue not an individual teacher's responsibility
- Christian values provide an effective framework for helping children manage their behaviour

2. Aims

Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect for self and others, and positive relationships.
- To promote respect for the School environment and belongings
- To ensure that the School's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and School in the implementation of this policy.

Staff will:

- project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- have a high standard of pupil expectation in all aspects of work;
- try to raise the levels of pupils' self-esteem;
- provide a varied range of teaching and learning styles to suit the needs of pupils;
- provide an attractive learning environment and quality resources;
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness;
- make provision for a happy working atmosphere in School by promoting the pastoral care of children, with staff giving support and guidance to each individual child;
- consistently and fairly implement reward and sanctions systems;
- encourage School/parental partnership, to promote children's education and maintain standards of behaviour;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;

The objective of all involved in the academy is to:

- maintain levels of good behaviour;
- provide a consistent approach in rewarding good behaviour;
- provide a consistent approach in responding to unacceptable behaviour;
- ensure that behaviour does not inhibit learning or impede potential;
- promote, through example, honesty and courtesy
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

3. Approach

The approach to managing behaviour may differ in individual academies, however, the basic expectation is that CDAT academies will take the following approach:

- to involve all of the School community in making and celebrating the rules
- to ensure that everyone knows and practises the core Christian values
- to regularly use a variety of strategies to promote high standards of behaviour
- to use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- to ensure that all staff are conscious of the example they set the whole time
- to focus on the child's behaviour and not the child him/herself
- to seek guidance from outside agencies when extra support is needed
- to take ownership of behaviour issues

It is important that each academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. The importance of training must be recognised, so that children gradually develop self-discipline and opportunities are provided for them to make independent choices and become increasingly responsible for their own actions.

4. Expectations

The following will be the basic behaviours expected of those involved in CDAT academies

Staff, Governors, CDAT officers and Directors	Pupils	Parents
<ul style="list-style-type: none"> • To lead by example • To be consistent in dealing with pupils • To encourage the aims and values of the school and local community among the pupils • To have high expectations of the pupils • To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support • To encourage regular communication between home and school 	<ul style="list-style-type: none"> • To respect, support and care for each other both in school and the wider community • To listen to others and respect their opinions • To attend school regularly, on time, ready and equipped to learn and take part in School activities • To take responsibility for their own actions and behaviour • To do as instructed by all members of staff (teaching and non-teaching) throughout the School day • To be tolerant of others, irrespective of race, gender, religion, age, ability/disability or sexuality. 	<ul style="list-style-type: none"> • To be aware of and support the school values and expectations • To support the school's approach to behaviour management • To ensure that pupils come to school regularly, on time with the appropriate equipment • To provide the school with an explanation of the reasons for any absence as soon as possible • To take an active and supportive interest in their children's work and progress • To keep up to date with school developments and share concerns where necessary

5. Rewards

CDAT is clear that the emphasis is on rewards to reinforce good behaviour, rather than on failures. CDAT believes that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements. This is as true for adults as for students.

In this School the following rewards system is in place:

We will always try to acknowledge good behaviour and manners, and reward these with:

- Smiles and gestures
- Positive remarks
- Consistent praise for good behaviour and attitude to learning
- Team points leading to team treats
- Certificates
- Stickers/Raffle Tickets

In Y1 – Y6 children have the opportunity to visually have their name moved up to the Gold star / Gold card on the behaviour scale linked to growth mind set and attitude in lessons. A similar process will be introduced to Reception by the Summer Term.

For children on EHCPs or SEN, more individualised reward systems may be in place such as working towards boards.

6. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

The use of sanctions should be characterised by certain features:-

- It is clear why the sanction is being applied.
- It is clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.
- Any discussion with children relating to behaviour incidents should be carried out in a quiet, calm and non-confrontational manner. This discussion may be later in the day or even on the next day dependent on the individual child.

The following sanctions are permitted for use in CDAT Academies:

- Non verbal warnings.
- Informal verbal warning.
- Formal verbal warning.
- Time out in the classroom.
- Time out outside the classroom environment supervised by another member of staff.
- Phone call / email home to parents.
- Separate supervision during break or lunchtime.
- The loss of privileges.

In extreme circumstances Fixed or Permanent exclusions will be considered in line with the Exclusions Policy.

In this School the following sanction procedure will be used for children from Y1 – Y6. This will also be introduced to Reception by the Summer Term:

Each child starts each session on green – ready and prepared for learning. If poor behaviour is observed then the child is given a warning and informed that if this behaviour continues they will move on the behaviour chart to amber. If this continues then they move to red. Older children breaking school rules, will result in a move to amber without a warning.

