

Chalfont Valley E-ACT Primary Academy Behaviour Policy

This policy was reviewed by E-ACT on/by:

Date: April 2013

Department(s): Education

This policy was ratified/reviewed by Governors on:

Date: 1st April 2014

Date: 1st April 2015

Date:

Frequency of review: Every 2 year(s)

Note: This document uses the most current Government information and guidance at the time of writing. It may change according to Government policy. Contact E-ACT Head Office with any questions.

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1. Behaviour Principles

- All members of the Academy should be able to learn in a calm, safe and purposeful environment;
- The behaviour policy is the foundation for a clear, shared understanding between students, teaching staff, support staff, parents/carers and governors;
- Behaviour is everybody's responsibility and staff should feel empowered to take action;
- All adults in the Academy are responsible for being a model of positive and respectful behaviour towards students and each other;
- Behaviour is more effective when action to address it is taken immediately;
- An essential part of behaviour management is that a student understands that unacceptable behaviour results in sanctions being imposed;
- Corporal punishment will never be used; (this must be explicitly stated for EYFS settings)
- High expectations of all members of the Academy must be clear and explicit;
- Establishing and rewarding good behaviour affecting as many students as possible;
- Good behaviour can be best promoted through outstanding teaching (linked to learning and teaching policy).

2. Roles and Responsibilities

- E-Act will establish, in consultation with the staff and parents/carers, the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.
- All staff will be responsible for the implementation of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential; Staff have a key role in advising the on the effectiveness of the policy and procedures. They also have responsibility, with the support of the SLT, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

- In an EYFS setting the nominated person with responsibility for behaviour is the class teacher and Head Teacher.
- The Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be expected to take responsibility for the behaviour of their children both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3. Recognition of Positive Behaviour

An Academy ethos of encouragement is central to the promotion of good behaviour. It is our duty to promote and encourage positive behaviour and not just to react to unacceptable behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

In the Academy we believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child.

4. Serious breaches of Academy discipline

Certain actions by pupils at the Academy constitute serious breaches of discipline. Such breaches would normally attract a period of fixed term exclusion, to be served either internally or externally depending on the circumstances, or in extreme cases permanent exclusion may be considered.

Serious breaches of discipline include (see Appendix B):

- Physical assault on staff;
- Verbal abuse of staff;
- Damage to Academy property including the building
- Substance abuse;
- Racially motivated incidents;
- Other behaviour which is against the criminal law.

Academy consequences for such actions

Where serious breaches of school discipline occur, as outlined below, they must be brought to the attention of the Senior Leadership Team as soon as practicable.

5. Sanctions

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

6. Training

E-act will ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.

7. Interrelationship with other Academy policies

In order for the behaviour policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, inclusion, anti-bullying and exclusion must be established.

8. Involvement of outside agencies

The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

9. Review

The Principal, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep E-Act informed.

E-Act will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff and parents/carers.

The outcome of the review will be communicated to all those involved as appropriate.

Appendix A

Items Banned by the Academy

- a) Knives or weapons, alcohol, illegal drugs and stolen items; and
 - b) Tobacco and cigarette papers, fireworks and pornographic images; and
 - c) Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
 - d) Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.
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Appendix B

Handling Serious Breaches of Academy Discipline

Physical assault on staff

In cases where a pupil deliberately and with intent, either offers violence or assaults a member of staff, then this should be viewed with severity and be punishable in the first instance by fixed term exclusion. Depending on the circumstances Permanent Exclusion may be considered.

Re-admission will follow a meeting with parents and the pupil will be placed on report under strict terms and conditions for a minimum 5 days. A further automatic exclusion will follow for failing 'on report'.

Where the assault was unintentional as the result of careless or reckless behaviour, then parents should be notified as soon as practicable, one formal warning will be issued to the pupil together with an Academy sanction which may involve exclusion.

Verbal abuse of staff

Where a pupil deliberately and maliciously directs verbal insults or abuse at a member of staff, subject to confirmation, the pupil will be automatically excluded for a fixed term. On the pupil's return to the Academy parents will be interviewed and the pupil will be subject to a strict report.

Where a pupil swears or utters insults in such a manner that there is some doubt as to whom the abuse is directed at or is, for example, muttered whilst walking away from the incident, parents will be informed as a matter of course and one formal warning issued. A repeat offence will attract an automatic exclusion with strict terms for re-admission.

Malicious damage to school property

For incidents of deliberate, significant and malicious damage to Academy property, pupils will be excluded and, where possible will be required to help make good the damage. Parents will be billed for repairs where appropriate.

Substance abuse

Any pupil selling illegal substances will be immediately excluded pending investigation by the Academy and Police. Those buying or using will be dealt with in accordance to guidelines.

