Changing Lives, Building Futures
Love Respect Hope

PORTSMOUTH AND WINCHESTER
DIOCESAN ACADEMIES TRUST

Behaviour Policy
St Columba C of E Primary Academy

Date Agreed: September 2019
Review Date: September 2021

Signed: ________________________________
Chair: Portsmouth and Winchester Diocesan Academies Trust

St Columba C of E Primary Academy Behaviour Policy

Revision Record

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<th>Revision No.</th>
<th>Date Written</th>
<th>Prepared By</th>
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<td>1</td>
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Policy statement
St Columba Church of England Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not unthinking compliance. We believe that learners and adults need to be valued and encouraged within an atmosphere of mutual trust and respect, where there is an overriding enjoyment in learning and the social aspects of Academy life. Our positive ethos is achieved through the promotion of our core Christian values (Love, Respect and Hope) and our 3 Simple Expectations (Ready, Respectful, Safe), with a heavy emphasis on respectful behaviour and a partnership approach to managing unacceptable conduct.

Our Aims
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and good relationships promoted.
- To refuse to give learners attention and importance for unacceptable conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.

We believe that the more positive behaviour we notice, the more positive behaviour we will get. Our first attention will be for best behaviour. We will notice and comment on good behaviour. Good behaviour will be promoted by good relationships and based on respect for each other and each other’s property. The agreed expectations, held and implemented by everyone in the Academy, are the key to good behaviour. Everyone is accountable for supporting and encouraging good behaviour.

Our 5 Pillars of Positive Behaviour Management Practice:
1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted interventions
5. Restorative follow-up (as outlined)

Our Christian Values
Love
Respect
Hope

Our 3 Rules
Ready
Respectful
Safe

Copies of the following documents are available from the Academy office:
ABCC chart
Hampshire Environmental Behaviour Checklist
Individual Behaviour Management Plan (IBMP)
Behaviour Management Risk Assessment
National standard list of reasons for exclusion
Letter to Parents (fixed term exclusion)
Letter to Parents (lunchtime exclusion)
Notification of fixed period exclusions (always on Blue paper)
Hampshire County Council, A Short Guide for Parents, Fixed Period Exclusions (doubled sided)
Expectations - The St Columba Way:
All staff will take responsibility for learners’ behaviour throughout the Academy. All learners will know the limits and boundaries and these will be clear to the them, the staff and parents.

We expect our learners to be able to:
- Follow our Christian Values, both in school, at home and in the community
- Follow what they are asked to do by all adults
- Greet visitors around the Academy with ‘Good morning/Good Afternoon, Welcome to St Columba.’
- Remember that, when addressed by an adult, to stop, look at the person, listen quietly and answer using the person’s name where possible
- Demonstrate Wonderful Walking around the Academy
- Complete work set by the teacher
- Discuss their learning with staff and visitors
- Be silent in the hall before and during Collective Worship and when walking in and out of the hall
- Listen to others, allowing them to speak without interruption
- Take responsibility for their own property
- Show respect for Academy property and for other people’s belongings
- Stay in the classroom during lessons unless given permission to leave by the teacher
- Display good table manners at lunchtime
- Treat each other with respect, care and consideration
- Arrive in time for school, ready to learn
- Use only appropriate language
- Engage in appropriate play at play times
- Only walk up and down the stairs

In return, learners should expect that adults in the Academy will:
- Model our Academy values on a daily basis
- Meet and greet learners with a welcoming smile and a handshake and address learners by name
- Demonstrate calm and consistent adult behaviour at all times
- Encourage, notice and comment on good behaviour (Appendix A & B)
- Be consistent in their approach
- Use positive reinforcement and look to build self-esteem
- Show a commitment to inclusion and understand the range of additional needs that may impact on behaviour
- Pre-empt potential behaviour issues before they arise
- Be proactive on playground duty and throughout the Academy
- Listen with their eyes as well as their ears when learners speak to them
- Give learners an opportunity to explain their actions
- Lead learners into the classroom, around the Academy and into Collective Worship
- Be punctual and well prepared for lessons and duties
- Ensure that work is well matched to learners’ level of attainment and need
- Design tasks to engage and meet the needs of individual learners
- Regularly discuss and set high expectations for behaviour
We consider that behaviour is unacceptable when:

