

**Behaviour Policy**

Created: January 2015

Review: January 2017

Reviewed: January 2018

New review: January 2019

***“Patience and perseverance have a magical affect before which difficulties disappear and obstacles vanish."  
John Quincy Adams***

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

**Aims**

* To create an environment which encourages and reinforces good behaviour.
* To define acceptable standards of behaviour.
* To encourage consistency of response to both positive and negative behaviour.
* To promote self-esteem, self-discipline and positive relationships.
* 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.

The Christ Church way is a set of statements that we use to explain to children how we expect everyone in our school to behave. We emphasise good behaviour and reward children who follow the Christ Church Way. The rewards that we use are outlined in the ‘Rewards Pyramid’ diagram and we use this as a visual reminder for children of how well we’re doing.

When children do not follow the Christ Church way, there is are a series of steps that teachers use to let the child know that their behaviour is not acceptable and to give them a chance to alter their behaviour. The ‘Sanctions Pyramid’ diagram is used as a visual reminder to children of where their behaviour is at the moment and what the sanctions are.

We link our behaviour policy to the BASE group system so good behaviour is described as green and poor behaviour is described as amber or red.

**STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

**School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All staff should follow restorative practises. As adults we should aim to:

* Maintain high expectations and high levels of support for all pupils
* Manage conflict using restorative practises
* create a positive climate with realistic expectations;
* emphasise the importance of being valued as an individual within the group;
* promote, through example, honesty and courtesy;
* provide a caring and effective learning environment;
* encourage relationships based on kindness, respect and understanding of the needs of others;
* ensure fair treatment for all regardless of age, gender, race, ability and disability;
* show appreciation of the efforts and contribution of all.

**The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

**Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.  
Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

**Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

* be kept to a necessary minimum;
* be positively stated, telling the children what to do rather than what not to do;
* actively encourage everyone involved to take part in their development;
* have a clear rationale, made explicit to all;
* be consistently applied and enforced;
* promote the idea that every member of the school has responsibilities towards the whole.

**Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children 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 as well as by particularly noteworthy achievements.

This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.



**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 punishment. The use of punishment should be characterised by certain features:-

* It must be clear why the sanction is being applied.
* It must be made clear what changes in behaviour are required to avoid future punishment.
* Group punishment should be avoided as they breed resentment.
* There should be a clear distinction between minor and major offences.
* It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.  
Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

**Sanctions Pyramid**

**BASE (Behaviour, Attendance, Smart, Effort) Groups**

**What happens in BASE groups?**  
The group sit in a circle so that everyone can see each other and can talk. Each session follows the same format:

* Weekly update
* Special person
* Circle time games
* Story
* Discussion
* Prayer
* Targets are set in four areas. And children are given a green, amber of red depending on how well they do.
* We send a report card home each half term so parents know how well their child is doing.
* If a child is green for a half term, they receive a report card superstar badge.
* Badges are not easy to get and the children should feel very proud when they achieve one.
* The team with the most badges each half term, is taken out for a meal by the Headteacher.
* At the end of the year the children who have achieved all their badges for the year are taken on an all-expenses paid trip. The trip is to somewhere they have never been before. So far we have visited London, Liverpool and Fountains Abbey.

**Targets for BASE groups**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Green | Amber | Red |
| Attendance | Above 96% for the ½ term | 90% - 95% this ½ term | Below 90% this ½ term |
| Behaviour | Excellent, trustworthy and responsible | Usually acceptable but has need reminders about expectations | Some poor or challenging behaviour; has led to some time being wasted |
| Uniform | Is smart and always has everything s/he needs | Is usually smart. Does not always have swimming kit/PE kit/book bag | Is not smart. Usually does not have swimming kit/PE kit/book bag |
| Effort | Consistently good effort, self-motivated, tasks completed | Usually good effort, sometimes needs reminders | Rarely good effort, refusal, tasks often incomplete |
| progress | Is on Target | Is one sub – level behind | Is more than one sub-level behind |

**Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.  
Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.  
A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

**SEND**

Where a pupil is unable to meet the school’s expectations over a period of time, the child should be referred to the pastoral team for assessment. (See appendix 1). They should also refer to the SEMH range guidance (see appendix 2). The school recognises the need to support pupils experiencing difficulties and employs a graduated approach to pupils with SEMH needs as outlined in our provision map document.

**Exclusion**

On occasion it may be necessary to exclude a pupil. We follow the document

‘Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion’ reviewed September 2017.

**Positive Handling**

On occasion it may be necessary to manage behaviour through control or restraint. The school’s approach is set out in our Positive Handling Policy which is reviewed annually.

