



**Church of the
Ascension**
C of E Primary School

Behaviour Policy September 2024

“Learn with Love, Flourish in Faith”

Our School Vision

Do everything in love (1 Corinthians 16:14)

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God’s wonderful world.

We believe the six key values which characterise our school are:

- Thankfulness
- Generosity
- Respect
- Forgiveness
- Honesty
- Perseverance

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential.

Approved by:

Date:

Last reviewed on:

1st November 2024

Next review due by:

1st November 2025

As an inclusive Christian school, Church of the Ascension (CE) Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

We believe that these core Christian values are fundamental in helping to develop our children into responsible citizens of the future and will allow them to achieve their God-given potential. Our core Christian values form the foundation of our Behaviour Policy and are used to support children in reflecting on their behaviour:

Thankfulness

'Always be thankful.' 1 Thessalonians 5:16

At Church of the Ascension (CE) Primary School, we encourage every child to express thankfulness and develop an appreciation of the world around them and everything that God has provided for them. It is our belief that thankfulness and gratitude are at the heart of spirituality, worship and happiness.

Generosity

'God loves a cheerful giver.' 2 Corinthians 9:7

As Christians we are called to be generous. God's generosity towards us goes above and beyond anything that we can ask or think. Christian generosity is about far more than just sharing what we have: our time, our praise and our compassion. Regardless of the exact form our generosity takes, we encourage children to put others first and show one another the same love that Jesus showed to us.

Respect

'Do to others as you would have them do to you.' Matthew 7:12

It is our belief that we are all made in the image of God, that everyone is special, everyone's opinion matters, everyone's contribution is important, everyone's feelings should be considered and everyone's faith is sacred. At Church of the Ascension (CE) Primary School, we are an inclusive and welcoming family who celebrate each other's achievements.

Forgiveness

'Forgive as the Lord forgave you.' Colossians 3:13

Because we are part of God's family, we are forgiven and welcome no matter what. In our school, we offer a secure environment in which individuals can make mistakes on the road to reaching their full potential.

Honesty

'Do that which is honest.' 2 Corinthians 13:7

When we are honest, we build strength of character that will allow us to be of great service to God and to others. We are blessed with peace of mind and self-respect and will be trusted by the Lord and others.

Perseverance

'With God, all things are possible.' Matthew 19:26

The power of perseverance shows the willingness to keep moving forward despite the obstacles that stand in the way: perseverance builds character and resilience. We aim to

create a safe and nurturing environment where each child is encouraged to persevere to fulfil their dreams and reach their full, God-given potential.

Policy Rationale

All children at Church of the Ascension Primary School have a right to learn in, and a responsibility to contribute towards, a safe, secure learning environment. An environment in which they have the confidence and security to take learning risks. A positive emphasis is placed upon good behaviour and children are encouraged to make the correct choices. This policy has been updated in line with guidance from Department for Education, 'Behaviour and discipline in schools.'

This policy is linked with;
E Safety Policy
Anti-Bullying Policy
Safeguarding & Child Protection Policy
Reasonable Force Policy

Aims of the policy

We aim to create a secure, happy and stimulating environment so that all of our pupils can learn and achieve through enjoyment and experience. We aim to enable our pupils to develop their full potential; socially, morally, emotionally, intellectually and physically.

Our aims are:

- To implement a whole school policy which is supported and followed by the whole school community: children, staff, parents and governors
- To ensure that there is a clear system of rules, rewards and consequences which are known by children, staff, parents and governors
- To apply positive policies in order to create a nurturing atmosphere in which learning and teaching can take place in a safe and secure environment
- To encourage good behaviour rather than simply punish negative or unwanted behaviours, by providing positive reinforcement for children of all ages and abilities
- To treat problems when they occur in a consistent and appropriate manner in order to achieve improved behaviour
- To develop in children a sense of self-discipline and an acceptance of responsibility for their actions
- To develop in children a sense of tolerance towards each other, respecting and appreciating feelings, views and capabilities
- To develop in children exemplary attitudes towards learning

Pupils are expected to show excellent conduct, manners and punctuality. We want our pupils to leave this school having developed confidence and respect for themselves, consideration and regard for others and pride in the wider community.

