



ACADEMY VISION

We are one Christ-like family seeking to achieve our school aims and allowing all to flourish by demonstrating the same endurance, friendship, dignity, and respect as the Good Samaritan did with **respect** as our key:

Realising our God given potential
Enjoying each day
Supporting and serving our communities
Praising and worshiping
Encouraging each other
Celebrating diversity
Treating others as we would want to be treated. Luke 6: 31

Our school motto summarises our purpose:

“Learning with God and Each Other to Be the Best We Can Be”

AIMS AND EXPECTATIONS

At Christ Church CE Primary Academy we create a positive learning environment that ensures a consistent approach to behaviour management that is clearly understood by all staff, pupils and parents. The aim of this policy is to outline the schools' expectations of behaviour and the systems used to promote and develop good behaviour. Our behaviour policy is based upon the United Nations Convention on the Rights of the Child, and the whole school and class charters reflect this. We aim to promote mutual respect, restorative justice, consideration and honesty, so people can support each other. We do this through our curriculum, whole school collective worship and nurturing ethos.

RIGHTS AND RESPONSIBILITIES

As a Rights Respecting School we believe that everybody has rights and responsibilities. At Christ Church CE Primary Academy **EVERYBODY** has **RIGHTS**.

PUPILS: We all have a right to work, play and learn in a friendly, safe and helpful school.

STAFF: We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

PARENTS: We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

EVERYBODY in school has **RESPONSIBILITIES**

We all need to care about ourselves, other students, parents, teachers, belongings, our school and equipment. At the start of the year, parents and children will be asked to sign a home school contract in recognition of this.

WHOLE SCHOOL CHARTER (located on the RRS Displays around school)

We believe living by the UNICEF articles will enable all members of the school community to work safely and happily; develop as rounded individuals. See **Appendix 1**

Learning with God and Each Other to be the Best We Can Be

Each class has their own classroom charter created together at the beginning of the academic year.

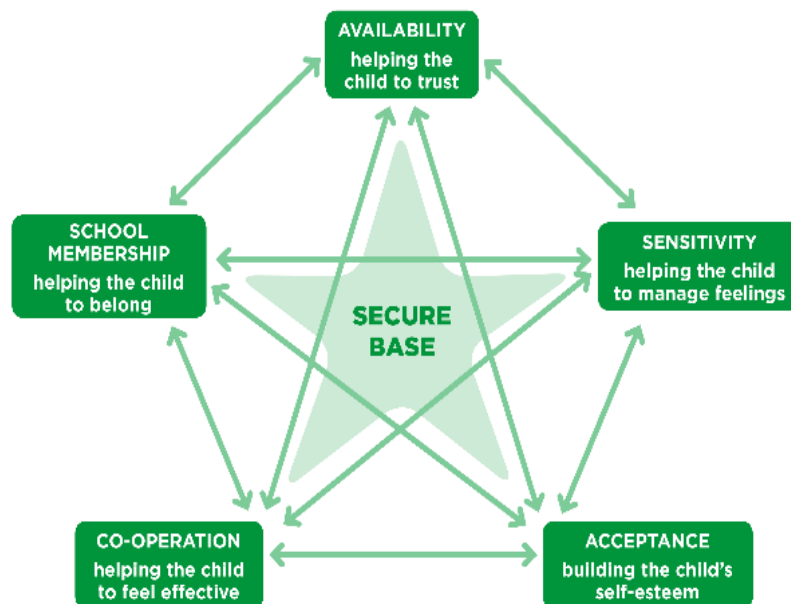
RELATIONAL APPROACHES IN EDUCATION

“A relational approach involves training teachers in attachment theory and related neuroscientific processes to aid their understanding of pupils’ behaviour and help them utilise relational strategies when engaging with pupils (Little and Maunder, 2021). Geddes (2018) found that school staff who had received this training were better able to understand the behaviour of the pupils, achieve a greater sense of professional competency and undertake fewer referrals to outside agencies.”

The following approaches are used within our academy to help foster positive behaviours and repair/restore positive relationships.

