



DIOCESE OF CHICHESTER
ACADEMY TRUST

Positive Behaviour Policy

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared values. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: I have come that they may have life, and have it to the full.

Our school vision

Learning as a family in Jesus, through Love, Hope and Forgiveness

Matthew 19:26 “with God all things are possible.”

Our Purpose

The St. James’ family is a welcoming, thriving, innovative community; loving and inspiring, forgiving and challenging. Together we can, and will, enrich the world.

Our purpose is to provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

Psalm 139 “You are a child of God. You are wonderfully made, and precious in his sight. Before God made you, He knew you. There is no-one else like you.”

Proverbs 22:6 “Start children off on the way they should go, and even when they are old they will not turn from it.”

The Aims of this Positive Behaviour policy are to:

- Enable all children to be **Ready, Respectful and Safe** at all times
- Recognise and praise good behaviour as it occurs
- Ensure that criticism is constructive.
- Address the behaviour rather than the individual when praising or challenging.
- Always aspire for the highest levels of success for all children, actively seeking new opportunities to engage and inspire.

We aim to create a positive learning environment that has a clear and consistent structure underpinned by our core Christian values of Love, Hope and Forgiveness. It aims to foster children’s self-esteem and self-discipline and give a clear focus to their Personal and Social Education.

Rights Respecting Behaviour

All staff, children, governors and parents recognise that we have the right to learn in a safe and trusting community in which effective learning can take place. As part of our commitment to this right, we have reviewed our behaviour policy and simplified our school rules to enable all our children to embrace them. Our new three key rules are:

Ready, Respectful, Safe

At St. James’ CE Primary Academy, we are committed to creating an environment where good behaviour is at the heart of everything we do. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to be calm and consistent at all times in our dealing with children; this fits with our school values of Love, Hope and Forgiveness.

Restorative practice is key to our approach and there is an expectation that everyone develops trusting communication with one another. This includes all staff, children, visitors, parents and carers.

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

READY, RESPECTFUL, SAFE

We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe.

This is what they think:

We are READY to learn -

We arrive at school on time.

We have the correct uniform and PE kit.

We have our equipment ready.

We show that we are listening and our minds are ready to try our very best.

We are RESPECTFUL -

We listen when others speak and we respect the property of our friends and the school.

We respect that other people have different ideas, beliefs and backgrounds to our own.

We respect that people may look different and have different needs but we all feel the same emotions.

We respect the law and the rules of school and society.

We are SAFE -

We move around school in a safe manner.

We follow instructions to keep ourselves safe.

We use equipment safely.

We stay safe online and make safe choices in our community.

Behaviour Principles

- St. James' seeks to promote the highest expectations and standards for behaviour of all pupils and staff, in order to promote a positive learning environment to enable everyone to reach their full God given potential.
- The Christian values of St. James' CE Primary Academy are Love, Hope and Forgiveness and will underpin the academy behaviour policy.
- Learning is the main purpose of St. James' CE Primary Academy and this is underpinned by the behaviour that exists therein.
- Staff and pupils will not use offensive language, will not undertake any form bullying and will at all times promote British Values, tolerance and respect with particular regard to the nine protected characteristics, as defined in the Single Equalities Policy.
- St. James' CE Primary Academy will safeguard its community by providing a secure and safe environment in order for all members of staff and pupils to learn and work.
- There is an expectation that all members of the academy community will demonstrate mutual respect.
- St. James' CE Primary Academy will empower and equip pupils to make appropriate choices for which they are responsible.
- Good behaviour will be consistently acknowledged and praised.
- Rewards will be given fairly, consistently and proportionately.
- Behaviour will not be allowed to impact on the education and/or welfare of others, including bullying, violence and other forms of anti-social behaviour.
- Sanctions will be applied fairly, consistently, proportionately and reasonably taking into account individual needs.
- Everyone in a position of responsibility will be a positive role model for pupils, including staff, parents/carers and visitors.
- The behaviour policy should also underline the necessity for good communication of the policy between pupils, parents/carers and staff.
- The behaviour policy will always be applied in accordance with current education legislation.
- There is a complaints procedure that is accessible to all stakeholders, should the need arise.
- That the SLT will report to the local governing body on attendance and behaviour, including an analysis of the use of exclusions, each term and to DCAT as required.

Strategies used to promote positive behaviour

At St. James' CE Primary Academy, we believe that rewarding positive behaviour is the primary strategy for enabling children to develop into kind and loving citizens of the world. Learning as a family in Jesus means that we support each other to make the right choices and celebrate together when we do.

Guidance for Staff

Staff should actively encourage good behaviour. Staff should praise those that behave appropriately. Both verbal and non-verbal feedback are given a high priority both in and out of the classroom. It is particularly important in the corridors and playground. Adults in our academy understand that they are 'on duty' at all times and with all children – we all have a responsibility for establishing and maintaining a culture where being good is rewarded and noticed, whoever you are. We encourage children to line up, move silently and keep to the left when possible.

