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AIMS

The Governors and staff at Coaley C of E Primary Academy have a vision of the ideal school we would like to develop. This vision is based on our ethos statement:

Coaley Church of England Primary Academy has a Christian Foundation which it seeks to promote by providing high quality educational opportunities to all members of the school community. Its ethos is underpinned by Christian values, which by experience and example provide a basis for lifelong learning. These values are articulated by our six core values: Compassion, Respect, Courage, Truth, Forgiveness and Humility.

The aims of the behaviour policy in supporting this vision 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, calm and concerned 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


At Coaley C of E Primary Academy, 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

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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

This behaviour is encouraged in every aspect 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, as many young children do, we will help them by making our expectations clearer, more specific and more suited to their individual needs.

Rules in our classes are devised using our six values, so that we can remember what it means to be a part of our special community.

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

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CODE OF BEHAVIOUR


The school has a “SMART” approach to behaviour

S	Show politeness and consideration for others
M	Make it easy for everyone to learn and teach
A	Act safely
R	Respect the school and its surroundings
T	Talk to an adult if behaviour of others is unacceptable

How We Encourage Good Social Behaviour

Everyone at Coaley 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


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Rewards

We would much rather reward positive behaviour than punish negative behaviour. Here are some of the strategies available to you.

- **SMART 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 down to the Headteacher and explain why they have come off the board. Reception 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.
- **Celebration Worship** Children may be awarded a 'Values Certificate' or a 'Proud Cloud Certificate' each week for achievement in social skills or academic. These children are praised on a Friday during Celebration Worship. Any adult working with the children is entitled to add a pupil's name to the Proud Cloud.
- **House Points** All children are in one of three houses and can earn house points.
- **Individual rewards** Individual certificates for achievement, behaviour or social skills may be awarded by the class teacher on any day. These certificates recognise those occasions an individual has gone above and beyond their usual behaviour to achieve personal success or to support a friend.
- **Verbal praise and positive comments** on children's behaviour will be given readily, in preference to sanctions. Class and supply teachers, lunchtime supervisors and Support teachers are all encouraged to praise good behaviour and to give stamps and stickers as they feel appropriate.
- **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 Celebration Worship on a Friday afternoon.
- **Class strategies** Other strategies that different teachers 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 Head teacher is there to help and support staff. She is only too happy to see any children if staff feel they are worthy of praise. Staff should not hesitate to send for her or a child down to her if they feel the behaviour warrants her intervention.

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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 SMART Chart Code of Behaviour.
- Acknowledging good behaviour as it occurs.

Sometimes 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 invited to replace it. Quiet, personal, explicit reprimands are preferable to general condemnation of whole groups.

We aim to discourage anti-social behaviour by:


- In heated or difficult situations, giving children some quiet time to calm down and then to talk through the problem with them.
- 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 the Head teacher
- Removing privileges, for example playtime
- Contacting parents to discuss ways of helping the child to improve his/her 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 fixed term exclusion may be considered. Further misconduct during will result in exclusion of up to five days and parents will be notified in writing.

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

Bullying

We will not tolerate bullying in any form either physical or verbal. 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.

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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. A statement to encourage children to report bullying in any form is displayed in each classroom, with children throughout KS1 and 2 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.

In very rare cases it may be necessary to exclude a pupil. Exclusion, either at lunchtime or for the whole school day, will only be considered after a serious act of aggression or misbehaviour and only after all other possible avenues have been explored. A warning letter will usually be given to parents first. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. – see *Anti Bullying Policy*

Racism

We will not tolerate any form of racism 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. Deliberate racism will result in exclusion.


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 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, the six core values and the 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.

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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 six Core Values and how this impacts on the Code of Behaviour in their classroom.
- The six Core Values and 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.
- 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 six 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 Child Protection Policy, Anti-Bullying, First Aid, Health and Safety and SRE Policies.

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Summary of Responsibilities

Parents' responsibilities are:


- To make children aware of appropriate behaviour in all situations.
- 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.

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GOVERNORS' STATEMENT ON BEHAVIOUR AND DISCIPLINE

At CoaleyC of E Primary Academy, we believe that it is important for the children to be happy and secure so that they may learn and develop as fully as possible socially, emotionally and academically within an Christian Environment. We aim to create an environment where all children learn to treat themselves and others with respect, care about each other and are sensitive to the needs of others. Developing and encouraging good behaviour is a vital part of creating such an environment and as such, we fully endorse the school's positive behaviour policy, which outlines:

- The ethos of the school, offering a clear and defensible set of values and making clear the boundaries of acceptable behaviour
- The school's moral code
- Positive and constructive rules of conduct
- The rewards and punishments to be fairly and consistently applied.