

Staffordshire University Academies Trust		Trust Policy Document				
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Charnwood Primary Academy
Behaviour Policy

Aim

The aim of this behaviour policy is to create an effective, positive and happy Academy where everyone values, cares and respects themselves and others; has pride in their environment and their work; and confidence in their ability.

This behaviour policy is built on developing positive relationships between all members of the Academy staff, children and parents.

In working towards this aim it is essential that we have a whole Academy approach to the establishment of good behaviour and actively enhance children's self esteem.

This policy is underpinned by the following principles of teacher/pupil interaction:

- All classroom members have rights, responsibilities and rules:
- All children have the right to feel safe and secure.
- All children have the right to learn without being disturbed by others.
- All teachers have the right to teach and no child has the right to disrupt others.
- A conscious effort is made to minimise hostility and embarrassments in pupil /teacher interaction.
- Respectful treatment is established and maintained in conflict resolution.
- Children are given a right of reply.
- Disruptive incidents are followed up and followed through.

Classroom Behaviour Management

At Charnwood Primary Academy we believe that good classroom practice promotes good classroom behaviour. Teachers and Academy staff seek to provide an orderly classroom environment where routines are firmly established.

The children at Charnwood are made clearly aware of what is acceptable in the classroom and inside the Academy. As an academy we follow a consistent approach to behaviour with a clear structure in place using rewards and sanctions. At the beginning of the new year, each class teacher will reinforce with their children the classroom rules. These rules should be clearly displayed in the classroom and referred to when necessary to reinforce classroom behaviour.

Many behaviour problems can be negated by reference to classroom rules and the reinforcing of positive behaviour.

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Rewards

A major aim of the behaviour policy at Charnwood is to encourage children to demonstrate appropriate behaviour by operating a system of praise and rewards.

Nursery and Reception

Children gain a green card automatically for attending Charnwood Academy. If a child has behaved as expected during the day then at the end of the school day this green card is recorded on the child's 'behaviour chart' in the form of a stamp/sticker/smiley face. Once a child has filled their behaviour chart (10 green cards) then they may choose a reward off the reward menu. They then start afresh with an empty chart. Children may gain extra green cards for exemplary behaviour.

Years 1-6

At Charnwood Primary Academy we also operate a team points system using Class Dojo™ through which children are rewarded for academic and non-academic achievements including good behaviour.

Individual teachers may also run their own class incentives to promote good behaviour such as pupil of the day, table of the week, etc. Good behaviour is also celebrated during weekly achievement assemblies. Golden time is used as a reward throughout the Academy for consistent good behaviour across the week and completion of home reading.

Sanctions

Minor breaches of discipline should generally be dealt with by the class teacher by reference to classroom rules.

Where the Academy rules are broken a staged response is followed.

The staged response follows the following similar steps in each classroom:

Stage 1 – Verbal warning – Discussion with teacher. The child is warned about their behaviour and the consequences should their inappropriate behaviour continue.

Stage 2 – Warning – Child's name is recorded on a board in class to show that they have ignored their verbal warning. The teacher will then turn their green card to a vertical position or move their name on the chart as a symbol that they are approaching the yellow card sanction.

Stage 3 – Yellow Card Sanction – Time out from activity – Child will be asked to move to time out area to spend 10 minutes away from group to consider behaviour. Their green card is replaced with a yellow on the class chart, Whilst sitting in the time out area children should:

- sit quietly and not attempt to communicate with others
- not leave their seat without the teacher's permission
- continue their work

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Ten minutes golden time will also be taken and a debit of 10 Dojo™ points will be made. Class teacher will record this on the whole school behaviour log.

Stage 4 – Red Card Sanction - Child is sent to the Principal or in their absence the Deputy Principal or year group teaching partner. This may result in a letter; note on Class Dojo™; meeting at the end of school or phone call sent to parents/carers informing them about their child's behaviour if a teacher feels this is necessary.

If a child receives 3 or more Red Cards within a week then parents will be contacted.

A red card sanction is recorded on the whole school behaviour log which is monitored by the SLT. A debit of 20 Dojo™ points will be made.

It is anticipated that teachers will use their professional judgement regarding the seriousness of the inappropriate behaviour and the use of this staged response. In some classes it is likely that this approach will be rarely needed but it is important that children are aware of this staged response to inappropriate behaviour and the sanctions that may be used.

Once the child begins to behave appropriately it is important that the teacher resumes a positive relationship by passing a remark about the improved behaviour or their work.

This staged response is used for consistent inappropriate behaviour, which is disrupting the education of children within the classroom. In the case of serious incidents of misbehaviour such as violence against children or other adults it may not be possible to follow through these stages and an immediate response at stage 4 may be appropriate.