- The 4 R’s of Responding (regulate, relate, reason, repair)
- PACE (playfulness, acceptance, curiosity, empathy)
- Secure Base Model

The Secure Base model for schools



TYPES OF BEHAVIOUR

At Christ Church CE Primary Academy serious unacceptable behaviour (level 2 on our consequences flow chart) is any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

Learning with God and Each Other to be the Best We Can Be

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

We define low-level unacceptable behaviour (stage 1 and stage 2 behaviours on the consequences flow chart) as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness after break and lunch
- Low-level disruption and talking during lessons
- Failure to complete classwork
- Rudeness
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

BREAKTIME AND LUNCHTIME BEHAVIOUR

- Look where you are going to make sure you don't bump into anybody when moving around the playground.
- Follow the rules for equipment.
- When it's wet, take extra care to make sure you don't fall and hurt yourself or others.
- Be sensible at all times in all areas.
- Make sure your play safely thinking about others.
- Let all people join in with your games.
- Always use kind words and actions and don't be hurtful or cause deliberate harm to others.
- Use all play equipment correctly
- Share the equipment and use it properly.
- Try not to damage equipment.
- No fighting including play fighting and wrestling.
- Don't throw anything over the fence deliberately.
- Don't hit people with skipping ropes or play tug-of-war.
- Don't be violent – punching, hitting, kicking or deliberately tripping people up.
- Don't say anything mean to anybody.

General whole school expectations in addition to class charters include:

In your classroom:

- Stay at your desk unless an adult asks you to move - put your hand up if you need help.
- Keep your hands and feet to yourself

Around school:

- Keep to the left hand side of the corridor.
- Keep your hands off displays and furniture around school.

In the playground:

- Only play in areas that your teachers ask you to.
- Use the equipment that your teacher gives to you.

REWARDS

Christ Church CE Primary Academy believes that good behaviour should be rewarded, whether of a temporary or a permanent nature. Class teachers aim to create a positive ethos through praise and rewards for good work and behaviour. **Rewards include:** stickers, positive dojos, verbal praise, postcards sent home, positive telephone calls, certificates, Golden Box, Golden Time (Dojo reward time)

Special Achievements – Learner of the Week, Christian Values Award, Writer of the Week, Principal's Award, Swimming, Dojo Master, Special Achievements, Reader of the Week raffle, Times Tables certificates

DOJOS

All classes use the Dojo system for praising positive behaviours. This is a classroom tool that provides pupils with instant positive feedback and generates data on behaviour that teachers can share with parents. Negative Dojos can be awarded but the focus in school is upon awarding the positives as we *catch the children being good*. When negative Dojos are awarded the children will lose one minute per Dojo of either their break-time or lunchtime depending upon when the Dojo is issued. Dojos will be reset weekly with the class teacher displaying the running total so children are aware of how close they are to dojo reward time

All classes will have the same Dojos so that there is consistency across the whole school. It is expected that children receive a minimum of 5 Dojos per day. For superb behaviour or work children can be awarded a super doper awesome star dojo which is the equivalent of 5 dojos.

SANCTIONS

There are planned consequences for children who repeatedly fail to comply with school rules. It is our rule to always Praise in Public and Reprimand in Private (PIP and RIP). The consequences include:

- Rule reminder
- Negative Dojo (after verbal reminder)
- Verbal apology
- Written apologies
- Detention – held in individual classrooms
- Loss of privileges – e.g. sporting events, after school clubs,
- Children can be sent to another classroom immediately if there is a serious incident (e.g. physical attack on another pupil or member of staff) or sent home.
- Fixed term exclusions for very serious incidents or persistent disruptive behaviour

As part of our restorative practice, following on from any consequence staff will ensure that pupils are given the opportunity to rebuild or repair any relationships and are given a fresh start within the classroom.

WARNING SYSTEM AND DETENTION

See *Consequences Flow Chart* for a detailed outline of how the dojo/warning system works in our Foundation Stage, Key Stage 1 and Key Stage 2.

DE-ESCALATION STRATEGIES

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

POSITIVE TEACHER-PUPIL RELATIONSHIPS

Positive teacher-pupil relationships and our ethos of nurture and care are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. We also ensure that after any incidences of poor behaviour time is spent repairing and restoring the positive relationship.

INITIAL INTERVENTIONS

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Meet and greet in a morning
- Providing Younger Minds support
- Reward charts
- Stickers and other rewards
- Dojos
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a pupil's education, will be considered where serious concerns about a pupil's behaviour exist.