Responsibilities

Governing Body Responsibilities

Section 88(2) of the Education and Inspections Act 2006 (EIA 2006) requires a governing body to:

- make, and from time-to-time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Senior Leadership Team Responsibilities

The Senior Leadership Team will ensure that;

- Skilled and highly consistent behaviour and safety management by all staff makes a strong contribution to an exceptionally positive climate for learning.
- There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils feel safe at school and at alternative provision placements at all times.
- They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

Headteacher's Responsibilities

Head teachers are legally required to ensure that the measures aim to:

- promote good behaviour, self-discipline and respect
- prevent all forms of bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

The measures need to deal with preventing all forms of bullying, including bullying related to:

- homophobic bullying
- race, religion and culture
- bullying of pupils with SEN or disabilities
- sexist or sexual bullying
- cyber bullying

Staff Responsibilities

We expect staff to:

- Understand and follow the school policy
- Have high expectations and a consistent approach to behaviour and safety management in the classroom and around school
- Encourage, promote and reinforce positive behaviour
- Develop responsibility and self-discipline in children so they can make the right choices to avoid potential risk
- Promote Emotional Intelligence throughout the school whereby children are listened to and encouraged to express how they are feeling.
- Report to parents/carers in an open and honest professional manner

Child Responsibilities

We expect children to:

- Take responsibility for themselves, and their property
- Show respect for each other, and each other's property
- Show responsibility for self-discipline and show an awareness of what constitutes an unsafe situation
- Know, understand and abide by school and class rules
- Be courteous and polite to each other, to staff and to visitors

Parental Responsibilities

We expect parents and carers to:

- Take an active interest in supporting all aspects of our child's school life;
- Encourage our child to be a valuable member of the school community;
- See that our child attends school regularly, on time and is equipped appropriately for the day ahead;
- Share the school's high expectations by ensuring that our child wears correct school uniform, has an appropriate haircut and no jewellery except a watch, studded earrings, religious items;
- Respect the safety regulations invoked by the school;
- Support school in promoting and maintaining appropriate behaviour in and out of the school building;
- Support and oversee our child's homework commitments and ensure there are suitable opportunities for home learning;
- Support the school by taking an interest in our child's learning and educational activities;
- Support the school in endorsing the E Safety Policy;
- Attend meetings to discuss our child's progress and respond to regular feedback from the school.

Monitoring behaviour and safety

All staff are responsible for monitoring behaviour and safety at all times. Staff will keep incident/behaviour logs of misbehaviour if deemed necessary.

Church of the Ascension Whole School Strategies

We promote positive relationships and outstanding behaviour.

Around our school you will find:

- All members of staff model respect at all times.
- Adults praising children and acknowledging good behaviour.
- Assemblies, weekly celebrations of good work, positive behaviour, house points, values rewards, letters and post cards home.
- Lunchtime supervisor rewards eg stickers and praise
- Children being given responsibilities such as buddies, monitors, house captains.
- Visible consistencies:
 - Morning Meet and Greet between staff and pupils.
 - Fantastic Walking: facing forward; walking in a straight line; hands by your sides; walk without talking.

-SLANT when someone is speaking: Sitting up; listening to the speaker; ask and answer questions; nod if you agree; track the speaker.

In our classrooms;

- At Church of the Ascension we recognise that quality teaching has the most impact on children’s behaviour.
- Class teachers will ensure that each class adheres to our 3 golden rules; Be ready and responsible to learn, Use kind and respectful words, Use kind hands and feet.
- Class teachers will also be responsible for following the school’s rewards and sanctions systems on a day-to-day basis with their class. It is essential that there are positive relationships established between adults and children, ensuring that effective teaching and learning can take place in a nurturing learning environment.

In our classrooms you will see:

- School rules on display, a set of basic rules agreed across the school.