- Teachers, learning support assistants and lunchtime staff are prevented from carrying out their duties because of a learner’s behaviour
- Learners’ learning is disrupted
- Learners refuse to attempt learning tasks
- Learners are rude or use unacceptable language
- Learners are disrespectful
- Learners show verbal or physical aggression
- Property is damaged or learners climb on furniture, including windowsills, radiators and staircases
- A learner leaves the classroom, hall, playground without permission

Recognition Boards
At St Columba Church of England Primary Academy, we use whole-class recognition boards to reinforce learning attitudes we want to see.

- Recognition boards target one learning behaviour at a time
- Names or tallies go on the board to recognise learners who are demonstrating the desired learning attitude
- Names or tallies are never removed from the board; learners who disrupt are dealt with privately
- Learners can nominate others to be put on the board
- The aim is to generate peer responsibility with the whole class helping everyone to get their name up
- Recognition boards need refreshing regularly
- Recognition boards are intended to recognise effort
- When everyone has their name on the board or the tally target has been achieved, a collective ‘whoop’ is appropriate
- Use the recognition board to relentlessly catch learners demonstrating the right attitude to learning
- Teachers will be determined to catch learners exhibiting the right behaviours!

‘I’m Respectful’ Badges
Every day, five learners from each class receive a respect badge. This is awarded by the teacher or their class mates and can be for going over and above our behaviour expectations (Hot Chocolate Friday)

Rewards for Good Behaviour
Positive reinforcement for good behaviour or work is related to the individual learner. When this occurs, we may use any of the rewards below:

- Instant and appropriate use of specific praise
- Visual display of class rewards e.g. marbles in the jar, Over and Above Golden tickets
- Learner of the Week certificate for good behaviour for learning (growth mindset) and showing Academy values
- Christian Value certificate weekly for learners demonstrating our Christian Values of Love, Respect and Hope.
- Lunchtime Leaders will give ‘raffle tickets’ for good behaviour at lunchtime which will go into a prize draw in Friday Celebration Assembly (Top Table)
- Pride and Presentation certificates for presentation of work and uniform expectations.
- Positive notes/texts/certificates/postcards home (approx. 3 per week) (eg ‘Well done – ask me why I have got this certificate today’ to get dialogue going with parent)
- **Hot Chocolate Friday** – learners who have gone ‘Over and Above’ our behaviour expectations will be able to have a hot chocolate drink with the Principal during break on a Friday (approx. one per class chosen by the teacher with the LSA)

### Management of Unacceptable Behaviour

When a learner’s behaviour falls below our expectations, and regular de-escalation strategies and ‘drive by’ checks have not enabled them to make better choices in their behaviour, our **stepped sanctions** will be used. A consequence will be applied at the soonest opportunity during the day – break, lunchtime or after school. No consequence will be carried over to the next day.

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<th>Step</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Reminder</td>
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<td>2</td>
<td>Caution</td>
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<td>3</td>
<td>Last chance (2 minutes attached)</td>
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<td>4</td>
<td>Reflection Time</td>
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<td>5</td>
<td>Repair—restorative Meeting</td>
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Stepped sanctions:
If the learner continues to demonstrate unacceptable behaviour or for a serious behaviour incident, a senior member of staff will be called to support. This must be recorded on CPOMS. The member of staff will remind the learner that contact with parents will be made and they will need to spend time at break, lunchtime or after school with the class teacher or LSA.

Some learners may need time and space to calm down before a sanction is applied. The meaningful conversation with a trusted adult is what will change a learner’s behaviour over time. This must take place when a learner is able to listen and take on board the key messages.

