Behaviour Policy

Date Agreed: November 2020

Review Date: November 2022

Approved by Diocese of Chichester Academy Trust

Revision Record

<table>
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<tr>
<th>Revision No.</th>
<th>Date Issued</th>
<th>Prepared By</th>
<th>Approved</th>
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<tr>
<td>1</td>
<td>November 2018</td>
<td>KR/TH</td>
<td></td>
<td>Updated Behaviour Policy</td>
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<td>2</td>
<td>November 2022</td>
<td>TH/LH/SK/CG</td>
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As an Academy, we believe that “behaviour” is a whole school responsibility. We aim to create a learning environment where all children feel safe, secure and able to make a positive contribution towards their learning and that of others. This policy will underpin everything that we do at Central CE Academy, for we recognise that behaviour affects every aspect of school life.

As a Christian Academy School, the verse from John 13 V 34-35, underpins all aspects of school life, including behaviour and how we treat one other:

“Love one another, as I have loved you”.

“Helping every child achieve their God-given potential”.

Behaviour Values statement:

We believe:

Everyone is a unique individual.
- School should be a safe, happy, caring community dedicated to the development of young people.
- In providing learning experiences that meet the emotional, physical and intellectual needs of all pupils.
- In promoting understanding and respect for all individuals.
- In effective partnerships between all our stakeholders and the wider community.

Uniqueness and Spirituality:

At Central CE Academy, we aim to develop the capacity for personal growth through being nurtured. The children will develop the skills to reflect and to have self-belief, to know how to behave in different circumstances, the choices they can make and the right choices to make in line with our Christian values of kindness, trust, forgiveness, peace, honesty and friendship.

Ethos

The ethos of the Behaviour Policy will be that children respond best by positive reinforcement of those behaviours we set to establish, and clear consequences for children choosing to behave in undesirable ways that do not meet our agreed high standards of behaviour. This policy seeks to establish the behaviour, underpinned by our school and Christian values, we require from all our children and how that will be rewarded. It also sets out the behaviour we find unacceptable and the consequences that will be used to ensure our standards are met. This policy seeks to set out the responsibilities of children, staff, parents and Governors at
Central CE Academy in ensuring that the Behaviour Policy contributes to the high standards on which we all insist.

We aim to help pupils become aware of the choices of behaviour they are making, promoting self-discipline and the ability to make the ‘right’ choices in all circumstances. Pupils will understand that their behaviour is a matter of choice and that they are responsible for their own behaviour, with ‘good’ choices leading to rewards and ‘poor’ choices leading to sanctions. We aim to ensure that school rules promoting behaviour for learning will be embedded, leading to high levels of personal development and growth for all pupils.

Communication:

In our School learners will be able to communicate their ideas, opinions, thoughts and feelings through a variety of mediums including:

- Classroom discussions, Circle time, Collective Worship, School Council and the Worry Boxes.

Children at Central CE Academy are encouraged to respond appropriately to the ideas, opinions, thoughts and feelings of others, and to value and take into consideration others views too.

Children are given time to reflect and talk through their choices of behaviour and adults help pupils make positive behaviour choices by talking through different situations and appropriate responses.

Behaviour Policy statement:

Aims

At Central CE Academy we aim to:

- Maintain a caring, orderly and respectful community conducive to individual progress and high standards of behaviour which are expected and modelled by all staff.
- Encourage children to be responsible for their own behaviour and actions, through awareness of the ‘right’ choices of behaviour, promoting self-discipline and personal development and empowerment.
- Maintain a creative, learning environment where learners are able to reflect on their learning behaviour and consider the impact of their work and achievement.
Behaviour Policy Key Principles

- At Central CE Academy staff will follow the principles and procedures outlined in the policy.
- Regular communication and updates on vulnerable children and those with behavioural concerns will be through the SENCo, Pupil Progress Meetings, Staff meetings, TA and SLT meetings to review the child’s needs and progress.
- All school staff will have a positive, holistic understanding of the child and an awareness of a child’s experience of attachment to their key caregivers can affect their behaviour. Self-esteem and the uniqueness and special qualities of childhood must be preserved.
- The School Behaviour Monitoring systems will provide current behaviour information to school staff in order to audit, reflect, refine and improve behaviour.