**Ethos and Values**

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| --- | --- | --- | --- | --- | --- |
| **To be a good learner,**  **we need to be…** | **Christian Values** |  | **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| **Positive:**  Encouraging others,  Happy, self belief (not  moaning) even when  things are tough,  celebrating the good in  things makes other  people smile | **Hope**  **Thankfulness**  **Encouragement** | What are  we doing  today……  I can’t  wait !!! | Smiling, overcoming and  ignoring barriers,  interested in talking to  others | Smiling, working with others well,  holding  their head up high,  makes learning fun  e.g. when accessing  continuous provision | Tackling problems with a  smile, not giving excuses  leads conversations |
| **Motivated:**  Have get up and go,  Enthusiastic, try your best,  want to learn, thirst for learning,  want to be better | **Hope**  **Peace** | ‘I will….’ | Excited about learning,  asks questions about their environment, celebrates  achievements | Celebrates achievement,  Joins in to the best of their ability with whole class and group work | Knows their targets and how they are going to get there, celebrates achievements and can accept praise  Joins in all tasks, takes responsibility  for own learning, completes tasks  at home |
| **Confident:**  Not too shy or arrogant, believing they can succeed  or do well | **Humility**  **Trust** | I can and  I am | Responds to new things without getting upset.  Begins to appreciate what they are good at | Has a good sense of self  Knows what they are good at | Has a good sense of self  Knows what they are good at  and uses their strengths appropriately |
| **Curious:**  Interested, asks questions inquisitive, tries things out | **Wisdom**  **Justice** | ‘What  would happen if…? | Explores environment and resources, wants to know how things work,  investigation area | Asks questions, forms  questions and researches to find answers, takes things apart to see how they work | Asks well-formed questions,  extends research. |

**Ethos and Values**

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| **To be a good learner,**  **we need to be…** | **Christian Values** |  | **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| **Independent:**  Can do things on my own  knows what to do next  thinks for themselves  can make decisions | **Trust**  **Service** | ‘I am going  To….?’ | Dressing and undressing,  Accessing resources, setting  up areas, tidying up,  toileting, follow routines | Use appropriate resources to  help them, accessing  continuous provision, deciding  where to go next, following  routines | Choosing appropriate  resources to help them,  following instructions on how  to complete a task, organise  their work, not copying,  following routines |
| **Risk-taker:**  Tries new things, pushes  limits, goes one step  further. Not afraid to  have a go, adventurous  doing things that you  don’t know if you can do | **Endurance**  **Creation** | ‘Can I …? | Trying new things like new  food, using chopsticks.  Learning new skills like  riding a bike, do things in  front of others | Exploring new areas of the shared  area, contributing to group  discussions | Answering questions even  when they are not sure,  experimenting with words in  their writing/speaking,  trying challenging methods |
| **Problem Solving:**  Know what the end goal  is, can break tasks down  into manageable parts,  can make decisions | **Endurance**  **Compassion** | ‘How…?’ | Finding the solutions to  arguments and peer  problems. Puzzles, water,  constructions, den making | Solve problems set up in  shared area, use ‘wonderwall’  resolve arguments | Work through a process to  solve Maths problems, plan  Science experiments, resolve  arguments |
| **Creative:**  Resourceful, imaginative,  thinking outside the box,  suggesting ideas, making  connections, inventive,  trying things out | **Creation**  **Joy** | ‘What can  I do? | Role play, modelling, dance,  music, selecting resources,  finding alternative uses for  things, improvise | Making suggestions for  presentation, shaping things,  choosing good words in  writing, exploring Science  concepts in different | In Art using different  Materials in different ways,  presenting non-fiction work,  varying vocabulary and  materials for effect |

**Ethos and Values**

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| --- | --- | --- | --- | --- | --- |
| **To be a good learner,**  **we need to be…** | **Christian Values** |  | **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| **Reflective:**  Thinks about what they  are doing, suggest how to  change things, evaluate,  thinks about  consequences, ask ‘why? | **Justice**  **Peace** | ‘Why’ | Make changes to what they  are doing e.g changing the  adhesive when building a  model, the best shape block  in a construction or den,  understanding others  feelings | Can suggest improvement to  their work, know why  something happened e.g  Something falling over,  Someone being upset | Evaluating their work can say  what they did well, suggesting  improvements, understanding  their actions towards others  and why others might be  upset |
| **Honest:**  Doing the right thing  admitting when mistakes  are made, trustworthy  tells the truth, accepting  responsibility | **Humility**  **Justice** | ‘I did… | Learning to tell the truth  despite possible  consequences | Telling the truth despite  Possible consequences, be  able to differentiate  between real and imagination | Able to self assess work  realistically, can offer  constructive criticism  without causing offence  Telling the truth despite  possible consequences, know  that no-one is perfect,  reflect on when lying is  acceptable |
| **Resilient:**  Determined, stickability,  Doesn’t give up, has  another go, tries again,  thinks I can, doesn’t mind  making mistakes, knows  mistakes are needed to  get better | **Wisdom**  **Thankfulness** | ‘I can  (just not  yet)’  Next time  ‘I will’ | Riding a bike, fastening  Zips, handling tricky objects  like scissors, sellotape | Enjoys ‘tricky’ problems, not  flitting between activities in  the shared area | Doesn’t ask for help too  Readily, is willing to make  Mistakes and then make them  better: Times tables, tests |
| **Kind and Caring:**  Awareness of others,  speaking nicely, gentle,  thoughtful | **Friendship**  **Compassion** | ‘Can I  help you? | Sharing, turn taking, learning to say sorry with adult support, checking someone is ok,  talking politely to one another, be aware of body language, helping others when they  are stuck | | |

**SEN procedures flow chart**

PUPIL CONCERNS SHEET

**Section 1-Pupils concern sheet**

Pupil concerns sheet to be completed by class teacher) and kept in class) when differentiation is over and above normal levels.

