

St. Clement's C. of E. Academy

Learning for Life, Anchored in Christ

Behaviour for learning

ST. CLEMENT'S
C.OF E. ACADEMY

St. Clement's C. of E. Academy Behaviour Policy

Behaviour for Learning Policy 2019/20

Our vision is to inspire happy, courageous, independent, curious and creative life- long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity.

We believe that being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

Learning for Life, Anchored in Christ

Serving the local community in the name of Christ since 1859

Policy Statement

We aim to create calm, caring environment where children can learn effectively. All children are encouraged to behave well by praise and example. Expectations are high and our behaviour for learning policy is clear and simple and applied consistently throughout the Academy. The policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe.

All children who attend St. Clement's are offered a high quality education that values every person as an individual made in the image of God and seeks to develop them to fulfil their potential both academically and spiritually. We aim to produce citizens of a global community who uphold and respect shared values, which strongly align with the Christian values of the Anglican Communion.

All individuals, representing a diverse range of backgrounds and beliefs, are welcomed wholeheartedly into our school family and are nurtured and supported by our harmonious school community. Friendship is a blessing extended to each and every one, as we develop a multi-faith community where God's love, compassion and forgiveness inform our daily lives.

Aims of the Policy

To encourage a calm, purposeful and happy atmosphere within the Academy, where effective learning can take place.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and to make appropriate behaviour choices.

To develop a strong models, understanding and practise of forgiveness and reconciliation.

To have a consistent approach in promoting positive behaviour throughout the Academy, with shared responsibility and communication with all.

At St Clement's, responsibility for promoting positive behaviour is shared by all. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and responsibility between all members of the Academy community including all staff, pupils, parents and governors. The relationship between staff members and pupils plays a critical role in the development and maintenance of positive behaviour. Staff/pupil relationships should be based on respect and unconditional positive regard with all staff taking the lead in this.

Positive Behaviour for Learning within our Academy

Staff responsibilities are:

- To treat all children fairly and with respect
- To uphold the Academy values and ethos (WWJD)
- 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 share and follow the St.Clement's Stars behaviour expectations
- To be a good role model
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim
- To recognise that each is an individual with their own individual needs
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community
- To take a shared responsibility for all children within the Academy.
- **5 to 1 ready to listen - When a class teacher or other adult wants to gain the classes' attention (ready and listening) they should raise their arm in the air and count slowly backwards from 5 to 1. All teachers should use this to ensure consistency.**
- **Use Post Covid-19 information to inform decisions and management of behaviour.**

Children's responsibilities are:

- To learn to the best of their abilities and allow others to do the same
- To treat others with respect
- To uphold the Academy Values and ethos
- To follow the instructions of the Academy staff
- To take care of property and the environment in and out of Academy
- To co-operate with other children and adults
- To take a pride in themselves, their class and their Academy
- To move around Academy and work in a quiet, orderly manner
- To take responsibility for their actions and make amends for any inappropriate choices they may make.

The Parent's responsibilities are:

- To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness
- To encourage independence and self-discipline
- To show an interest in all that their child does in Academy
- To foster good relationships with the Academy
- To support the Academy in the implementation of this policy
- To be aware of and support the Academy rules, expectations and values
- To maintain clear communication with academy staff.

The Governors' responsibilities are:

- Governors can make a positive contribution to the development and monitoring of Academy policy.
- Parent Governors in particular have an important role in clarifying the Academy's policy position and in providing a channel of communication for the parents. (Please contact the Academy office for detail of the named Governor for behaviour.)

Behaviour Online

Communication can take many forms, whether it is by email, text, webcam or instant chat. It is essential that all pupils are aware of the academy policies that refer to acceptable behaviours when communicating online. The Academy will ensure that all users of technologies sign and adhere to the standard of behaviours set out in the E-Safety Charter, and it will not tolerate any abuse of its Computing network, infrastructure or cloud based systems, whether offline or online. All communications by pupils should be courteous and respectful at all times. Any reported incident of bullying or harassment or other unacceptable conduct will be treated seriously and in line with the student disciplinary codes. Where conduct is found to be unacceptable, the academy will deal with the matter internally. Where conduct is considered to be illegal, the academy will report the matter to the police and other relevant external organisations as required / instructed.