EXPECTATIONS OF STAFF

1. To be an exemplary role model for children and colleagues of our core and Christian values.
2. To respect all children and treat them kindly and fairly by the implementation of consistent rules and sanctions.
3. To raise children’s self-esteem through positive relationships and develop their full learning potential.
4. To distinguish between the behaviour and the child’s self-worth. To discuss behaviour choices (at appropriate times) whilst maintaining a positive attitude towards the child’s worth, e.g. “you are a valuable member of the class, but I am disappointed with your choice of behaviour and what you have chosen to do”.
5. To provide a challenging, engaging and inclusive curriculum.
6. To create a safe and stimulating environment that supports and excites children’s learning.
7. Teachers will be expected to keep a log of orange and green behaviour in their behaviour file.

EXPECTATIONS OF CHILDREN

The following child expectations should be developed and agreed by children in the school.

1. To uphold our school and Christian values.
2. To walk sensibly around the school in the interests of safety.

3. To ensure that their choice of behaviour does not impact on others learning and well-being.

4. To be polite and say, “please,” “thank you,” and “excuse me.” Adults will model good manners; both adults and children will be addressed politely.

5. To reflect when wrong choices have been made.

**EXPECTATIONS OF PARENTS/CARERS/GUARDIANS**

1. To ensure children are aware of appropriate behaviour choices for different situations and circumstances.

2. To work in partnership with the school reinforcing school rules and values.

3. To encourage independence and self-discipline and ensure children take responsibility for their own actions.

4. To foster good relationships with the school and to support the school in the implementation of this policy.

**The Curriculum That Supports Our Behaviour Policy**

- Our half termly Christian Value underpins our Behaviour Policy. Staff will refer to these values in their discussions about behaviour choices to ensure they are promoted and become embedded in pupils’ awareness.
- Additional Curriculum Support is provided by staff in the Butterfly Room and through planned interventions.
- As a learning community, all members, staff, pupils, parents and governors will use a shared child friendly language when discussing behaviour with pupils.
- Staff will use the language of choice, teaching pupils to identify ‘good’ choices that fit in with our code of conduct: Ready, Respectful, Safe. They will give children time to reflect on the choices they have made and the consequences of their choices.
- Circle time sessions will teach pupils how to identify and make ‘good’ choices and will promote pupils’ personal development, by equipping them with the skills to know what choices of behaviour to make in different situations – a crucial life skill.

*‘Green means good choices’*

Aim: The main aim of adopting the ‘staying on green’ system is to supervise the day to day management of behaviour and reinforce desirable behaviour.
It is a visual aid that charts the schools reward and sanctions system.

**Overview**

The principles behind this system are:

- That all children have the opportunity to make positive choices with their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- That children who regularly follow the rules are noticed and rewarded.

The system allows for the following:

- Consistent approach that can be used by all staff.
- Whole class and individual reward system
- Teaching of specific behaviours and routines

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<thead>
<tr>
<th>STEP</th>
<th>ACTION</th>
<th>CONSEQUENCE</th>
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<tbody>
<tr>
<td>GREEN</td>
<td></td>
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<tr>
<td>GREEN GOOD CHOICES</td>
<td>Making good choices (in line with school rules)</td>
<td>Yr 3 - 6</td>
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<tr>
<td>Everyone starts on</td>
<td>Good listening</td>
<td>All children who have made good choices and remained on green receive a stamp on their reward tracker. (see below)</td>
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<tr>
<td>GREEN</td>
<td>Focused learning</td>
<td></td>
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<td></td>
<td>Helping others</td>
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<td></td>
<td>Independent learning</td>
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<td>Pride in presentation</td>
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<td>Stretched and challenged</td>
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<td>Reading at home</td>
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<td></td>
<td>Kind and considerate</td>
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<td></td>
<td>Safe and sensible</td>
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<tr>
<td>Step 1</td>
<td>Poor choices of behaviour</td>
<td>Verbal warning given – reminder of the choice they make – right or wrong choice; and reminder of positive behaviour which is expected. Remind children of their choice of behaviour – make the correct choice or you will lose your reward stamp for the day.</td>
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<tr>
<td></td>
<td>Low level disruption (swinging on chair, calling out)</td>
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<tr>
<td></td>
<td>Not following an instruction from any adult</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not focused on learning</td>
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(*) SEND see note
### Step 2
**AMBER**

- Continuing to make wrong choice of behaviour and not follow directions from an adult
- Not speaking kindly and politely (using a poor choice of language)
- Not keeping hands, feet and objects to ourselves (poor choice of behaviour)
- Not choosing to complete learning task

**CONSEQUENCE**

**FORMAL WARNING**

Child puts their name onto the orange circle. Reminder of school/class rules and expectations still giving them the choice to make the right behaviour choice. Encourage children to get back onto green by supporting them in identifying the correct choice (within the context of the situation). Remind the child of the correct choice and the wrong one.