Moving to amber means time off the next break dependent on the age of the child, seriousness of the issue and the professional judgement of an adult in school. If a child moves to red, then they will lose an increased amount of time off the next break dependent on the age of the child, seriousness of the issue and the professional judgement of an adult in school. Moving to red will also result in time to reflect – this could be as part of the break time. The maximum time taken from a break time will be 10mins. On occasion, a child may be asked to stand by a member of staff outside. Sanctions will be completed as soon as possible within the same day. On occasion, if a sanction is applied in the afternoon / at the end of a day, it may need to be carried forward.

For children on EHCPs, or with SEN, a more individualised sanction system may be in place such as social stories, comic strips, PACE (Playfulness, Acceptance, Curiosity and Empathy) approach and repeated warnings.

Whilst poor behaviour is extremely rare at Astbury School, this is the process for managing any incidents:

- A child may be moved directly to red if they display more serious poor behaviour, e.g. any physical, aggressive or verbal abuse towards any other peer or adult. Adults are expected to make the situation safe and deal quickly and calmly with a problem that arises. It will be made clear to children why their behaviour is being called into question and what the consequences will be once the situation has de-escalated. The child may be spoken to by a more senior member of staff or have time to reflect / discuss their behaviour. Parents may be informed. Behaviour which is serious, as mentioned above, may result in a loss of further break times, this is dependent on the severity of the poor behaviour. If a child is missing break times then they will remain inside and will be supervised in the classroom / central area.
- If poor behaviour continues then the child will be told to leave the classroom/ playground and will spend time in another classroom (up to an hour). There is then the opportunity for the child to return and move back to green.

Persistently poor behaviour, where a child displays a regular or consistently negative / aggressive / violent approach to their peers / member of staff will be dealt with according to the following procedure:

- Parents will be informed of the negative / aggressive / violent behaviour and the next steps clarified if the behaviour is repeated / continues.
- Any repetition will lead to an Internal Exclusion in School.
- A further repeat will result in a Fixed Term Exclusion.
- A Permanent Exclusion from the School will be the result of a number of Fixed Term Exclusions.
- Children with a history of showing defensive escalation after their behaviour is called into question, will be given time to work through their outburst using the 'crisis, recovery, depression then restoration' model. These children will have individual nurture support plans. (See Positive Handling policy.)
- The child may need to be removed from the situation (or the class removed) and the headteacher needs to be informed as soon as possible. The class teacher needs to make contact with parents / carers at the end of the day, or sooner if required. Future behaviour will be guided and monitored. This may be in the form of a daily behaviour record or nurture support plan. (See Positive Handling policy.)
- The children's names are returned to green after each break so each child receives a fresh start. This may be sooner for younger children.
- This process is also to be used on the playground and during trips. If a child's behaviour is considered to be a risk/unsafe for themselves or others, as determined by the class teacher and head teacher then a decision could be made that the child would not attend a school event / trip. Parents will be informed.

For children showing regular outbursts of anger, an ABC record will be used to determine: (A) the antecedent to the behaviour, (B) the behaviour, (C) the consequences on CPOMS.

Any behaviour which uses racist, derogatory, sexual or homophobic language will be reported to the headteacher and recorded on the school's CPOMS.

Behaviour at lunchtime and break time

During break and lunch time there are always two members of staff on the playground. During the afternoon break for KS1 only, on occasion there is one member of staff.

During the lunch break, children are under the care and supervision of lunchtime supervisors and school staff.

Behaviour at lunchtime and break time is expected to be as good as at any other time of the school day. During the break time periods, efforts will be made to engage the children in positive play activities to avoid inappropriate behaviour.

7. Code of conduct

Each CDAT academy will have 'School rules' or 'code of conduct' drawn up in consultation with staff and children and based on this policy.

This is the code of conduct for Astbury School:

'Walk in love as Christ loves you.'

8. Monitoring and Evaluation

Rewards are recorded and all sanctions more serious than informal verbal warnings / moving to amber will be recorded on CPOMS and monitored to provide the Local Governing Body and CDAT with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

9. Home/School/academy agreement

The Home/School agreement will be based on this policy and have the Christian ethos as its basis.

Every parent is expected to sign the Home/School/academy agreement when their child starts Astbury School as an indication of the partnership between home and School. This will be reviewed and re-issued to parents as appropriate.