Whole Academy Behaviour Management Strategies and Systems

Rewards

The Zone Board

Each class, from Reception to Year 6, has a positive behaviour Rocket Zone Board consisting of 7 zones.

All pupils will start each day on the green zone.

These are our expectations for all pupils at all times within the 'Green Zone';

- Be positive, kind and help others
- Be polite
- Listen and do as you are asked straight away
- Be in the right place at the right time
- Work or play sensibly
- Show respect for all

If a pupil exhibits very good learning behaviour then they will move up the zone board onto the bronze, silver and then gold. If a child finished the day in the gold zone or on a planet they will be awarded a cosmic stamp on their cosmic card. It is important to ensure the children get their stamps and to show them their behaviour is recognised and valued.

If children continue to demonstrate excellent behaviour, they can 'planet hop', you can put them on any of the 6 planets within the behaviour zone, for showing a particular attribute.

The planets are:

- Planet Kindness,
- Planet Respectfulness (both of people and things),
- Planet Absorption,
- Planet Independence
- Planet Collaboration
- Planet Perseverance

Children receive a values point each time they 'planet hop'. They can move between the planets and get a values point for **each** planet they reach.

All children and staff are in houses based on Constellations to link with our Cosmic Awards– Lyra - Harp, Centaurus – Half man half horse, Draco - Dragon and Pegasus – Winged horse.

Monitors will come to class on a Friday afternoon to collect values points and will record who has achieved the most points each week. The team with the most values points at the end of the year will win an exciting trip as a reward.

Classes can be awarded class points for things such as excellent behaviour in assembly, walking around school, on a trip or when their teacher is away from school and a cover teacher is in school. Then a class reaches 25 points they agree a reward together with their teacher. It is important to ensure the children get the class reward again to show their good behaviour is valued. It is also important not to take these points away once earned (unless absolutely necessary) as this can demoralise the class.

Lunch Time

Lunchtime supervisors/kitchen staff may award a Class points or values points for outstanding behaviour in the dinner hall or playground.

Celebration Assemblies

Achievements will be celebrated during regular assemblies and class points given. Monday is the day for our main whole school award assembly.

Fortnightly Cosmic Awards Assemblies will be held for KS1 and KS2 separately. Achievements such as Handwriting, star writer, spellings, birthdays and any out of school achievements will be celebrated. Each week, a cosmic pass is picked from each of the KS1 and KS2 boxes. These children receive a prize from the prize box. Values champions are celebrated in these assemblies. A person from each class is nominated by a member of staff for demonstrating our school values. Photos of children who receive awards are displayed on the Cosmic awards board.

Star Pupils

Teachers choose two pupils each week who have displayed excellent **learning** behaviours and attitude to work and these pupils receive a certificate. Lunchtime Supervisors also choose a weekly star pupil relating to the half termly value.

Cosmic Champions

As children ends the day in gold they will receive a stamp on their cosmic card, (different stamp for each term-supplied by school) and when children fill their card (10 stamps) they will put it in either the KS1 or KS2 box which will be kept outside the hall. Children will continue this process throughout the term, with 1 child being pulled out weekly from each box. At the end of the term the cards will all be returned and two children from each class with the most cards will attend a reward afternoon, organised by the Pastoral Manager.

Kindness Awards

The Kindness nomination slips and collection box is kept outside the hall. Children can complete slips to nominate someone who has been kind to them or someone else. Each week in assembly, nominations will be pulled out of the box, these children receive a diamond sticker and their photo goes on the display. There can also be children nominated by a member of staff or the Lunch Time Supervisors. There are 3 children chosen weekly.

