



### **AIMS AND EXPECTATIONS**

At Christ Church CE Primary Academy we create a positive learning environment that ensures a consistent approach to behaviour management that is clearly understood by all staff, pupils and parents. The aim of this policy is to outline the schools' expectations of behaviour and the systems used to promote and develop good behaviour. Our behaviour policy is based upon the United Nations Convention on the Rights of the Child, and the whole school and class charters reflect this. We aim to promote mutual respect, consideration and honesty, so people can support each other.

### **RIGHTS AND RESPONSIBILITIES**

As a Rights Respecting School we believe that everybody has rights and responsibilities. At Christ Church CE Primary School **EVERYBODY** has **RIGHTS**.

**PUPILS:** We all have a right to work, play and learn in a friendly, safe and helpful school.

**STAFF:** We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

**PARENTS:** We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

### **EVERYBODY** in school has **RESPONSIBILITIES**

We all need to care about ourselves, other students, parents, teachers, belongings, our school and equipment. At the start of the year, parents and children will be asked to sign a home school contract in recognition of this.

### **WHOLE SCHOOL CHARTER (located on the RRS Displays around school)**

We believe living by the UNICEF articles will enable all members of the school community to work safely and happily; develop as rounded individuals. See **Appendix 1**

Each class has their own classroom charter created together at the beginning of the academic year.

### **BREAKTIME AND LUNCHTIME BEHAVIOUR**

- Look where you are going to make sure you don't bump into anybody when moving around the playground.
- Follow the rules for equipment.
- When it's wet, take extra care to make sure you don't fall and hurt yourself or others.
- Be sensible at all times in all areas.
- Make sure you play safely thinking about others.
- Let all people join in with your games.
- Always use kind words and actions and don't be hurtful or cause deliberate harm to others.
- Use all play equipment correctly
- Share the equipment and use it properly.
- Try not to damage equipment.
- No fighting including play fighting and wrestling.
- Don't throw anything over the fence deliberately.
- Don't hit people with skipping ropes or play tug-of-war.

*Learning with God and Each Other to be the Best We Can Be*

- Don't be violent – punching, hitting, kicking or deliberately tripping people up.
- Don't say anything mean to anybody.

### **Covid-19 Behaviour Additions**

In light of Covid-19 additional school rules have been developed to ensure that all members of the school community are kept as safe as they possibly can be.

#### Remember the Rules, Stay Alert and Stay Safe!

#### In your classroom:

- Only use the resources in your own pack.
- Stay at your desk unless an adult asks you to move- put your hand up if you need help.
- Wash your hands thoroughly when asked to do so.
- Stay in the classroom unless you are with an adult.
- Keep your hands to yourself and do not touch things around the room.
- If you sneeze or cough, use a tissue and then put your hand up and ask to put it in the bin.
- Wash your hands afterwards or use hand sanitizer.

#### Around school:

- Keep to the left hand side of the corridor.
- Keep your hands off displays and furniture around school.

#### In the playground:

- Only play in areas that your teachers ask you to.
- Use the equipment that your teacher gives to you.
- Wash your hands when you go inside

### **REWARDS**

Christ Church CE Primary School believes that good behaviour should be rewarded, whether of a temporary or a permanent nature. Class teachers aim to create a positive ethos through praise and rewards for good work and behaviour. **Rewards include:** stickers, positive dojos, verbal praise, postcards sent home, positive telephone calls, certificates, Golden Box, Golden Time (Dojo reward time)

**Special Achievements – Learner of the Week, School values Award, Writer of the Week, Principal's Award, Swimming, Dojo Master, Special Achievements, Reader of the Week raffle**

### **DOJOS**

All classes use the Dojo system for praising positive behaviours. This is a classroom tool that provides pupils with instant positive feedback and generates data on behaviour that teachers can share with parents. Negative Dojos can be awarded but the focus in school is upon awarding the positives as we *catch the children being good*. When negative Dojos are awarded the children will lose one minute per Dojo of either their break-time or lunchtime depending upon when the Dojo is issued. Dojos will be reset weekly with the class teacher displaying the running total so children are aware of how close they are to dojo reward time

All classes will have the same Dojos so that there is consistency across the whole school. It is expected that children receive around 5 Dojos per day – does this need increasing? For superb behaviour or

work children can be awarded a super doper awesome star dojo which is the equivalent of 5 dojos.

A dojo certificate will be awarded each half term to every child who achieves 96% or above. This will be awarded on the Friday of the first week after the half term.