<p><i>Be ready and responsible to learn:</i></p> <ul style="list-style-type: none"> • Wear the correct uniform. • Be on time for school. • Have equipment ready. • Follow instructions given. • Tidy up your own space in the classroom. • Accept responsibility if you make a mistake. • Respect the rights of others to learn. • Respect school property by looking after it. 	<p><i>Use kind and respectful words:</i></p> <ul style="list-style-type: none"> • Say please and thank you. • Hold doors open for people. • Talk kindly to other pupils. • Say good morning/ good afternoon to adults and each other. • Use a calm and polite tone of voice. • Value differences. 	<p><i>Use kind hands and feet:</i></p> <ul style="list-style-type: none"> • Keep hands and feet to yourself. • Play games that do not become too physical.
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- Adults praising children and acknowledging good behaviour.
- Positive comments in workbooks.
- Individual teachers’ stickers.
- Monitors and class responsibilities.
- Children visiting other staff members e.g. head/deputy for further praise.
- Good to Be Green Behaviour charts, where children are rewarded for good behaviour.
- House points, children strive to win points for their team.
- Parents/carers invited into school to discuss any issues and share positive news.
- Pupils who are demonstrating our School Values being acknowledged and rewarded by adding the relevant bead to our whole school collection bowl. Examples of where children have demonstrated the School Values are shared in our weekly Praise Assembly.

In our playground you will find:

- A variety of activities for children to be involved in: zoned play areas or sporting activities; play equipment such as skipping ropes; books and colouring activities; Topps Trumps cards etc.
- Play leaders modelling good playground behaviour.
- Adults praising children and acknowledging good behaviour.
- Adults on duty, ready to support children in making good choices.
- Children as role models through the buddy system and peer mentoring.

Playtimes enable our children to have fun, refuel and socialise with their peers in a relaxed environment. Whilst learning behaviours may not be so apparent at these times, children still need to be making the correct choices and behaving in accordance with our Core Christian Values.

Rewards and Sanctions:

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that pupil
- of a consistently poor standard

Sanctions should:

- be consistent
- follow through with stated consequences
- be appropriate
- confront their action and behaviour, not label the child
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Pupils receiving a red card, in accordance with the table above will be provided with a Reflection sheet to complete – Appendix 1. Pupils will be supported by a member of the leadership team to reflect on the actions that led to a red card, considering which of the school's core Christian Values.

<u>Gold</u>	<p>Beyond Green – Star of the Day. Above and beyond usual standard of individual behaviour, achievement and attitude to learning. Adults can reward as many children as appropriate for Star of the Day if their behaviour exceeds what is expected.</p>
<u>Good to be Green</u>	<p>Start as you mean to go on!</p> <ul style="list-style-type: none"> • Respectful • Polite • Effort is evident (doing your best) • Kind • Listening well • SLANT learning behaviour • Producing a good standard of work • Ready to learn • Correct uniform • Fantastic Walking

<u>Amber</u>	<p>First warning given by an adult and child will adjust position on behaviour chart. Remember this is reversible. Children are given lots of opportunities to adjust their behaviour and move back to green.</p> <ul style="list-style-type: none"> • Not ready to learn • Disrespectful responses (eye rolling, shrugging shoulders, mumbling back, answering back, sighing, pulling faces) • Rudeness • Being unkind to peers or adults • Being out of bounds • Not demonstrating good learning behaviour • Lack of effort/ focus resulting in a standard of work that is not acceptable • Incorrect uniform • Poor attitude to school life
<u>Red</u>	<p>Sanctions put in place and child will adjust position on behaviour chart. Red card will be given for child to take to Reflection Task during social time. This will be followed by supervised social time.</p> <p>Behaviour will be recorded on CPOMS. 2 or more red cards within a half term will result in a parental meeting and where appropriate, Individual Behaviour Plan will be implemented.</p> <ul style="list-style-type: none"> • Physical assaults will result in a red card being given. • Continuing to not be ready to learn despite reminders and a warning. • Continuing with disrespectful responses despite reminders and a warning. • Maintaining a poor attitude to school life despite reminders and a warning.