Sanctions

What we do if your child misbehaves

- We remind them how we want them to behave/ our values
- Where necessary we discuss incidents with the children involved

- Where possible we encourage children to resolve disagreements themselves and to take responsibility for their actions, to try to make amends for any harm they have caused.
- We will consider information from the 'Post Covid-19' section of this policy.

Sanctions for repeated misbehaviour during lessons

When pupils make poor choices or they display behaviour that is below our expectations, the following will apply. Using the zone board- chn may be moved down the zones if they are demonstrating inappropriate learning behaviours. If they move to yellow zone (check your engines) this a warning zone that gives chn time to think about their behaviour and choices. If they make better choices, they move back up to green as quickly as possible. If they continue to make poor choices regarding behaviour, they move to amber zone (contact ground control) the teacher will give a simple sanction such as 5 mins missed play, time out period (in own classroom), or another simple sanction to take place outside learning time and over seen by the teacher.

Once the child has received their sanction they should be returned to green zone to start fresh. If a child continues to make poor choices whilst in the amber zone, they move down to red (Houston, we have a problem) this will mean contact with Parent/ Head Teacher/Deputy/Assistant depending on situation.

In certain circumstances a single serious act of misbehaviour may warrant one of the sanctions being employed immediately.

Please remember, if you are keeping a child in, you should supervise that child and not leave them with the Pastoral team. If you have concerns about a child's repeated inappropriate behaviour, you then refer them to the Pastoral team. Behaviour concerns are also noted on CPOMS so any patterns in behaviour can be spotted. A child can only be moved up or down the chart one step at a time. They cannot jump straight to red for misbehaviour unless it is a serious act of misbehaviour endangering themselves or others.

After School Clubs

We pride ourselves on the wide range of free after school clubs provided for the children that are all designed to contribute to the children's physical social and health education. If a child persistently fails to respond to sanctions or is rude to adults working in school, then they will not be allowed to attend after school clubs for a period of time – usually a couple of weeks up to the end of a half term or term. If this behaviour continues then they will not be allowed to take part at all. Parents will be informed of this decision and are expected to support it.

Severe Behaviour Incidents – Fixed Term / Permanent Exclusions

This is a last resort after we have tried all avenues to improve a child's behaviour. The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Academies are under a duty to provide suitable full-time education for the excluded pupil from the sixth Academy day of any fixed period exclusion of more than five consecutive Academy days. Local authorities are under a duty to provide suitable full-time education from the sixth Academy day of a permanent exclusion.

In the event of any of the following, parents will be contacted immediately and requested to remove their child from the Academy premises:

- Actual physical violence towards any member of the Academy community.
- Verbal abuse towards any member of staff
- Deliberate damage to Academy or other people's property.
- Bullying

- Behaviour that causes a risk to themselves or others

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary Academy.

In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy.

The Academy will record racist behaviour and the LA will be informed as part of our Racial Equality Policy

Responsibility for Dealing with Pupil Behaviour

- During lesson time the class teacher is responsible for pupils' behaviour.
- There is corporate responsibility for corridors, assemblies etc.
- At break times the staff on duty are responsible for the children in their care.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning.
- Children should not be sent to the SLT or anyone else unless an incident is serious.
- All staff are responsible for using 'Post Covid-19' amendments.

Monitor and Review of Behaviour for Learning Policy

The policy will be regularly monitored and reviewed as part of the ongoing audit of practice and development within the Academy.

Post Covid-19

In the short term, there is likely to be an increase in the rates of children's anxiety. Anxiety is the body's response to threat, and coronavirus is a threat. Children will worry about their own health and older children, who understand the virus better, will understand the risk it puts their grandparents and other vulnerable members of their families under and worry particularly about this. For some children, this anxiety will not be a short-term problem and will develop into a long-term anxiety disorder. Children may be placed in traumatic situations, seeing scary protective suits or being separated from loved ones. Some children are inevitably going to be bereaved by this unfolding tragedy, further support relating to this can be found in the St. Clement's C of E Academy Bereavement and Grief Policy. The fact that for some children simply having had to be at home for a prolonged period of time, will in itself have had significant impact upon mental health. For example, some children will have witnessed/suffered DV or been in a refuge for the entire period of lockdown. These are all matters that will be considered when dealing with or managing behaviour.