Racist abuse and other racially motivated incidents

There will be automatic exclusion for a fixed period. The incident must be recorded and depending on the circumstances the Police will be informed. Re-admission to the Academy will be on strict understandings with parents.

Other behaviour deemed to be criminal including sexual abuse and assault

As a matter of course the Police will be involved if the incident is of a serious nature. In minor cases of petty theft between pupils, parents will be informed and unless the matter can be resolved internally to everyone's satisfaction further appropriate sanctions such as detention or, in more serious cases, exclusion will be considered.

Where such a crime is committed against a member of staff, subject to evidence, the pupil will be excluded pending further investigation, possible police action or meeting with parents.

Carrying an offensive weapon in the Academy will result in Permanent exclusion.

Appendix C

Behaviour Procedures

The procedures arising from this policy have been developed by the Academy in consultation with the staff. The procedures will make clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the Academy has a responsibility towards the whole community.

It is essential that all staff take responsibility for behaviour in our consequences system. All staff should use positive behaviour management strategies in order to focus students on their learning and to prevent students going further down the consequences triangle.

Responsibilities

This policy should also provide education with a full awareness of their responsibilities which are:

- Display good manners
- Show kindness to others
- Behave honestly
- Listen to and follow instruction
- Work to the best of your ability
- Treat individuals and property with respect

Chalfont Valley E-ACT Primary Academy- Code of Conduct

- We take care of ourselves, each other and our academy.
- We always speak kindly, respectfully and politely to everyone.
- We take care of our academy, our own and other people's property.
- We respect and listen to each other.
- We give each other a fair chance.
- We always try our best.
- We wear our uniform proudly.
- We always tell the truth.
- We move around academy sensibly and silently.

Aims of behaviour Guidance

- Create a safe, happy and caring learning environment where children realise their full potential.
- Teach the importance of courtesy, good manners, self-discipline and respect for others.
- Emphasise the positive.
- Set high expectations.
- Teach respect for religious and moral values with an understanding of all races, religions and ways of life.
- Encourage children to follow school rules and to cooperate with all adults and respect their decisions.
- Help children develop a sense of identity, achievement and self-worth.
- Help children develop a greater sense of personal responsibility.

Guidelines

- Adults in school always try to model the behaviour they expect of children
- Punishments which humiliate children are never used.
- Whole groups of children are never punished for the misdemeanours of a few (the Academy Rights Respecting Council, ARRC, feel strongly about this point)
- The use of sarcasm is unacceptable.

- Parents will always be informed of any serious incidents of poor behaviour from their child. Every effort will be made to ensure that the child sees the home and school working together.
- Underpinning behaviour across the Academy is the School Charter (three rules) and the UNICEF Convention on the rights of the child. RRS language will be used when speaking with children about behavioural problems. Pupils are reminded of their rights but also of the rights respecting actions that ensure that positive behaviour is encouraged.

At Chalfont Valley we operate a traffic light system to monitor pupil behaviour. Every child starts every day on green. Good behaviour means that the child remains on green and can move onto the purple or for exceptional behaviour onto the gold.

Praise for Good Behaviour

At Chalfont Valley the focus is on rewarding positive behaviour so that children with a poor attitude can see the benefits of behaving well and working hard. There are many ways in which a child is praised for displaying good behaviour and working exceptionally hard:

- verbal praise
- a sticker
- showing work to an adult other than their teacher
- pupil given extra responsibilities
- moving to the purple or gold star on traffic light
- Receiving catch me cards
- a certificate in celebration assembly
- grades/comments awarded in the termly reports
- the issue of messages to parents - phone call, message in reading diary
- Weekly courtesy awards in achievement assembly
- Catch me cards and appropriate rewards for these

Sanctions/Consequences

Poor behaviour can result in a child moving to a warning, yellow or red. Any children that reach red are sent to one member of the Senior Leadership Team. They then write down the name of the child/ren and record the behaviour in the behaviour log.

What Constitutes A 'Warning' Offence?

- talking when the teacher is teaching
- a lack of effort to complete tasks
- Saying or doing something unkind to another child
- running down a corridor
- deliberately defacing books/work
- misusing school property
- distracting themselves/others

What Constitutes a 'Red' Offence (Straight to Red)

Parents will be contacted by the Academy on the same day if such an incident takes place.

- being heard to swear by an adult
- physically harming a child
- continual defiance
- homophobia/racism/sexism
- deliberately damaging school property
- stealing

Sometimes sanctions are required for pupils who have not respected the code of conduct. We operate a clear set of stages which outline what will happen to a child who is misbehaving.

At all times the child is spoken to and encouraged to improve their behaviour because this will result in them moving back through the stages. We believe in restorative justice and giving pupils the opportunity to improve their own behaviour.