Children should be rewarded for positive behaviour and recognised regularly for doing the right thing. At Church of the Ascension all children will be allocated a house and awarded house points. These are collected weekly and shared in assemblies.

Children can strive to be 'Star of the Day', they can also be rewarded with stickers, notes/ post cards home, star of the day/week. All teachers must ensure that the rewards are in line with practice across the school.

All members of the senior leadership team can reward children with stickers.

Children will also be recognised and rewarded for demonstrating the school's core Christian Values. When an adult recognises a child has demonstrated a value particularly well, they will be instructed to collect the relevant values bead. This will then be placed in the collective values bowl. During Friday assemblies, we will look at how many values beads have been collected and will celebrate our school efforts at maintaining our values.

Church of the Ascension has agreed standards of behaviour and safety with pupils because we believe that excellent and thoughtful behaviour is essential for effective learning. Half termly Behaviour Reset Assemblies led by senior leaders, support children in knowing and understanding what the agreed and expected standards of behaviour are:

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Behaviour Blue Print – The Ascension Way – visible consistencies of Meet and Greet, Fantastic Walking, SLANT.	Good to be Green – what does positive behaviour look like? How can we demonstrate our values through our behaviour?	Revision of routines and expectations . Social time focus.	Learning in love; flourishing in faith – how can we support each other to learn in love and flourish in faith?	Revision of routines and expectations . SLT to identify area of focus and development .	Reflections.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

SEND

All staff should be aware of rewards and sanctions imposed by Individual Behaviour Plans. The SENCO should be consulted by the class teacher at the earliest opportunity if the targets are no longer working for the child.

Minor disruptive behaviours

Minor disruptive behaviours might include:

- Calling out or answering back
- Walking around the classroom
- Not on task
- Name calling
- Distracting others who are trying to work
- Rough play at break, including pushing
- Swearing/offensive language
- Failing to follow instructions from an adult
- Inappropriate use of resources
- Damage to property
- Disregard for health and safety
- Inappropriate behaviour in toilets

A stimulating environment and a varied enriched curriculum, as well as good class management are proven antidotes to minor disruptive behaviour. Teachers' response to these events should take into account pupils' individual needs.

If sanctions are needed, these steps should be followed through the course of the day, regardless of lesson change. This is to ensure disruption to pupil's learning is minimised (consequences are certain, not severe)

Pupils are asked to stop the inappropriate behaviour.

- Verbal warning that the pupil's name will be moved on the behaviour chart.
- Pupil's name is moved on the behaviour chart, as per the chart above.
- Remove the pupil to work alone, preferably at the back of the room, for the remainder of the lesson.
- Miss an activity
- Complete work in their own time.
- Break time sanctions implemented. .
- Senior leadership informed/involved.
- Parents informed.
- Individual Behaviour Plan implemented.

School trips/Off site activities

Church of the Ascension Primary School fully supports the availability of educational visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit.

Documented evidence, including the risk assessment, must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit.

Individual Behaviour Plans- for children whose behaviour is a cause for concern

The class teacher, child, parents/carers and SENCO will work together to establish an individualised behaviour support plan. This will be devised to suit the needs of each individual child and may take the form of a behaviour report, a behaviour book or a personalised reward system to support the development of positive behaviour. All individual plans will include behaviour targets for the child to work towards achieving as well as outlining rewards for good behaviour and sanctions should poor behaviour persist.

The effectiveness of the plan will be reviewed by the team at an agreed time, at which point one of the following will occur. The plan has been effective and the child no longer needs it so they will return to the class approach. The plan has improved behaviour; however the required standard has not yet been consistently met, so the plan will continue. The plan has been ineffective and concerns about the child's behaviour remain.

Dinner time

Dinner times can be difficult for some children. At Church of the Ascension the pupils are taught to respect all adults, regardless of role within school.