I know you can make the right choice and get back to green........ If I see you (describe behaviour) you will be able to return to green. Model the expectation of the right choice.

When you have made the right choice and (describe an achievable task needed to be completed) then you will be able to return to green.

Adult to note behaviour in class behaviour file.

### Step 3
**RED**

**NEGATIVE BEHAVIOUR CHOICE CONTINUES OR A MORE SERIOUS BEHAVIOUR IS DISPLAYED**

- Making poor choices
- Not choosing to follow directions
- Not choosing to speak kindly and politely
- Not choosing to keep hands, feet and objects to ourselves
- Choosing to disrupt lessons
- Choosing to leave lessons without permission

**CONSEQUENCE**

Child changes the card to red.

Yr 3 - 6

Children to receive a 10 minute consequence in their lunchtime in the Busy Bee room. (determined by class teacher). This will be a reflection on behaviour choices – what choice I made, what choices I could have made, what choice I will make.
<table>
<thead>
<tr>
<th>Step 4</th>
<th>Child sent to year group lead.</th>
<th>Child to be sent to year group lead to work in their classroom.</th>
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<tbody>
<tr>
<td>(* SEND see note)</td>
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<tr>
<th>Step 5</th>
<th>Either the child reaches this stage by moving from Step One to Four or goes straight to Step Five, because of a one-off serious incident, such as a physical attack on another child, swearing or spitting.</th>
<th>Child to be taken to Head Teacher or senior member of staff (child to bring class behaviour file which is completed) who will discuss the child’s behaviour before returning the child to class or if not appropriate may keep the child with them for some reflection time.</th>
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<td>(* SEND see note)</td>
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- Next time and complete an apology card as appropriate.
- Repeat positive reminders as above. At this stage reminding children of the loss of break/lunch may only anger them more. Address this at the time consequence.
- Adult to record in class behavior file.

The Senior Member of staff issues a letter to parents explaining the child’s behaviour. Teacher to hand this letter to parents at the end of the day.

Senior staff member dealing with behaviour to contact the parents of the victim by phone on the same day, before the end of the day (if necessary).

If this happens twice in two weeks, the child is placed on formal report*. The report will be checked at the end of each morning or afternoon by a member of SLT.
| Step 6 | Child sent to Head Teacher either because step 5 hasn't been effective or because the behaviour is so serious that it merits an exclusion | Head teacher to determine appropriate next step: Internal exclusion, Fixed term lunch exclusion, Fixed term exclusion, Permanent exclusion, Record in HT file. Child to be placed on formal behaviour chart, SENCo/class teacher/parents to meet to write an individual behaviour plan. |

(* SEND see note) | Adult to record in class behaviour file. |
*Additional consideration will be given at each stage for children with SEND and further provision put in place where necessary, to ensure adequate support and a successful outcome for all pupils.

**Green Good Choices Day Reward Tracker**

Each child, every day has the opportunity to be awarded a reward stamp, over time they collect these and then exchange them for rewards.

Every child has a chart in class and at the end of the day, if the child has had a good day with their choices of behaviour and attitude towards school life, then they will be rewarded with a star stamp on their chart.

To avoid encouraging materialistic gains the treats are designed to be ones that money could not buy, for example, a DVD and popcorn, Board games, craft or cooking activity or having a class party.

**All children can work back to green from the orange or red circle**

**All children to be put back to green at the start of each morning and afternoon**

This system is based on forgiveness, as depicted in the Bible, in the story of the **Prodigal Son**, which shows that there is always a way back.

**Classroom visual display:**

- All children have their name on a laminated piece of card and behaviour traffic lights displayed with the step/consequence written on it. This will be displayed at child height.
- All children start with their name on the green circle/traffic light at the beginning of every morning and afternoon.
- If children make a wrong choice they move their name to the orange/red circle/traffic light

**Identifying, Recording and Implementing Support for Behavioural Concerns**

- Behaviour Incidents are recorded in a class behaviour file.
• Class teachers identifying pupils with behavioural concerns will notify SLT. A discussion will take place, identifying strategies already tried and their impact. Pupils will be supported to identify ‘right’ choices and ‘wrong’ choices, and will be given strategies to help them.

