

Christ Church CE Academy



Behaviour Policy

This Church of England Aided Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

Status

<input type="checkbox"/>	Draft for staff
<input type="checkbox"/>	Accepted by staff
<input type="checkbox"/> June 2016	Draft for Governors
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Introduction

Christ Church CE Academy is a Church of England Academy in which everything we do is underpinned by a strong Christian ethos, and in which people of all faiths are valued and respected. We aspire to high standards of behaviour based on the principle of honesty, respect, consideration, responsibility and forgiveness.

Rationale

All pupils have the right to learn without that learning being disrupted by others. All pupils have the right to travel to and from school, and to have their time at school, free of physical or emotional harm.

To achieve this, the school needs to have a clearly set out policy regarding discipline, which is understood by all those who are involved in and with the school. The purpose of this policy is to set out a clear, understandable discipline structure within which children and adults work in school.

We base our policy on the principle of respect – for all adults and children in school and on respect for property. We aim to encourage parents and carers to be involved in helping the school ensure good behaviour by all pupils.

We do this through our Home School Agreement and also by sharing our 'behaviour leaflet' which is sent out annually. In addition we encourage all pupils to gain Proud Pupil Status; the standards for this are shared with parents and carers.

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.

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. We ensure that marking and feedback to pupils on their progress and achievements signal that their 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 pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms are organised to develop independence and personal initiative. Materials and resources are arranged to aid accessibility. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom provides a welcoming environment.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which enable the pupils to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

Around School

All informal contact contributes to good behaviour. To control that behaviour we take the initiative at every opportunity. Staff do this by:-

- Being punctual to greet pupils throughout the day.
- Setting high standards ourselves.
- Escorting classes around school in an orderly manner.
- Enjoying relating to pupils.
- Teaching strategies for managing peer disputes.
- Re-inforcing good behaviour at every opportunity.

Rules and Procedures

Rules and procedures are designed to make clear to pupils how they can achieve acceptable standards of behaviour. Rules are kept to a necessary minimum and are positively stated, telling pupils what to do rather than what not to do.

- We will make good choices.
- We will look after each other and the equipment in our school.
- We will be good friends
- We will listen to and respect each other
- We will do what we are asked the first time.
- We will treat one another kindly.
- We will walk quietly around school.

At the beginning of the academic year, each class will also draw up a set of class rules through discussion and agreement. Our rules are based on the following principles, which are not negotiable

- The teacher's right to teach.
- Every child's right to learn.
- Every member of the school community's right to safety.
- Every member of the school community's right to dignity and respect.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils 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.

All classes have an agreed system of rewarding individuals, groups and the whole class. Running alongside this is the opportunity to work towards Proud Pupil Status.

Other rewards include:-

- Gold Certificates
- Literacy and Numeracy Awards
- Lunchtime Supervisor tickets
- Visits to other staff members or the Head Teacher
- Stickers/Postcard home

We try to praise pupils many more times than we censure them. Catching pupils being well behaved and meeting our high expectations is central to all that we do.

Sanctions

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. If a pupil does not conform to the school rules there is a ladder of sanctions that will be applied to remind the child of our expectations.

- Pupil is gently reminded of the behaviour which is expected in school, or is reminded of the class/school rule.
- Pupil is asked to move away from those he or she is disrupting.
- Pupil is sent to another class
- Pupil is sent to a senior member of staff for "time out".
- Pupil is referred to one of the Assistant Head Teachers or the Head Teacher.

- Loss of break time/playtime at lunchtime and time spent in the reflective room
- Loss of privileges (e.g. Withdrawal from lunch time, after-school or sporting activities).

At break times and lunchtimes, pupil behaviour is monitored. Pupils who are making others unhappy or are uncooperative with staff in charge may:-

- Be asked to stay with an adult rather than join in with games.
- Be given “time out” and asked to stand on the ramp by the door.
- Have behaviour reported to class teacher or a senior member of staff.

Parents/carers are contacted if there is serious concern about a pupil’s behaviour, especially if;

- There has been a general decline in attitude or attendance.
- There has been a serious incident.
- The child is not responding to our rewards and sanctions.

In serious cases we may consider:-

- Inclusion in a behaviour support group with our Learning Mentor
- A daily home/school report card or home/school book to enable parents or carers and school to work together more closely.
- An Individual Behaviour Plan which sets out expectations very clearly and also has definite sanctions.

And in exceptional circumstances we will consider:-

- Exclusion at lunchtimes (if playground behaviour is the major problem).
- Temporary internal exclusion (where the child works for one day away from the rest of the class).
- Formal temporary exclusion from school.
- Permanent exclusion.

We aim to catch pupils being well behaved and our Behaviour Policy is aimed at encouraging pupils to behave well, so that our school is a safe and happy learning environment for everyone. When a pupil’s behaviour or attitude improves we ensure that this is celebrated.

As part of our agreed Behaviour Policy key members of staff here at CCA are trained to keep all pupils safe using the skills and techniques of ‘Team Teach’.

This means that in exceptional circumstances (eg where a child is a danger to him/herself or others) we are trained to intervene in line with our Positive Handling Policy.

It needs to be stressed that this is a very rare occurrence and that parents/carers are always informed if their child has needed positive handling.

Related Policies Include:-

- Anti Bullying Policy
- Positive Handling Policy
- Home School Agreement
- Pupil Voice – Proud Pupil Status
- Catching Children Being Well Behaved leaflet
- Equal Opportunities Policy
- Inclusion Policy

This policy will be reviewed regularly in line with the governing body policy review timetable.