Children with Additional Needs

At St. James' we recognise that some children with additional needs may need extra support to follow our whole school behaviour policy at all times. It is our expectation that all children are Ready, Respectful and Safe however we do make reasonable adjustments to support these children to be successful within our policy. In consultation with parents, the class teacher and the Inclusion Leader, additional support will be put in place to enable the child to be successful. Measures could include: ELSA, nurture, buddy system, social interaction support etc.

Golden Time

Every Friday, children are able to participate in Golden Time activities for half an hour as a reward for being Ready, Respectful and Safe during the preceding week. They can choose from a range of activities which may be class based or more widely across the school.

Children who have made choices that have not demonstrated Ready, Respectful or Safe behaviour may miss 5 minute increments of Golden Time although no child will be made to miss the full 30 minutes.

Our House System

Our academy is divided into four houses. Our houses are named after Matthew, Mark, Luke and John. Every child in the academy is a member of a house, and siblings will always share the same house. Membership of a house links children with others across the age range and across the academy, developing a broader sense of community and collective endeavour. As many curricular and extra-curricular opportunities as possible feed the house system and children individually collect House Points to go towards a collective total, announced weekly in Awards Worship. House Points can be given by any adult in our community and are linked to good behaviour.

The system is for rewarding the good behaviour of our pupils. The expectation in terms of effort or behaviour to earn a point should be the same for every child. Children with a specific additional need (identified by the inclusion of a behaviour or emotional element in an IPP - Individual Provision Plan) may have an additional and separate programme in place that will be led by the class teacher. This should avoid the situation where a child who requires specific support earns more comparable House Points than a child who does not need additional support. The academy believes that the system loses value in the eyes of pupils and their parents if such a situation arises.

The house with the most points at the end of each second term (Christmas, Easter, Summer) will be given an additional reward such as a cinema afternoon in the hall or extra playtime and the House Cup.

Whole School Reward

The Whole school reward is another tool for rewarding good behaviour and encouraging children to work as a team.

All children will contribute to earning this whole school reward. Children will be rewarded for positive behaviour in the form of a golden token. This will be collected in classes each week. On a Monday, one child selected by the class

teacher will put the total collected golden tokens from their class into a giant collection jar, situated in the school hall. When this jar is full, the whole school will be given a special treat like a local trip or tasty treat.

The Class Cup

The Class cup is awarded each week to celebrate a child who has achieved something above and beyond normal expectations. This is an opportunity for teachers to thank and recognise children who really have stood out. In addition to a cup and certificate, the child will also be given a 'Golden tie' to wear for the following week. Everyone will be able to see who has really had a brilliant week.

Additional Rewards

In addition to House Points and Golden Time, stickers, certificates, letters, calls and postcards home and whole class rewards are used to reward positive behaviour in our academy.

Furthermore, classes have whole class reward systems that can be used to reward individual and collective good behaviour or improvements. This could take the form of marbles in the jar, sticker charts, sliding scales etc. Once the class reach an agreed number e.g. the jar is full then they earn a pre-agreed whole class reward such as 1 hour of additional play, watching a suitable film or another activity that is chosen in collaboration with the class to meet their needs and interests.

Children as Leaders

Many older pupils train as positive play leaders and mentors for younger children. The training helps to develop their own social and moral skills and in turn they are often able to support their peers. In class, talking partners and circles of friends are other strategies which foster mutual respect and peer support.

Children are consulted on issues, behaviour management and the academy environment. This is done through the academy council which is supported and promoted by all staff. All children have the chance to raise issues through class council and to have discussions to seek solutions. This helps them take responsibility for the behaviour of themselves and their peers.

Levels of Behaviour

As a Christian school, our ethos for all of the community should be to celebrate and emphasise positive behaviour and good choices. However, in order to prepare children for the wider world and ensure that everyone can be enabled to be Ready, Respectful and Safe, we need children to understand that there can be consequences to poor behaviour choices.

The table below is a guideline for behaviours and expected consequences:

Level	Example Behaviours include (but are not limited to)	Sanction
Level 1	<ul style="list-style-type: none"> • Low level disruption in class • Talking / disruptive behaviour in corridor 	<ul style="list-style-type: none"> • Warning and opportunity to turn things around • Missed playtime or lunchtime with debrief conversation
Level 2	<ul style="list-style-type: none"> • Ignoring warnings from Level 1 • Verbally hurting others • Swearing • Rough behaviour • Damaging or breaking property 	<ul style="list-style-type: none"> • Missed Golden Time • Sent to work in another class • Communication home from the class teacher

