



The Ruskington Chestnut Street CofE Primary Academy

Behaviour Policy

Policy Co-ordinator: Claire Buckley
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Behaviour Policy

At The Ruskington Chestnut Street Church of England Primary Academy we are committed to providing a safe learning environment in which the pupils are encouraged to treat each other with respect and kindness in every aspect of their lives. The principle aim of this policy is to ensure that good behaviour assists the school to develop the potential of all pupils. Our Christian vision of Care, Believe, Grow motivates us to follow in Jesus' example when we apply our behaviour policy. At our Christian school, outstanding behaviour is rewarded and inappropriate behaviour is dealt with using a range of reflective, consistent and fair consequences. Christ's message of forgiveness is implicit in all we do. It is always made clear to a child that it is the behaviour we find unacceptable- not them. Our Church School Values underpin how we apply our behaviour policy and are rooted in the teaching of Jesus Christ. Central to our behaviour policy are Jesus' words recorded in Matthew,

“Do unto others as you would have them to do unto you” (Matthew 7:12).

1. The Rational

At The Ruskington Chestnut Street Church of England Primary we believe that:

- It is essential that our school has a positive ethos;
- All members of the school community have the right to feel safe;
- All members of the school community have a right to be respected;
- Good behaviour is a necessary condition for teaching and learning to take place and that all members of the school community have the right to learn;
- It is essential that school and parents work in partnership to promote and encourage good standards of behaviour;

Our rational is also based on our schools core values. At the start of the new academic year, staff will remind pupils of our core values and these are discussed, shared and explored with the children throughout each term.

- Compassion
- Respect
- Honesty
- Trust
- Forgiveness
- Perseverance

2. Aims

We aim to:

- Promote our school's Christian values including Compassion, Respect, Honesty, Trust, Forgiveness, and Perseverance within a caring, safe and nurturing environment.
- Create the right ethos and climate of behaviour;
- Develop in pupils a sense of making the right choices and an acceptance and responsibility for their own actions;
- Support pupils to develop further and learn from their mistakes;
- Ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
- Create the conditions within our school community in which there is mutual respect between all members and proper concern for each other, property and the environment;

- Develop a supportive atmosphere, in which pupils are able to give their best and are encouraged and stimulated to fulfil their potential.
- Be compassionate towards others and demonstrate and seek forgiveness if things don't go well.

3. Management

The Governors and Senior Leadership team will ensure that decisions on the curriculum, organisation and timetabling are aimed at enhancing positive behaviours in school. They believe that:

- Effective communication is vital between the management and the teachers to ensure clarity of expectation.
- The Senior Leadership team should be available to support teachers when behavioural difficulties arise.
- The principle that good relationships are the pre-requisite of good behaviour is established throughout school.
- All staff in the school should accept responsibility for maintaining good behaviour in the classroom and elsewhere.

4. Responsibilities

4.1 Children's responsibilities:

- To work to the best of our abilities;
- To allow others to do the same;
- To treat others with respect;
- To follow instructions from school staff;
- To take care of property and the school environment;
- To co-operate with others;
- To take responsibility for our own actions.

4.2 Staff Responsibilities:

- To have high expectations for all pupils;
- To treat all children fairly and with respect;
- To raise children's self-esteem and develop their full potential;
- To use rules and sanctions clearly and consistently;
- To provide a challenging and relevant curriculum;
- To create a safe and pleasant learning environment;
- To be a good role model;
- To form a good relationship with parents so that children can see that the key adults in their lives share a common aim;
- To recognise each child as a unique individual.

4.3 Parents' Responsibilities:

- To make children aware of appropriate behaviour in different situations;
- To foster good relationships with the school;
- To encourage independence and self-discipline;
- To show an interest in school activities;
- To support the school rules and expectations;

- To respond to invitations from the school to discuss their child's behaviour as this helps to break down barriers between school and home and makes the acceptance of a combined responsibility more likely.
- To support the school in the implementation of this Behaviour Policy.

4.5 Volunteer and Visitor Responsibilities

- To treat all children fairly and with respect;
- To work with school staff to support pupils in school;
- To demonstrate respect towards others and be good role models to the children.

5. School Rules

- We care about other and show this through our positive words and actions;
- We are ready to learn and work hard;
- We respect ourselves, others and everything around us;
- We demonstrate our core values of Compassion Respect, Honesty, Trust, Forgiveness, Perseverance.

6. School systems for promoting positive behaviour

6.1 Language

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making good or bad choices.

Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection.

6.2 Positive Messages

Where appropriate, Teachers are encouraged to make positive calls or send a positive message to parents via the school Dojo system to share success and good news.

6.3 Rewards - Celebration Collective Worship

On Friday Afternoons we hold Collective Worship with a theme of Celebration. There are several types of rewards that are shared here:

- Star of the week certificates
- Additional certificates (for example for sporting achievements) may also be awarded, including those received outside of school.
- Head Teacher stickers are awarded linked to children demonstrating our Church School Values and good attitudes to learning behaviours.

7. Rewards

7.1 'Chestnut Behaviour Champions (CBC)'

- Points are collected through the Class Dojo app from EYFS-Y6.
- The points collected are counted, and certificates presented at the agreed levels. 90 Class Dojo points must be collected for each of the 4 stages.

- There are 4 certificates in order - bronze, silver, gold and CBC.
Once a child has received the next CBC stage, the Class Dojo points will be re-set for each individual child, so the next 90 can be collected.
- Once a child has been presented with all 4 certificates they become a 'CBC' and have their badge presented in a celebration assembly. Parents will be invited for this presentation. Children then take part in an afternoon tea reward afternoon.

