

Chacombe CEVA Primary Academy
Behaviour Policy

Rationale

The Governors and Staff wish to maintain Chacombe as a happy school, where the children and staff are valued and encouraged to achieve their full potential.

We believe that children should understand that they are responsible for the choices they make, both right and wrong and that those choices have consequences, both for themselves and others.

We believe this behaviour policy will enable the school to maintain an ordered, purposeful and secure environment where children can experience success. However, they recognise that there may be times when further action is required. This policy should therefore be read in conjunction with the school 'Exclusion Policy'.

Aims

We aim to:

- *Reward success.*
- *Reward consistent good behaviour.*
- *Help children to develop an understanding of right and wrong.*
- *Teach children that choices have consequences*
- *Encourage personal and collective responsibility.*
- *Produce an environment where everyone can learn.*
- *Ensure all expectations are understood and consistently applied*

We have a seven school values (Appendix 1) which underpin our expectations for behaviour in school. The school community has been involved in agreeing these. These values are reflected in rules agreed by each class.

Encouraging Appropriate Behaviour

At Chacombe CEVA Primary Academy we firmly believe that a focus on positives in many different ways encourages and develops good behaviour choices. We use our skills as professionals to ensure that we achieve the best behaviour and work from our pupils. These strategies include:

- *Constantly making expectations of work and behaviour very clear. This is done by clearly displaying our shared values that underpin our class rules and reminding children of them.*
- *Awarding house points.*
- *Ensuring work is challenging, interesting, set at an appropriate level and is delivered in a positive way.*
- *Ensuring that classrooms and displays are neat and positive. Resources are well organised and easily available.*
- *Acting as role models for pupils.*
- *Using a whole school reward system, linked to house points that enable every child to be rewarded through Goldentime activities.*

- *Ensuring that pupils are supported in making positive behaviour choices. An example of this is where they are seated and who they are next to within the classroom and assemblies.*

All children are unique and respond in different ways to rewards and sanctions. It is not appropriate for the exact same strategies to be employed for different children but for teachers to use their knowledge of the child and their professional judgement in the best way to encourage good behaviour.

Inappropriate Behaviour Procedures

As a part of growing up and the learning process all children will, from time to time, present inappropriate behaviour and the school has therefore put in place a progressive series of strategies for dealing with this. Staff use the language of choices and consequence when dealing with incidents of inappropriate behaviour.

The procedures below are consistently used by all staff.

Behaviour Ladder (Appendix 2)

1. - Warning

In the first instance the teacher will inform the child that inappropriate behaviour choices are being made. The child will be quietly asked to make a verbal choice about their behaviour. It will also be explained what will happen if they make a further inappropriate behaviour choice. This next step will be removal of a house point. It will explained to the pupil which choices have to be made to avoid this next step. If the pupil then makes appropriate choices, this is recognised by the member of staff and verbal praise is given.

2 – Removal of a house point (Appendix 3)

All children start the week with 10 house points but can earn extra points during the week for good behaviour/work. They can also lose house points for inappropriate behaviour and earn extras for ‘WOW’ moments as follows:-

- *Lose 5 – move from Silver Golden time award to Bronze.*
- *Lose more than 5 – no Golden time.*
- *Earn 15 in total or more with no loses – Gold Golden time activity.*

Those that are removed are only removed from those that are not earned as extras. If another incident of inappropriate behaviour occurs, the teacher will state which inappropriate choice has been made, that the pupil already has made an inappropriate choice and that it was made clear what would happen next. They will now have a 5 minute ‘Time Out’ to think about their choices.

3 – Time out

The pupil is then asked to move to a specified part of the classroom, away from others, not facing anyone else, to think about their choices. The teacher will also explain what will happen next if a further inappropriate choice is made. This next step will be the completion of a ‘Repair report’ away from the classroom with a Senior Teacher.

4 - Repair report (Appendix 4)

If a further inappropriate choice is made a Senior Teacher to complete a 'Repair Report'. If this stage is reached, the class teacher will need to record the 'Repair Report' and inform the parents. It should be explained that learning time has been lost and that activities must be completed. This can be arranged to be done during break time, supervised by the class teacher or at home.

5 – Internal exclusion

If the 3 steps above have been completed and there is a further inappropriate behaviour choice by the child, the Head teacher will then remove the pupil who will work elsewhere for the rest of the day. The Headteacher will then contact the parent regarding the incident and a meeting will take place the following morning to discuss the expectations of the pupil before they are allowed to return to class.

Inappropriate Behaviour in the Playground

The same procedures are also used on the playground. If an incident has been dealt with by a supervisor, it is the responsibility of that supervisor to ensure the class teacher is informed.

Equality and Diversity

Please see school statement.