Level 3	<ul style="list-style-type: none"> • Ignoring or refusing to follow adult instructions • Threatening behaviour • Hurting others (physically) • Not respecting other people's boundaries • Deliberately annoying or goading another child 	<ul style="list-style-type: none"> • Involvement of Senior Leadership Team • Miss playtime/lunchtime with member of Senior Leadership Team • Level 3 letter home – 3 in one term moves to more serious consequence
Level 4	<ul style="list-style-type: none"> • Persistent Level 3 behaviour • Discrimination e.g. racism, homophobic, sexism • Bullying • Fighting • Inappropriate sexualised behaviour 	<ul style="list-style-type: none"> • Internal exclusion • Lunchtime exclusion for a fixed period of time • Level 4 letter sent home from Headteacher
Level 5	<ul style="list-style-type: none"> • Hurting a member of staff • Drugs • Weapons • Arson • Malicious Intent to harm others 	<ul style="list-style-type: none"> • Temporary fixed term exclusion • Permanent exclusion

Individual Behaviour Plans

Children who fall outside of these arrangements and need shorter term rewards or sanctions and additional assistance with their social and emotional needs should have a IPP and a behaviour plan in place. This can be discussed with the Inclusion Leader or another member of SLT as required. The individual behaviour plan should have separate rewards and not use House Points or Golden Time. Whenever the system pays out for the individual they must also pay into the whole class system e.g. if they earn 10 minutes' computer time for themselves they must also put a marble in the jar or whatever the individual class system is. By doing this, children who need additional support will not earn more than those who do not have such support. In addition to this, there is a collective benefit to supporting the child with their additional needs, rather than fostering resentment in children who behave well that an individual is perceived to get more rewards than the other children.

Bullying

Bullying is when a person or a group of people deliberately and persistently target someone else to hurt, threaten or frighten them through physical, verbal, emotional and psychological aggression. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time. We help children to understand our policy and contribute to it through anti-bullying week, as part of our PSHE programme – the ARK curriculum. Children have the opportunity to contribute to our Anti-Bullying Policy through academy council meetings. We try and share the definition of bullying with our parents and make them aware of our policy rather than just referring to it when there is a problem. Our children are taught that bullying is unacceptable and will be dealt with promptly by staff. They are taught the importance of reporting any bullying as soon as they can. All staff are aware that this is not "telling tales". To be seen to act is as important as taking action. Silence and secrecy nurture bullying. Please refer to the Anti-Bullying Policy for further detail.

Racism, Homophobia or Discrimination

St. James' is an inclusive academy that values the contribution that all individuals can bring to the community. We believe that cultural difference, physical appearance, disability of any kind or individual personal life choices to be ready, respected and safe. Every individual is to be cherished and respected and we nurture all our young people by

making clear our expectations that comments or actions that are, or could reasonably be perceived to be, discriminatory will be dealt with seriously.

Comments judged to be of a discriminatory nature are required to be reported by law, and in that situation the general sanction will be for the individual concerned to meet with the Principal and spend half a day out of class, learning away from their peers in KS1, and a whole day in KS2. Part of this day will involve a discussion with the Headteacher about the incident and why the conduct of the individual was not acceptable, however the time will also focus on the future and working out how the mistakes that were made can be prevented from happening again.

The academy will follow these guidelines as a general principle, however in some cases may adjust the sanction or response in order to match the incident in question having spoken with individuals involved. This judgement rests with the Headteacher (or Deputy in the absence of the Headteacher).

Recording and Monitoring of Social and Emotional Problems

Incidents of poor behaviour that require intervention, including conversations with parents, should be recorded by teachers in a child's individual pupil diary on CPOMS. This pupil diary allows historic information to be stored, patterns to be investigated and persistent behaviour to be identified. This can be very useful when reporting to parents, liaising with outside agencies or formulating an Individual Behaviour Plan.

Behaviour at Extra Curricular Clubs

We expect our children to carry the values of Love, Hope and Forgiveness and the Ready, Respectful and Safe ethos with them beyond the classroom and we have the same high expectations of behaviour at extra-curricular clubs as we do during school hours.

Children who cannot participate safely and with respect for others may be asked to leave a club either temporarily or permanently so that all participants can make the most of the opportunities on offer.

Statutory Considerations

Screening and searching pupils (including identifying in the academy behaviour policy items which are banned and which may be searched for) is allowed in line with national guidelines.

The power to use reasonable force or make other physical contact is allowed in line with national guidelines.

The power to discipline beyond the school gate is allowed, particularly where any poor behaviour choices are demonstrated when:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a pupil at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the academy.

Any criminal activity should be reported to the police.

**"Be compassionate and kind to one another, forgiving each other, just as in Christ, God forgave you."
Ephesians 4:32**

Appendix 1: Level 3 behaviour letter

Appendix 2: Level 4 behaviour letters – internal exclusion and lunchtime exclusion



Level 3 behaviour
letter 2022.docx



Level 4 behaviour
letter 2022.docx