• The discussion that takes place, will be recorded on provision map software.

• A Behaviour Plan will be created by the class teacher and the child. It will be shared with parents and SLT/SENCo. This will be reviewed every 2 weeks and new targets and strategies set.

• Targets and supportive strategies identified on the Behaviour Plan will be implemented by school staff and followed up at home.

• If the plan is not having an improved effect on behaviour, advice will be sort from LBAT (Learning and Behaviour Advisory Team) and Early Help Plan support.

REPEATED OR PERSISTENT MISBEHAVIOUR

We need to be aware that there are experiences in school that can trigger a child’s patterns of behaviour. These triggers may relate to learning, peers, adults/authority or organisations.

All behaviours are logged in the class behaviour file (this is the teacher’s responsibility to maintain but any adult can write in it).

These folders will be analysed by the Individual Needs Assistant on a weekly basis to identify persistent behaviour or patterns.

By recording and analysing inappropriate behaviours, we can:

- Plan circle time open forum discussion about behaviour choices
- Increase our awareness of what needs to be taught
- Teach appropriate choices of behaviour, strategies for difficult situations and make pupils conscious of ‘poor’ choices
- Recognise potentially disruptive situations and attempt to minimise them.

For example, some children may be unable to co-operate in a group situation for very long and they would require close observation/greater input.
If a child regularly receives sanctions for poor behaviour choices and a pattern is detected, this should be highlighted to the child in a reflective behaviour meeting. The parents should also be informed of this information.

The SENCo should also be involved if a pattern is detected to determine if extra support is needed for the child.

**REWARDS**

In our School we believe in “catching children making the ‘right’ choices” and reward these positive behaviour choices in a variety of ways including,

- A smile
- Recognition of the ‘right’ choice, shared with the class and displayed on the recognition board
- Celebrate and reflect on the learning of good behaviours
- A ‘thank you’
- Highlighting to others (especially behaviours you want to reinforce)
- Stickers from class teachers, assistant Head teacher stickers and Head Teacher stickers
- A note home
- Celebration assembly
- Mentioning pupil names in a School newsletter/Facebook
- Star Pupil
- Green Good Choices Day Reward Tracker

**SANCTIONS**

In our School we believe in helping our children to develop self-control, awareness of choices, their independence, emotional resilience and self-reflection skills. We expect children to take a responsible role in modifying their behaviour. Sanctions may need to be given in order to scaffold a child’s independence, emotional resilience and self-reflection skills.

Sanctions will be given by keeping self-image positive, but outlining the undesirable behaviour. Self-esteem and a pupils’ actions will be kept separate thereby ensuring a child’s worth is not defined by their behaviour choices, e.g. “you are an important member in our class but you need to make the right choices when you are working in your group/at break/in the lunch hall”. No derogatory or belittling comments will be used when poor behaviour is being discussed and sanctions given.

Sanctions issued are in line with the Traffic Lights which outlines six phases that staff should follow when applying sanctions. These may include a Verbal Warning, Class, referral to Year Group leader or referral to SLT (see SLT referral slip) lunchtime sanction (referral to the Busy Bee Room slip). Internal and External Exclusions may be implemented. Failure to receive a
Good to Be Green Stamp for the day. Any of these actions can lead to detention during lunch, suspension from break/playtimes, or in more serious cases internal or fixed term exclusion from school.

If property has been damaged, the school may ask for it to be paid for by the parent.

We believe that it is very important that outside the school premises children continue to act as good ambassadors in the wider community. Therefore, reports of any misconduct to or from school will be followed up and, usually informing parents of the incident.

**Children with Social, Emotional Behavioural Needs**

The SENCo will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child’s behaviour and will work alongside others to ensure that appropriate support is given, seeking external advice and help when appropriate.

Our Butterfly Room offers additional support to children who are identified as needing emotional and behavioural support.

**Children’s Posts of Responsibility**

**Senior Prefects**

Year 6 have a group of students who reinforce the behaviour policy and are given extra responsibilities and duties.

Each class has two School Council members who have been elected by their class. They meet with Mrs Koiston the School Council Leader to ensure ‘pupil voice’ is heard within our School.

