



Behaviour Policy

Review Cycle;	Annual
Responsible group:	Headteacher, EYFS Lead and LGB
Implementation date:	September 2023
Next Review Date:	September 2024

Small steps to big dreams

Mark 4: 30-32

Vision

We aim to provide educational excellence inspired by the world around us. To develop curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian Values.

Coordinator: Mrs K Moss

Governor: Mrs J Grills

Our Core Values: Joy, Compassion, Respect, Responsibility, Community, and Courage

Rationale

As a church school, our core values are at the heart of every aspect of the school. This is particularly so in the development of our school ethos which in turn is embodied in our approach to promoting positive behaviour. At Clearwater C of E Academy we see good behaviour as vital to productive learning and the quality of life for everyone in the school. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, governors and other members of the wider school community.

The aims of the behaviour policy are :-

- To foster a positive, caring, warm environment, in which all children can reach their full potential and enhance their self-esteem.
- To develop positive relationships between all children and adults based on mutual respect, and to create support between home and school.
- To raise awareness of desired standards of behaviour by highlighting and rewarding examples of good behaviour.
- To foster a caring, kind and calm environment in which each person responds sensitively to the needs of others.
- To act as guidelines for all present and future members of teaching and non-teaching staff, parents and pupils, by setting out what we mean by good behaviour; and how we discourage inappropriate behaviour.

The Benefits of Good Social Behaviour

We believe that when staff, pupils and parents value good social behaviour, it enables the following to take place:

Children:

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their schoolwork

Teachers:

- Teach effectively within a positive atmosphere

- Meet the needs of all pupils
- Make positive contacts with all parents
- Develop personally and professionally

Parents:

- Feel confident that their children are growing personally, socially and academically
 - Know that their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere

What We Mean by Good Behaviour

After discussion, we have agreed that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hard-working
- Lives out our core Christian values

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, we will help them by making our expectations clearer, more specific and more suited to their individual needs. As a school though we will not tolerate violence or abusive behaviour towards any pupil or member of staff.

Our school rules relate at all times to our school's expectations of behaviour. These central principles are displayed around school and should be referred to at all times in the school day. Our focus on developing both the oracy skills of children and their application of 'learning powers' equips them to articulate frustrations and accept them as a natural part of mastering learning without recourse to poor behaviour. Our comprehensive PSHCE and RSHE curriculum further supports children's understanding of personal responsibility and positive life choices.

We have summarised all of this into a code of behavior which we call our STAR chart. By following this code, we keep our school a happy and caring place to work and learn.

CODE OF BEHAVIOUR	
The school has a “STARS” approach to behaviour	
S	Show politeness and consideration for others
T	Talk to an adult if behaviour of others is unacceptable
A	Act safely
R	Respect the school and its surroundings
S	Shine by making it easy for everyone to learn and teach

How We Encourage Good Social Behaviour

Everyone at Clearwater C of E Primary Academy has agreed to:

- Recognise and highlight good behaviour as it occurs
- Ensure that all children are behaving well
- Ensure that any criticism is constructive
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well

Rewards

We would much rather reward positive behaviour than punish negative behaviour. Strategies that we will use