### **SANCTIONS**

There are planned consequences for children who repeatedly fail to comply with school rules. It is our rule to always Praise in Public and Reprimand in Private (PIP and RIP). The consequences include:

- Rule reminder
- Negative Dojo (after verbal reminder)
- Verbal apology
- Written apologies
- Detention – held in individual classrooms
- Loss of privileges – e.g. sporting events, after school clubs,
- Children can be sent to another classroom immediately if there is a serious incident (e.g. physical attack on another pupil or member of staff) or sent home.
- Fixed term exclusions for very serious incidents or persistent disruptive behaviour

### **WARNING SYSTEM AND DETENTION**

See *Consequences Flow Chart* for a detailed outline of how the dojo/warning system works in our Foundation Stage, Key Stage 1 and Key Stage 2.

### **PERSISTENT OFFENDERS**

Persistent offenders will be placed on the special needs (SEN) register with a pupil passport, after an assessment of their learning needs is carried out (*see SEND policy*). They may have a daily report completed by their teacher, taken home and signed by their parent. The class teacher will start a behaviour chart to track progress. Meeting daily/weekly targets will earn an appropriate reward.

Where other strategies have not led to improved behaviour, the school will involve outside agencies such as the Inclusion Service, Educational Psychology, Access to Learning Team and CAMHS.

If parents do not agree with their child's inclusion on the SEN register as detailed above, detailed records will still be kept of specific incidents so that we can monitor the effectiveness of strategies and interventions.

### **SERIOUS INCIDENTS**

Where a serious incident occurs, the school reserves the right to exclude a child without following the warnings system or the above stated actions. Occasionally, where a child views exclusion as a positive experience, or it may cause significant harm to that child, the school reserves the right to issue sanctions on site. Parents will still be spoken to and home school sanctions will be agreed.

### **BULLYING AND RACISM**

When bullying issues arise they will be treated seriously and will be dealt with through our Anti-Bullying Policy. When incidents of racism occur they will be dealt with in school and reported to the LAC. Proformas can be found in the Principal's office.

### **EXCLUSIONS**

Where there has been a serious single stand-alone incident or long standing persistent poor behaviour we have the right to permanently exclude a pupil. We can also issue single fixed term exclusions for incidents of poor behaviour. Full government guidance can be find following the link below.

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

### LUNCHTIMES

At lunchtimes a system of red and yellow cards will operate. The yellow cards will be distributed to children who have played well or been helpful. The red cards will operate for unsatisfactory behaviour. Then the child will miss the rest of their lunchtime and the following lunchtime. The child will remain with a member of the Senior Leadership Team. The red card will be sent home that day, with a copy kept by the class teacher in their behaviour file. If three red cards are sent home within a term, parents are sent a letter to explain that a further red card will lead to a 5 day exclusion

### PARENTS

For the Behaviour Policy to be effective, parental support is crucial and we aim to inform all parents of behaviour concerns that we have in school. This is why we need parents to return all reply slips **the day after** letters have been sent home. If we do not receive the reply slip in school the following day, the class teacher will contact you to check that the warning letter arrived at home. Parental/teacher meetings for severely disruptive children will be necessary and will include the Principal and/or the Vice Principal.

### STAFF

It is the responsibility of class teachers to keep behaviour records in the class behaviour file. Incident reports need completing after each serious incident with a copy being kept in the class behaviour file. All personal response sheets need filing along with copies of red cards. Each class also has a yellow book where any incidents/concerns children might have are recorded by the class teacher. Class teachers should discuss any concerns they have regarding a child's behaviour with the Vice Principal or Principal. They should also arrange a meeting the child's parents if poor behaviour escalates.

### Revision/Review History

Signed Chair of Local Academy Committee - \_\_\_\_\_

Signed Principal - \_\_\_\_\_

Date	Comments	Review Date
Created 07.02.14 Governors approved	Reviewed with amendments following OFSTED inspection.	Autumn 2015
13/11/15	Change made to the warnings structure appendix 2.	Autumn 2016
18/11/16	Changes made to Dojos following school council discussions	Autumn 2017
18/05/17	Link added to SEND policy regarding Behaviour needs	Autumn 2018

16/11/18	Changes made to the rewards system following discussions with the school council	Autumn 2019
01/11/19	Updated in line with the academy conversion (change of names for the Principal/Vice Principal) and to make sure it is up to date.	Autumn 2020
02/06/2020	Updated due to Covid-19	Autumn 2020
January 21	Updated due to Covid-19	Autumn 2021
11 <sup>th</sup> October 2021	Numerous changes including the deletion of merits, the change of link re: exclusions from the DfE and the slight change to Covid behavior expectations.	Autumn 2022