8. Sanctions

- Class Dojo is used for both rewards and sanctions.

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction
Stage 1	Verbal warning, change of seating.	Low level unwanted single event behaviour e.g not listening, dropping litter, poor manners etc.
A second verbal warning can also be given if needed before stage 2.		
Stage 2 – 'Yellow card' on Dojo.	Time out within the classroom, or time out with lunchtime supervisor.	Continued low level unwanted behaviours. Refusal to follow reasonable instructions. Dojo APP will inform parents when a dojo is removed.
Stage 3 – 'Red card' on Dojo.	Time out within another classroom.	Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low level behaviour or a single more serious event. Refusal to follow reasonable instructions. Dojo APP will inform parents when two dojos are removed.
Stage 4	Withdrawal from break time or lunchtime with peers.	Continued behaviours as above. Single more serious event. Parents/ Carers informed by class teacher.
Stage 5	Send to Head of School and/or possible withdrawal of privileges.	Continuing behaviours as above. Fighting. Repeated events of unwanted behaviour. Parents/ Carers informed by class teacher.
Stage 6	Send to Head of School or Executive Head Teacher, parents contacted and/or possible withdrawal of privileges. <i>* This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.</i>	Bullying. Cyber-bullying in school. Serious single event. Persistent low level behaviours. Damage to school property. Stealing.
Internal Exclusion		Serious single event. Continuing persistent behaviours over a period of time.
Fixed Term Exclusion <i>*Fixed term exclusions could lead to permanent exclusions following reviews</i>		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school

Incidents, actions and sanctions are recorded on CPOMS.

of evidence and advice taken.	cyberbullying. Evidence of behaviours of a homophobic or racist nature.	
Permanent Exclusion	In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	

Exclusions may be for a build-up of unmanageable and unacceptable behaviour, but may also be for a one off incident.

See also Government guidelines:

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

9. Use of reasonable force

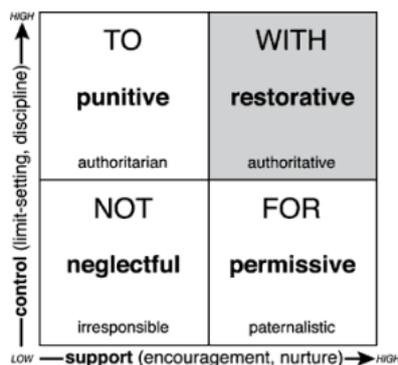
In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (The use of physical intervention). See also Government guidelines: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

10. Restorative Practice

Restorative Practice is not a sanction but may result in an immediate sanction (see table above) dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance. There are four key elements to Restorative Practice (RP).

1. The Social Discipline

Window RP is about working with the children rather than doing things 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.



2. A Fair Process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

3. Restorative Questions

These are asked to sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer	Questions for injured party
What happened? What were you thinking at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right?	What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

11. Monitoring of behaviour

Behaviour is monitored by the Head of School and the Executive Head Teacher using the CPOMS tracking tool. Patterns in behaviour may be identified and addressed with children and/or parents in order to best support the children. All incidences of behaviour from Stage 2 onwards is recorded using CPOMS.

12. Additional Support

Additional support is available through the schools SEN systems and via additional interventions supported by the schools Learning Mentor. We recognise that some pupils may need more support than others to develop their skills and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

The school may use PIVATS to assess and monitor progress for pupil behaviours and to set targets for pupils.

If necessary, pupils will be provided with an Individual Behaviour Plan. IBPs are reviewed termly. This supports the achievement of short, realistic targets and links to our SEN Pupil Passports. Parents are informed at every stage of this process.

For pupils with more significant difficulties with behaviour, the school will seek to work in partnership with outside agencies such as the Behaviour Outreach Support Service (BOSS) and the Educational Psychologist. This will usually take place after IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

The Ruskington Chestnut Street CofE Primary will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with SEND and other pupils as their personal circumstances warranted it. Adjustments made and agreed would be shared with staff members in school. This may mean that there is an appearance of the policy not being adhered to at times as rewards and sanctions are applied 'differently' but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

13. Bullying

Bullying is unacceptable and will not be tolerated in school. Please see the school 'Anti-bullying Policy' for more detailed guidance.

14. Supporting supply and cover teachers

Supply and cover teachers should be supported by:

- All staff
- Lesson planning in an easy to follow format.
- Lessons that are reasonable for someone other than the class teacher to implement and manage.
- SEND support before the supply teacher begins with a class.
- Relevant medical information on Scholarpack
- Password to laptop
- Deploying support staff to help children settle at the start of sessions where appropriate.
- Class teachers following up behavioural problems with parents when appropriate.
- Summary of the school behaviour policy.

Uniform

We have a dress and hair style code which allows the children a sense of belonging to The Ruskington Chestnut Street CofE Primary. The code is published on our school website and in the School Prospectus. We ask that all parents support us in ensuring that their children wear the correct uniform.

- All staff will ensure that children are adhering to the uniform code and question them if they are not wearing the correct uniform.
- Staff will remind children of the standard of dress we expect i.e. for them to look neat and tidy and enforce the uniform code.

15. Staff Development

The School may use external professionals to provide whole school training as required. Staffs are also signposted to relevant support and training as appropriate. In house training is provided in order to support staff development further.