- **STARS Chart** Each pupil starts every day with their name in the positive section, usually green. Rule reminder (i.e. the second time of telling) move their name to the next section, usually orange. The third time of telling they move to the next section, usually red. If behaviour still continues, remove their name from the board and ask them to go to a member of the Senior Leadership Team to explain why they have come off the board. If this behavior persists then the child will be sent to the Headteacher. Reception children start afresh every session. Every other child can earn the right to move back up the chart throughout the day in order to motivate and initiate a change in their behaviour.
- **Gold Book** Children may be put in the Gold Book each week for showing our school values through their behaviour as well as for academic achievement. These children are praised in a regular assembly on Fridays and awarded a 'Gold Award Sticker' sticker by the Headteacher. Any adult working with children is entitled to add a pupil's name to the Gold Book.
- **Individual rewards** Individual certificates for achievement, behaviour or social skills will be awarded by the Head teacher at the end of every term. Each class teacher will select the children they wish to receive these awards.
- **Mustard Seed Award** At the end of every long term two children from the school are awarded the Mustard Seed Award for living out the school's Christian values.
- **Verbal praise and positive comments** will be given readily on children's behaviour, in preference to sanctions. Class and supply teachers, lunchtime supervisors and teaching partners are all encouraged to praise good behaviour.
- **Awards Gained Externally** Pupils are encouraged to bring into school any certificate they have been awarded externally. They may, if they wish, have this presented in Gold Book Assembly.
- **Class strategies**
Other strategies that different teachers could use include:
 - 'Catch me board' - A child's name may be placed on the board when an adult 'catches' that child being particularly 'thoughtful', 'kind' etc. The teacher decides on a reward for the end of the week.
 - Marbles in the jar – each time someone does something good a marble is added to the jar. When the jar is full the class can choose a suitable reward.
 - Golden time – children start off with 30 minutes Golden Time. They lose a minute through behaviour that interrupts the learning of the rest of the class e.g. interrupting, disrupting etc. At the end of the week children can 'choose' for the time they have left.

The Senior Leadership team (SLT) are there to help and support staff. They are only too happy to see any child if staff feel they are worthy of praise. Staff should not hesitate to send for a member of the SLT or send a child to the head's office if they feel the behaviour warrants SLT intervention.

Stopping Inappropriate Behaviour and Sanctions

Occasionally children may forget our aims for good behaviour and be inconsiderate towards others. We try to prevent this happening by:

- Reminding pupils of the school's STARS Chart/Code of Behaviour.
- Acknowledging good behaviour as it occurs.
- Being alert to changes in a child's mood or presentation and intervening swiftly with appropriate pastoral care if required
- Adherence to our PSHCE and RSHE curriculum

Sometimes, in very rare situations, this may not be enough. We will try to intervene as soon as possible and to avoid confrontation, listen, establish the facts, judge only when certain and use punishments sparingly. We believe that removal of privileges is one of the most effective strategies.

The emphasis is on making children aware of why their behaviour has been inappropriate, its effect on others and to give children the chance to make amends. We emphasise that it is the behaviour that is unacceptable, not the child.

Classroom problems should be dealt with, wherever possible, within the classroom. If work is not acceptable it must be repeated; if time is wasted it must be made up out of breaks and if equipment is deliberately damaged, parents must be involved and where appropriate invited to replace it. Quiet, personal, explicit reprimands are preferred to general condemnation of whole groups.

We aim to discourage inappropriate or anti-social behaviour by:

- Discussion with individuals or groups in relation to problem situations.
- Moving the pupil within the class
- Separating the child from the class – by sending him/her to another class with work to be completed.
- Referring to a member of the senior leadership team
- Referring to the headteacher
- Removing privileges, for example playtime
- In heated or difficult situations, giving children some quiet time to calm down and then to talk through the problem with them.
- Teachers contacting parents to discuss ways of helping the child to improve their behaviour
- Devising an 'individual behaviour programme' which will help the child to learn appropriate social behaviour in school. (This will always be done in conjunction with parents).

If behaviour is becoming unacceptable, the Headteacher will warn parents in person where possible or in writing if not, of the possibility that further misconduct will result in either a suspension or permanent exclusion. For either a suspension or exclusion the LA and DFE guidance will be followed.

Examples of behaviours that may lead to the above

- Persistent disruptive behaviour
- Violence towards another pupil or member of staff
- Filming or videoing pupils or staff without consent
- Bringing illegal substances to the school site
- Bringing a weapon onto the school site

These sanctions will only be used as a last resort before consideration suspension or permanent exclusion.

Bullying / Peer on Peer Abuse (Please also see our anti bullying policy)

Bullying (i.e. a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied)

Cyberbullying (i.e. the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature)

We will not tolerate bullying in any form either physical or verbal in the 'real' world or virtually online. With young children there must be a distinction between bullying and boisterous play. Boisterous play usually disappears, as children mature, become more self-controlled and learn social skills of negotiation and compromise. If bullying behaviour happens it will be treated seriously and the problem addressed as soon as possible. Incidents involving bullying behaviour must be dealt with promptly. Children are encouraged to tell immediately of any incidence of bullying or intimidation.