**Anti-Bullying Policy (see separate Anti Bullying Policy)**

The reasons we will challenge bullying behaviour in our school are:

- The safety and happiness of the pupils
- To ensure educational achievement
- In order to promote the right model for helpful and positive behaviour

**Aims**

- To be vigilant and responsive to bullying behaviour
- For pupils and parents to feel that the school takes action against bullying
- To have no bullying incidents
- For there to be a willingness of all pupils to report incidents of bullying in order to develop culture where bullying is not tolerated
• Definition

At Central CE Academy we define bullying as follows:

“Bullying is about hurting someone continuously. This can be physical, verbal or emotional.

Bullying is also about taking power away and making people unhappy or anxious.”

Bullying can take many forms, but the main types are:

• Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
• Physical: pushing, kicking, hitting, punching or any use of violence
• Racist: racial taunts, graffiti, gestures
• Sexual: unwanted physical contact or sexually abusive comments
• Homophobic because of, or focussing on the issue of sexuality
• Verbal name-calling, sarcasm, spreading rumours, teasing
• Cyber all areas of internet, such as email, internet chat room misuse, sexting and mobile threats by text messaging & calls misuse of associated technology i.e. camera & video facilities

Playtime and Lunchtime

At Central CE Academy we have high expectations of each other and for our school. These expectations apply at all times including playtime and lunchtime. In order to enjoy playtime and lunchtime, we have the following rules, expectations and consequences.

Playtime and Lunchtime rules:

• Once you have finished playing with equipment, please hand it back to the MDSA, or return it to the storage tub.

• Only adults are permitted to go into the equipment shed.

• We only enter the building with permission from an adult.

• We use the toilets sensibly.
• We listen carefully to staff on duty and respond straight away.

• At the end of playtime when the whistle is blown, we return equipment

• On the second whistle, we walk to our classrooms and go in quietly

Playground sanctions

**Reminder**

When a child breaks one of the playground rules, the adult on duty will quietly remind the child of the rule and right choice of behaviour, using positive language – “At Central we …………….. I’d like to see you make the right choice and ……….. Thank you for making the right choice.”

If the child continues to break the playground rule they will move to the time out stage.

**10 minutes time out will be given to any child who deliberately:**

• Hurts the feelings of others

• Spoils other children’s games

• Damages or spoils equipment or the environment

• Does not follow an adults instruction

A sand timer should be used to visually show the amount of time spent on the time out bench. If a child becomes disruptive while on the bench, then the timer should be laid on its side, thus stopping the time, and only restarted when the child starts to become compliant again. An adult will discuss what choices the child should make next time they are in that situation, thereby teaching better behaviour.

**The Busy Bee Room will be the consequence for any child who:**

• Continues to misbehave after time out

• Play fights

• Fights or displays aggressive behaviour towards others

• Bullies other children

• Swears

• Ignores an adult instructions after being given a reminder

• Name calls or makes offensive comments towards others

☐ Needs additional time to complete work, not completed in class ☐

Has moved on to ‘Red’ in class

**Child sent to Head Teacher either because the behaviour is so serious that it may merit an exclusion**
Follow legal processes:
- Internal exclusion
- Fixed term lunch exclusion
- Fixed term exclusion
- Permanent exclusion
- Record in HT file

**Busy Bee Room procedures**

The Busy Bee Room is operated by a member of the senior leadership team.

Children need to be escorted from the playground to the Busy Bee Room by an MDS. On arrival at the Busy Bee room, the member of staff on duty will need to record the following information in the record log:

- The child’s name and class
- The date
- The time the child has been brought to the Busy Bee Room
- The number of minutes completed in the room
- The reason why the child has been brought to the Busy Bee Room and the member of staff who has dealt with the incident on the playground
- Signed by the member of staff in the Busy Bee Room

- If the incident happens at the end of lunchtime the time out will need to be carried out the following day. On the following day children will go straight to the Busy Bee Room at the beginning of lunch, and the teacher on duty will send the child for lunch at a time they judge to be most convenient.

- If a MDS takes a child to the Busy Bee Room, then they must inform the child’s teacher at the end of lunchtime.
By choosing to follow our playground rules and in living by our school and Christian values, we will all enjoy a safe and happy lunchtime and playtime.

Appendix 1
*Templates with HT/DHT

☐ Please note *American* spelling for the word Behaviour
3 important questions to ask about the choice of behaviour?

- Why did the child react this way?
- What lesson do I want to teach pupils in this moment?
- How can I best teach this lesson?
  (Daniel Siegal)
- What were the choices that could have been chosen?
- Which choices match our Christian values?