Some learners will have a personalised plan that may have a different system in place.

Further sanctions:
- Where a learner’s behaviour is unacceptable at playtime and lunchtime, then playtime may be removed.
- Where a learner’s behaviour is unacceptable on school trips (including residential trips) or sports events, they may lose the opportunity to go on further trips and events.
- Unacceptable behaviour during after school club may lead to withdrawal from that club.

Continued Unacceptable Behaviour
Where unacceptable behaviour continues, any of the following strategies may be used:
- Discuss continued unacceptable behaviour with parents or guardians
- Sign-post parents to Family Liaison Officer for support and advice
- Record incidents on an ABCC chart and review them with the SENCo.
- Complete the Hampshire Environmental Behaviour Checklist (available from the Academy office)
- The SENCo and teacher will complete an Individual Behaviour Management Plan (IBMP) with parents or guardians
- Involve outside agencies such as Primary Behaviour Service (PBS) or Hampshire Educational Psychology Service (HEPS). Advice or strategies agreed with external agencies must be implemented over a number of weeks in order to evaluate their effectiveness.

Regular reviews will take place to see whether In-reach at the Lennox Centre would benefit the learner or whether an application for a Special Educational Needs Support agreement (SENSA) or Education and Health Care Plan (EHCP) needs to be applied for in order to provide additional support for the learner in school.

Inclusion
The Academy will promote a policy of inclusion but in extreme circumstances the Principal may have to consider the possibility of exclusion in the interests of safety and well-being of all the learners. This would only happen if all other avenues had been explored. All attempts to reach an agreeable solution with the learner’s parents would be made before this step is taken.

Exclusion
Parents will be made aware of the possible consequences of their learner’s continued unacceptable behaviour, including exclusion, when the following actions will have been taken over a period of time.
- Learner has been advised of concerns about behaviour
- Positive strategies have been employed to improve behaviour
- The Academy has informed parents of concerns
- Parents have been invited in to discuss problems
The Academy has involved outside agencies. Only the Principal can make the decision to exclude a learner.

The Chair of Governors will be informed. The National Standards list of reasons for exclusion (available from the Academy office) will be used when making the decision to exclude.

If the Principal is out of the Academy, the teacher in charge will contact the learner’s parents outlining what their learner has done and allocate a time to come in to Academy to discuss the behaviour with the Principal who will then exclude the learner if necessary. Copies of all correspondence to parents will be stored in the learners’ SEND files or files in the office if the learner is not on the SEND register.

The role of the Special Needs Co-ordinator (SENCo)

The Special Needs Co-ordinator (SENCo) monitors the behaviour of individual learners in accordance with Code of Practice (see SEN Information Report). Learners may have a personalised timetable and individual behaviour plan (IBMP) which will be discussed with the parent. In addition, they may also have an ongoing behaviour record book. Positive achievements are recorded here in addition to behaviour problems.

A Common Language - A Consistent Approach (Scripts)

Here is some language we use to manage interactions about behaviour positively (Also see Appendix 1)

Alpha Commands

Name, I need you to…. because…..thank you

Name, remember I need you to…. because…..thank you

Name, the consequence of not…. will be…

St Columbas C of E Primary Academy

A Common Language A Consistent Approach

Here is some language we use to manage interactions about behaviour positively
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A Common Language A
Common Approach

Here is some language we use to manage

Do you remember last week when... That is the Jan I need to see today.

I'll give you ... minutes to calm down and then when you are ready we can talk about this

I've heard what you said but now you must ...

I can tell you are upset because...

It is okay if you are feeling...

Jan, it's not like you to...

Thank you for...

I know you can make the right decision

You need to think about what might happen next and make the right

I'm wondering if...

In order to keep you safe...

You now have the opportunity

I need to see you...(Listening, ready to learn etc.)

Jan, you/we need to...

Love   Respect   Hope