PERSISTENT OFFENDERS

Persistent offenders may be placed on the special needs (SEN) register with a pupil passport, after an assessment of their learning needs is carried out (*see SEND policy*). They may have a daily report completed by their teacher, taken home and signed by their parent. The class teacher will start a behaviour chart to track progress. Meeting daily/weekly targets will earn an appropriate reward. Where other strategies have not led to improved behaviour, the school will involve outside agencies such as the Inclusion Service, Educational Psychology, Access to Learning Team and CAMHS.

If parents do not agree with their child's inclusion on the SEN register as detailed above, detailed records will still be kept of specific incidents so that we can monitor the effectiveness of strategies and interventions.

SERIOUS INCIDENTS

Where a serious incident occurs, the school reserves the right to exclude a child without following the warnings system or the above stated actions. Occasionally, where a child views exclusion as a positive experience, or it may cause significant harm to that child, the school reserves the right to issue sanctions on site. Parents will still be spoken to and home school sanctions will be agreed.

BULLYING AND RACISM

When bullying issues arise they will be treated seriously and will be dealt with through our Anti-Bullying Policy. When incidents of racism occur they will be dealt with in school and reported to the LAC. Proformas can be found in the Principal's office.

SUSPENSIONS AND EXCLUSIONS

Where there has been a serious single stand-alone incident or long standing persistent poor behaviour we have the right to permanently exclude a pupil. We can also issue single fixed term exclusions for incidents of poor behaviour. Full government guidance can be found following the link below.

<https://www.gov.uk/government/publications/school-exclusion>

LUNCHTIMES

At lunchtimes a system of red and yellow cards will operate. The yellow cards will be distributed to children who have played well or been helpful. The red cards will operate for unsatisfactory behaviour. Then the child will miss the rest of their lunchtime and the following lunchtime. The child will remain with a member of the Senior Leadership Team. The red card will be sent home that day, with a copy sent to the Principal and SENCO. If three red cards are sent home within a term, parents are sent a letter to explain that a further red card will lead to a 5 day lunchtime exclusion.

PARENTS

For the Behaviour Policy to be effective, parental support is crucial and we aim to inform all parents of behaviour concerns that we have in school. Parental/teacher meetings for severely disruptive children will be necessary and will include the Principal and/or the Vice Principal.

STAFF

It is the responsibility of class teachers to keep behaviour records in the class behaviour file. Incident reports need completing on our ABC behaviour proforma after each serious incident. Class teachers

should discuss any concerns they have regarding a child’s behaviour with the Vice Principal or Principal. They should also arrange a meeting with the child’s parents if poor behaviour escalates.

Revision/Review History

Signed Chair of Local Academy Committee - _____

Signed Principal - _____

Date	Comments	Review Date
Created 07.02.14 Governors approved	Reviewed with amendments following OFSTED inspection.	Autumn 2015
13/11/15	Change made to the warnings structure appendix 2.	Autumn 2016
18/11/16	Changes made to Dojos following school council discussions	Autumn 2017
18/05/17	Link added to SEND policy regarding Behaviour needs	Autumn 2018
16/11/18	Changes made to the rewards system following discussions with the school council	Autumn 2019
01/11/19	Updated in line with the academy conversion (change of names for the Principal/Vice Principal) and to make sure it is up to date.	Autumn 2020
02/06/2020	Updated due to Covid-19	Autumn 2020
January 21	Updated due to Covid-19	Autumn 2021
11 th October 2021	Numerous changes including the deletion of merits, the change of link re: exclusions from the DfE and the slight change to Covid behavior expectations.	Autumn 2022
23/09/22	Deletion of Covid behaviour expectations All behaviour incidents to be uploaded onto CPOMs	Autumn 2023
04/01/23	New link for the government guidance around suspension and exclusion List of serious and low level unacceptable behavior added Amendment made to the behaviour flow chart	Autumn 2023
31/03/23	Reversal of decision to record behavior incidences on CPOMs. Incidents need recording on ABC forms.	Autumn 2023
18/10/23	Revised academy vision updated in the policy.	Autumn 2024
05/09/24	Addition of the RAiE project and related information	Autumn 2025