Class Dojo™

Years 1-6 use Class Dojo™ Credits are awarded for expected behaviour and demonstrations of the school values and 7C's. Debits for smaller demeanours are also given as incentive to get back on track. Debits can be made for occurrences of shouting out, missing PE kits, refusing to follow instructions, being rude or being off task in lesson. When debits are removed this is made clear to the pupil in question and they are always reminded of the possibility to earn these points back through good behaviour. At the end of the week the credits are totalled and pupils can use these to 'buy' different activities off the class rewards 'menu'. Totals also contribute towards the whole school team points system using the 4 school houses – Mars, Venus, Saturn and Jupiter. At the start of every week points are reset and children begin on an equal footing again.

Direct Principal intervention.

There may also be occasions where incidents occur in the classroom or in and around Academy which require the Principal to be involved. On these occasions the Principal will record the incident in the Behaviour Log and also detail what action/ sanction has been taken. It will then be left to the judgement of the Principal whether the seriousness of the incident requires parents/carers to be contacted.

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It is important the children realise that each day starts afresh with everyone starting the day with a green card.

Individual Behaviour Plans

Where a child's behaviour is causing serious concern the teacher(s) of that child may consider it appropriate for that child to follow an individual behaviour plan. In such cases parents / carers, teaching staff and the head / deputy will work together with the child to produce a small number of positively framed targets.

These targets will be recorded on an Individual Behaviour Plan monitoring sheet. At the end of each lesson the child will present this sheet to their teacher who will either record a comment or picture / symbol about the child's behaviour related to these targets. At the end of each day / week this monitoring sheet should be presented to the head / deputy or key stage leader. The use of the Individual Behaviour Plan should be reviewed as and when considered appropriate by all these involved in its inception and use.

Persistent Poor Behaviour

As an Academy we will do everything within our power to work with individual pupils, parents and outside agencies to improve a child's behaviour. Fixed term or permanent exclusion will be a last resort in these cases and will come about after much consultation with all those involved.

The exception to this will be any form of serious assault or violent behaviour which threatens the safety of pupils or members of staff. In such cases the Head teacher reserves the right to permanently exclude a pupil with immediate effect.

Procedures for Lunchtime

The Academy has in place a Lunchtime Supervision Policy along with specific Lunchtime Procedures which are specifically designed to minimise behaviour issues at lunchtime.

Children should have the opportunity to eat their lunch in a calm and orderly atmosphere. As teaching staff are not required to supervise children at lunchtime the general supervision of the children is delegated to the Senior Lunchtime Assistant / Lunchtime Supervisory Assistants under the general direction of the Principal.

Poor behaviour at lunchtime will often result in a poor start to the afternoon session. It is therefore essential that the lunchtime session is conducted in a reasonable manner.

To assist lunchtime supervisors they will be provided with some equipment for children's play. They will also be provided with stickers, certificates etc. for children who cooperate with others and behave well.

Excellent behaviour at lunchtime will also be rewarded with certificates at the whole school achievement assembly on Fridays.

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The Lunchtime Supervisors will have a regular meeting every half term with the SLT to discuss any current matters relating to lunchtime.

Unacceptable behaviour at lunchtime will be dealt with following the whole school behaviour system as outlined above. Supervisors will inform teachers of this conduct at the end of lunchtime when they collect their classes from the playground.

Further adverse reports specific to lunchtime behaviour may result in the Academy excluding the child from Academy at lunchtime for a fixed period.

Further problems will result in the parents being called back into Academy and further longer period of exclusion imposed.

A lunchtime exclusion will mean that the child is unable to return to Academy until five minutes before afternoon school begins.

In serious cases where pupils have been aggressive towards each other either at lunchtime or in the school day then a period of fixed term exclusion may be enforced. Any form of aggression (fighting) between pupils is unacceptable and will not be tolerated.

In cases of extreme behaviour e.g. physical assault, the Principal has the right to permanently exclude immediately.

Promoting Positive Behaviour

Within the curriculum the Academy will promote positive behaviour through inclusion in PSHE, SEAL assemblies, subject areas as appropriate and general class discussion.

It is the responsibility of all within the Academy to maintain the ethos which has been agreed. Pupils need good models from adults. We are committed to:

- Drawing attention to good behaviour,
- Giving clear and regular reminders of what is expected,
- Teaching good behaviour / manners through own conduct,
- Setting good example ourselves, in terms of manners, courtesy and care.
- Dealing with incidents of poor behaviour in a calm, professional manner

This behaviour policy will be reviewed annually.

Reviewed July 2018 – Cheryl Nowell & Katie Stanley