Stage 1 - A child's is given a warning, this warning can be earned back if the behaviour is positively turned around.

Stage 2 - A child is moved to amber. He/she will miss their morning break time for a number of minutes specified by teacher due to the age of child and the offence. A maximum of 5 minutes of break time can be lost for KS1 and 10 minutes for KS2.

Stage 3 – A child moves to red, for continued low level disruption, they are sent to their link classroom following the Red Robin (See appendix) For violence children are sent straight to the Principal or Vice Principal.

Stage 4- A child moves to red, for high level behaviour children are sent straight to the Principal or Vice Principal.

Stage 5 - If the child's behaviour does not improve then a meeting will be held with the child, the parents, and the class teacher. An individual report card will be issued, behaviour will be monitored and recorded for two weeks and shared with parents daily.

Stage 6 – After 2 weeks the report card will be reviewed in a meeting involving the child, parents, class teacher and a member of SLT. Within this meeting the child may be taken off the report card and given key targets or if behaviour has not improved an individual behaviour plan will be put in place. This will continue to be reviewed and targets changed.

Stage 7 - Internal exclusion. The child will work independently away from their peers for a set number of days. This may include morning and lunch break times.

Stage 8 - Fixed term exclusion. The child is excluded from school for a period of 1-5 days with work set for completion at home. The Education Welfare Service, the LA, E-ACT and the Chair of Governors will all be informed of the exclusion.

Stage 9- Second and third Fixed-Term exclusion within the same academic year.

Stage 10 - Permanent exclusion.

Please note - in cases of very poor behaviour 'stages' can be by-passed.

Attached is a copy of our Traffic Light Behaviour System.

Chalfont Valley E-Act Primary Academy Traffic Light Behaviour System

	<p>Children who are on gold that day are given a gold sticker by the teacher..</p> <p>Children receive a gold certificate in celebration assembly and an Ice-Lolly</p>		
	<p>Name put on purple card to be put in the prize box.</p> <p>Sticker awarded by the teacher</p>		
	<p>Start the day.</p>		
	<p>Names cannot be moved back</p> <p>Loss of some playtime.</p>		
	<p>Sent to SLT</p> <p>Recorded in behaviour log</p> <p>Name cannot be moved back</p> <p>Parents contacted by Class Teacher or SLT.</p>		

Attached is a copy of our 'Catch me card system'



All adults are able to award 'Catch Me' cards. They are an instant reward for children who are seen displaying positive behaviours around school and in the playground. Behaviours include:

- Being polite to staff and children
- Taking a pride in their appearance
- Doing something out of the ordinary
- Walking down the corridor properly
- Helping others

Children are to take their cards to their class teacher who is to keep a log of how many the children have collected.

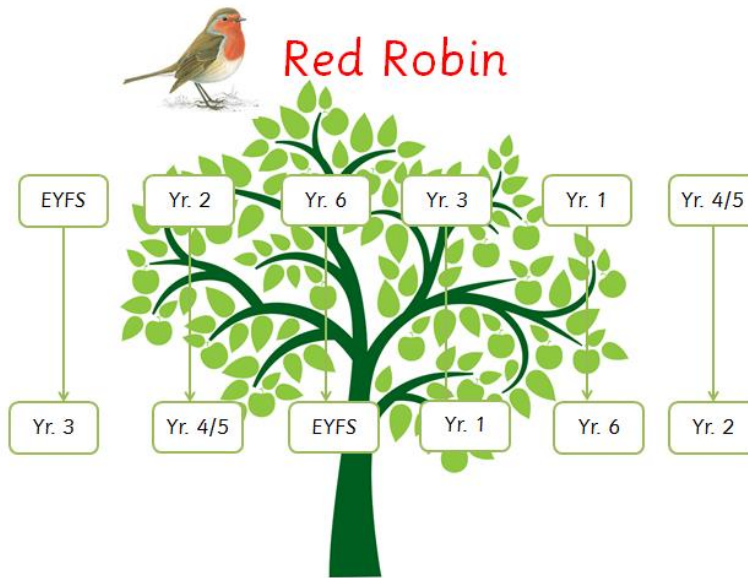
25 cards = a certificate in assembly and 5 more cards awarded

50 cards = a certificate in assembly, chocolate and 5 more cards awarded

100 cards = a certificate in assembly and a prize

Once a child has reached 100 they then start the process again.

Below is a copy of the Red Robin system



Appendix D

Exclusion Stages

Please see separate exclusions policy.

This policy was ratified by the Local Governing Body on 1st April 2015

This policy will be reviewed by April 2017

This policy was <input type="checkbox"/> ratified <input type="checkbox"/> reviewed (tick one) by the Local Governing Body on (date).	
Nigel Davies	
Signed, Chair of Governors	Date 1 st April 2016.

Print name: Nigel Davies