**GAP/IBP put in place**

Range 1 – No GAP

Continue to support in class

The case will be reviewed at the end of each half term during a pastoral meeting with all involved attending.

SECTION 2 + 3

APPLICATION FOR CCA PUPIL PROVISION (SEE PROVISION MAP

Alternative/supplementary provision begins the following half term- All involved informed. The child remains the class teachers’ responsibility.

**APPLICATION FOR CCA PUPIL PROVISION- Sections 2 + 3**

Forms completed by the provision lead and parents if it is decided that supplementary provision is needed.

**Section 2-Pupils concern sheet**

To be completed if differentiation is not having the required impact. **Pass form to SENCO**

**GAP/IBP must be attached and must have been reviewed at least once**

**Section 1 -APPLICATION FOR CCA PUPIL PROVISION**

To be completed by the Pastoral team. Decision made on provision needed to support the child.

**Provision Map**

At Christ Church Academy we have an ethos and philosophy that ensures all children get the support that is required to maximise their potential for success.

We invest in the children’s social, emotional and academic development to ensure we harvest balanced children who can go on to contribute positively into society.

We have an approach that is multi systemic and supports all ages and abilities. Children can access the support that is needed when it is needed. We don’t not have a systematic process or hierarchy to pupils accessing support.

The various approaches named above have a detailed policy attached that is evidenced in either the SEN, inclusion or behaviour policy.

**Please see the below**:

* **Learning Hub**

To maximise the success of the current inclusion support team, promote inclusion in school, and develop an early intervention ethos matched to student need. Use a whole staff team approach (one voice) to ensure that the clarity of purpose and direction of inclusion is supportive, challenging and keeps the balance of academic, social and emotional progress.

By supporting all children and ensuring that we are not focusing solely on negative behaviour but we will improve the teaching and learning outcomes in the school for all children.

* **Nurture Hub**

Children attend nurture groups but remain an active part of their main class group while spending appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication.

* **Class based support/curriculum**

# To work under the direct instruction of the teacher, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. To take a lead in delivering allocated sessions.

* **Extra-curricular**

We run lunch time activities each day. Additional coaching staff are brought in to ensure our children have access to quality specialist support that can develop them not only physically but also socially. The sessions are designed to reinforce the key messages from in class. Also the TA’s supervise at lunch to ensure that consistency of approach is key and deliver engaging activities both inside and out.

The Primary PE funding is used to deliver physical activities after school this can range from dance, gymnastics, multi sports, bush craft and orienteering and covers all areas of the PE curriculum as well as having a focus on health and well-being. This enables us to offer most sessions for free to pupils.

* **The Ark**

The Ark is designed to meet the needs of children displaying extreme social, emotional and behavioural difficulties and to cater for a responsive and or/crisis need when required. This is designed to complement the other interventions as part of the provision map and to ensure that children have access to on house acute support services and external assessment.

* **Therapeutic**

All children at Christ Church have access to the art psychotherapist and speech and language therapist if this is identified as appropriate. This will be time limited and measured on outcomes for the targeted young people.

* **Parent/Family Support**

Various multi agencies access school and the school community and we now have a dedicated Families First worker based at the school one day a week. Through targeted identification and joint agency working we are now able to assess and track the most vulnerable pupils and families and provide targeted support and interventions. This support and is bridging the gap between education and social acre and responding to an ever changing need.

**Referral System**

The referral process to enable pupils to access the different supports is managed by the SENCO and the pastoral lead. It is anticipated that the deputy head may have some involvement as named safeguarding person.

A standard form will be completed by the class teacher and discussed at the Friday PM inclusion meeting. From this a support plan will be put in place by the inclusion team and the referral directed to the most appropriate and agreed upon intervention. Assessment will then take place and a programme identified with action points.

The support will be monitored, assessed and reviewed weekly, half termly and termly. The above provision map works in tandem with the behaviour, safeguarding and curriculum policies as well as other relevant school policies. The role of the SENCO is paramount in this process and in ensuring that the provision map is developed to meet the needs of the pupils on an ongoing basis.

**EXPECTATIONS**

All of the above are intended to tie in with wider school improvement policies and reinforce expectations of both behaviour and learning.

**Policy and procedure to be reviewed: 1st January 2018**