The action taken will depend upon the severity and the frequency of the incidents. Children are encouraged to report bullying in any form, with children throughout the school being given strategies to help. They must tell the 'bully' that they do not like what they are doing and say 'Stop it' in a loud voice. They must try ignoring it. If this fails, they must ask for help.

Children are also encouraged to report any online bullying, again this will be taken seriously and a member of the senior leadership team will deal with the matter. The action taken will depend upon the severity and the frequency of the incidents.

Strategies to support both the victim and the perpetrator will be reiterated through our comprehensive PSHCE, RSHE curriculum, engagement with National Online Safety and our PCSO's. Appropriate pastoral support will be offered as necessary alongside sanctions for the perpetrator. All staff have completed specific online safeguarding training.

Racism and Hatred including:

Discrimination (i.e. not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy, maternity, race, religion or belief, sex, and sexual orientation)

Harassment including sexual harassment or violence (i.e. behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals)

Vexatious behaviour (i.e. deliberately acting in a manner so as to cause annoyance or irritation)

We will not tolerate any form of racism or behaviours motivated by hatred or extremism at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion. As with an incident of bullying strategies to support the victim will be provided, key messages from our comprehensive PSHCE and RSHE curriculum will be reiterated with pastoral support offered as necessary. Alongside sanctions, strategies and support will also be given to the perpetrator in order to develop their understanding and change their behaviour.

In very rare cases it may be necessary to suspend or permanently exclude a pupil. Suspension, either at lunchtime or for the whole school day, and permanent exclusion will only be considered after a serious act of aggression or misbehaviour and only after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

Parental Involvement

We like to work in a very close partnership with parents and we will, wherever possible, encourage positive parental involvement. With their support and understanding we will seek to encourage consistency and high standards of behaviour at home and at school.

We will offer support to parents as far as possible when an individual child is causing concern and parents can contact the school whenever this may happen – they should not feel that they must wait until the school contacts them.

Parents can help by:

- Encouraging children to realise the importance of the school and taking an interest in their work and behaviour and meeting teachers regularly, so that they know how their child is progressing.
- Assisting with activities where appropriate.
- Positively endorsing our aims, especially our core values and Code of Behaviour and talking about this with their children to help maintain high standards of behaviour at school and at home.
- Discussing any problems promptly with school (with the class teacher in the first instance).
- Supporting the efforts of their children when they receive rewards. If parents add their praise and rewards to those of the school, the effect will be even stronger.

Implementation

In order to best ensure the success of this policy the following implementation plan has been drawn up:

- All new staff will have this policy communicated to them and particular attention drawn to this implementation plan.
- During the first week of every term, pupils will be reminded of the school's expectations and how this impacts on the Code of Behaviour in their classroom.
- The Core Values and Star Code of Behaviour are to be prominently displayed on classroom walls.
- Specific and separate attention must be drawn to the statement on bullying in the Code of Behaviour in an appropriate way.
- The six core values and Code of Behaviour or elements of it should be included in the curriculum where relevant.
- All staff will adhere to the PSHCE and RSHE curriculum
- The section on monitoring and review procedures must be adhered to.

Monitoring and Review Procedures

To ensure the relevance and success of this policy it is imperative that regular reviews take place as follows:

1. At the start of the year check that the Core Values and the Code of Behaviour has been explained to all the pupils.
2. Review the pupils' actual behaviour via staff discussion and pupil feedback.
3. At staff meetings there is always an agenda item for pastoral issues. This includes any incidence to do with unacceptable behaviour.
4. Review the whole policy every 2 years.

This Policy should be read in conjunction with the school's Safeguarding Policy, Anti-Bullying, First Aid, Health and Safety and RSHE Policies, the DfE guidance on Behaviour in Schools, including suspension and permanent exclusion and the most up to date version of Keeping Children Safe in Education.

Summary of Responsibilities

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations including outside of school.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their (special) needs.
- To offer a framework for social education.
- To inform senior staff and/or parents of behaviour that causes particular concern.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat other people with respect.
- To listen to and act upon the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.