

**Behaviour Policy**

Created: January 2015

Review

***“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. As adults we should aim to:

* 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 a 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.

**Structured Play**

* Structured play is a strategy we use at Christ Church Academy to ensure happy, safe playtimes and dinner times.
* During structured play a child might work inside with the learning mentor on group play activities designed to promote cooperation, sharing, empathy, teambuilding and strategies to resolve conflicts respectfully. Once we feel the child is ready, they will be reintroduced to the playground and will play in a group led by an adult. They will then return to free play when they are able to follow the Christ Church Way.
* A child will be placed on structured play if we feel that they are finding it hard to follow the Christ Church Way on the playground. Structured play is not a punishment; it is designed to teach the children the skills they need to enjoy playtimes. If they are unable to follow the guidelines they will not be allowed to access structured or free play and will stay inside with an adult.
* Lunchtime is part of the children’s learning time and we employ sports coaches to provide extra sporting activities at lunch times.

**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.



**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**

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|  | Green | Amber | Red |
| Attendance | Above 95% for the ½ term | 94% - 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.

**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. |

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| **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 |

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| **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 | | |