


Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	Trust Board	Issue date:	January 2023	Review date:	January 2025	
Policy Owner:	Principal	Behaviour and Celebration				
Audience:	Trustees <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

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 and carers.


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 to follow.
- 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.
- There is consistency in expectations and behaviours across the school or key stages.

To meet our aim the word KIND underpins all rules and actions. If we are kind in what we do and how we act then our behaviour will be a positive statement for others to see and follow.

Classroom Behaviour Management

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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 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. Each class teacher will reinforce with their children the classroom rules and expectations – including CALM when required; an acronym used to support pupils during the outbreak of contagious disease such as covid-19, flu or norovirus. These rules should be clearly displayed 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.

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.

At Charnwood Primary Academy we also operate a team points system using Trackit Lights <https://trackitlights.com/> through which children are rewarded for academic and non-academic achievements. These points are collated each week on the system and refreshed weekly. The points are used as a ‘currency’ which children may use to ‘purchase’ experiences or physical rewards.

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.

Certificates & Celebrations


In weekly celebration assembly teachers choose children to celebrate and award certificates. They are given these for both academic and non-academic achievements and the reasons are explained and written to share this information at home. The Principal awards a certificate for behaviour each week and subject leaders will also praise particular achievements such as highest scores on TT-Rockstars or Numbots, improved progress or reading ages or words read targets in Accelerated Reader. Pupils can also work towards achieving Trackit Lights bronze, silver, gold and platinum awards at the end of the year.

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:

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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 Trackit Lights in class to show that they have ignored their verbal warning.

Stage 3 – Yellow Card Sanction –Points removed and behaviour recorded on Trackit Lights. Teacher or adult leading explains clearly the importance of following rules and the impact their actions have on others.

Stage 4 – Red Card Sanction - Child is sent to the Principal. This will result in the child’s parents being contacted

A red card sanction is recorded on Trackit Lights which is monitored by the SLT and recorded on their record to support additional support needs should they be required. A debit of points will be made for yellow and red sanctions.

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. The reward system can be used to move children back to green following adjusted behaviours allowing all pupils opportunity to reflect, adapt and improve.

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.

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.

It is important the children realise that each day starts afresh with everyone starting the day on a positive point.

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Individual Behaviour Plans

When acute SEMH needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and careers to create the plan and review it on a regular basis. This will form an Individual Behaviour Plan.

Where a child’s behaviour is causing serious concern the teacher(s) of that child’s group may consider it appropriate for that child to follow an individual behaviour plan. In such cases parents / carers, teaching staff and the principal/vice principal 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 suspension 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 Principal reserves the right to permanently exclude a pupil with immediate effect.

Procedures for Lunchtime


The Academy has in place a Play Policy which is followed at lunch and break times which identifies specific procedures to follow which are specifically designed to enhance play and 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 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.

Lunchtime supervisors will be provided with equipment to encourage and enhance the children's play. They will also be provided with stickers etc. for children who cooperate with others and behave well.

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

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Unacceptable behaviour at lunchtime will be dealt with following the whole school behaviour system as outlined above. Supervisors have access to the school behaviour Trackit Lights system and are able to log positive reward points and sanctions in line with that stated. Supervisors will also then 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 suspending the child from the Academy at lunchtime for a fixed period.

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

A lunchtime suspension 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 suspension 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, 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


Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Use of reasonable force in schools Advice for Headteachers, staff and governing bodies July 2013 Ref: DFE-00295-2013.

Physical Restraint is NOT used in this school however, it may be reasonable to interpose in exceptional circumstances if a pupil is placing themselves or others in danger. The actions that we take are in line with government guidelines on the restraint of children.

Recording Incidents

It is important that there is a detailed written report of any occasion where force is used.

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Immediately following any such incident staff should inform the Principal or senior member of staff and provide a written report as soon as possible afterwards and should include the following information.

- Name of pupils involved, where incident took place.
- Names of staff, pupil witnesses.
- The reason force was necessary.
- How the incident began and progressed.
- The pupil's response and outcome of situation.
- Details of any injury sustained by pupil, other pupil or member of staff, or damage to property.

Remote Learning Expectations

Whilst learning within the home environment all children will be expected to adhere to specific behaviour expectations.

By accepting the live meeting ID and joining the meeting, with parental responsibility, you agree to the terms set out in this document.

- Live sessions are only to be accessed by a device in a suitable communal family space.
- Live sessions should ideally be supervised by adult to deal with any technical difficulties.
- All pupils should aim to complete the learning set daily,
- All attendees should be dressed appropriately
- Recording, photos or screenshots of the live sessions are not allowed by participants.
- Understand that the adult leading the session will facilitate the meeting as they see most appropriate for all children
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- All pupils must speak appropriately to all adults whether remote learning or in the home,
- All attendees must use chat features appropriately
- Be aware of your surroundings and mute when asked
- Identify themselves on the live session with their forename and surname
- The same behaviour expectations that are set within a classroom apply to live meetings and the teacher retains the right to terminate a pupil's participation.