Playground Rules are consistent with those in school.

All children will abide *by our 3 school rules* and ***Core Christian Values***

- Be ready and responsible
- Use kind and respectful words
- Use kind hands and kind feet
- Core values - respect, honesty, forgiveness, generosity, perseverance and thankfulness.

Dinner staff report minor behaviour concerns to class teachers or a member of SLT.

Staff to inform a member of the SLT for the following:

- Fighting
- Hurting another child/'lashing out'
- Repeated bullying behaviours
- Racist language or offensive language

Major disruptive behaviours

All serious misdemeanours will be dealt with quickly and firmly. The following will not be tolerated at Church of the Ascension:

- All forms of bullying, including cyber bullying
- Racism
- Homophobia
- Abusive language
- Swearing
- Theft
- Extortion

Fighting and vandalism

- Bringing into school any items that are prohibited
- Hurting another child purposely
- Hurting a member of staff purposely

Class teachers will need to establish the facts of any serious misdemeanours before they are brought to SLT. Sanctions for serious incidents are not hierarchical; a member of SLT should be informed and a decision to inform the Headteacher will be made if appropriate.

Sanctions could include;

- A meeting with parents / carers, member of SLT and class teacher to discuss behaviour and future implications
- A reduced timetable
- Internal exclusion
- Removal of privileges e.g. attendance at extra-curricular clubs or visits
- Loss of responsibilities
- Suspension
- Permanent exclusion
- Informing other agencies or services as appropriate, e.g. Inclusive Pathways,
- Early Help Assessment, police, MASH

Recording incidents on CPOMS:

At Church of the Ascension staff may complete the log on CPOMS when:

- Parental involvement was needed
- There was deliberate intent to harm or cause distress to another child
- There is a pattern emerging of misbehaviour with certain children/staff

Staff should only use the initials and year group/class of other children as a way of identifying others involved.

Prohibited items

The following items are prohibited items at Church of the Ascension Primary School;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit offence, cause personal injury or damage to property.
- Any item banned by the school rules

Teachers' powers

Teachers, and all paid staff, have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school.

Teachers can confiscate pupils' property.

Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect a pupil has a prohibited item.

To be lawful, the punishment (including detentions) must satisfy the following three conditions;

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
3. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all circumstances

Conduct of pupils outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections act 2006 gives Head teachers a

specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

These situations may include any misbehaviour where the child is;

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school

Where misbehaviour and bullying occur anywhere off school premises and is witnessed by a staff member or reported to the school, the child's parents will be informed by a member of the senior leadership team.

Racist Incidents

All racist incidents will be recorded by the adult onto CPOMs and must be reported to the Head teacher or in their absence, the deputy head teacher. Dudley authority protocol will be followed with all racist incidents. Staff are annually updated on current procedures related to racist incidents.

Restraint

As a rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. However, when they do so they should be clear about why it is NECESSARY. Any action taken must be REASONABLE, PROPORTIONATE and in the child's BEST INTEREST. A written record of any incident involving restraint must be completed in a record book held securely by the Designated Safeguarding Lead. At Church of the Ascension we follow the DfE's advice for head teachers, staff and governing bodies 'Use of reasonable force'.

The following staff have carried out the relevant training – L Mason, C Bradley, N Slater, A Jones

Please see Reasonable Force Policy for further details.

Suspensions and permanent exclusions

School use the following guidance when making any decisions regarding suspensions or exclusions:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Please also see the school's Suspension and Exclusion Policy for further information.

Only the head teacher, or in their absence the deputy head teacher, have the power to exclude a child from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, parents must be informed immediately, giving reasons for the exclusion.

At the same time, the head teacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Work must be provided for the duration of the suspension.

The head teacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Appendix 1 – Reflection Sheet:

Name:	Date:
Please give details of the behaviour that has resulted in you receiving a red card:	
Which value did not adhere to? In what way?	
How could you have behaved differently?	
What do you commit to doing differently to get your behaviour back on track?	