Behaviours we see relating to stress, anxiety, PTSD, separation anxiety, OCD, Bereavement, grief and/or other mental health related concerns.

Behaviour Signs (some conditions we may see both short term and long term)

- **OCD:** Worrying about germs, getting sick, or dying. Extreme fears about bad things happening or doing something wrong. Feeling that things have to be "just right." Disturbing and unwanted thoughts or images about hurting others. Disturbing and unwanted thoughts or images of a sexual nature. Children may want to continually wash hands or not want to touch things they think someone else has touched. Staff should be mindful of these behaviours and address concerns in a compassionate and understanding manner.

- **Separation Anxiety:** Children with separation anxiety disorder feel constantly worried or fearful about separation. Many children are overwhelmed with symptoms such as: Fear that something terrible will happen to a loved one. The most common fear a child with separation anxiety disorder experiences is the worry that harm will come to a loved one in the child's absence. Having spent a significant and prolonged period with their caregiver, this sudden change could exacerbate these feelings. Worry that an unpredicted event will lead to permanent separation: Your child may fear that once separated from their caregiver or family members, something will happen to maintain the separation. Refusal to go to school: A child with separation anxiety disorder may have an unreasonable fear of school, and will do almost anything to stay home. Reluctance to go to sleep: Separation anxiety disorder can make children insomniacs, either because of the fear of being alone or due to nightmares about separation. Physical sickness like a headache or stomach ache: At the time of separation, or before, children with separation anxiety problems often complain they feel ill. Clinging to the caregiver. A child may shadow the teacher / adult around the classroom or cling to their arm or leg if they attempt to step out.
- **Stress and Anxiety:** Children may be extremely well-behaved and quiet, fearful of asking questions. Demand extra time from teachers, asking questions constantly and requiring a lot of reassurance. Regularly fail to hand work in on time, due to either procrastination or perfectionism tendencies. Complain of sudden stomach aches or headaches, especially when faced with activities that they are not comfortable with. Spend a lot of time on their own at lunch and breaks. Visibly appear to be anxious (sweating, agitated, rapid breathing).
- **PTSD:** Unwanted memories of the event that keep coming back. Upsetting dreams or nightmares. Acting or feeling as though the event is happening again (flashbacks). Heartache and fear when reminded of the event. Feeling jumpy, startled, or nervous when something triggers memories of the event. Children may re-enact what happened in their play or drawings. Avoidance of any reminders of the event. Avoiding thinking about or talking about the trauma. Avoiding activities, places, or people that are reminders of the event. Being unable to remember important parts of what happened. Negative thinking or mood since the event happened. Lasting worries and beliefs about people and the world being unsafe. Blaming oneself for the traumatic event. Lack of interest in participating in regular activities. Feelings of anger, shame, fear, or guilt about what happened. Feeling detached or estranged from people. Not able to have positive emotions (happiness, satisfaction, loving feelings). Lasting feelings of anxiety or physical reactions. Trouble falling or staying asleep. Feeling cranky, grouchy, or angry. Problems paying attention or focusing. Always being on the lookout for danger or warning signs. Easily startled.
- **Bereavement and Grief:** See St. Clement's C of E Bereavement and Grief Policy.

Supporting Children

1. **Never Lie:** The first rule of what information to give children is 'never lie'. But that does not mean we have to tell them everything.
2. **Give appropriate information:** The information you give to children has to be developmentally appropriate.
3. **Hide your own fears:** Don't let your children see any panic you feel. Language is very important in anxiety. Their worry needs to be recognised, acknowledged and validated, without being hyped up.
4. **Encourage a sense of togetherness:** Encourage sense of togetherness and hope. These can be protective against mental health problems.

Structures of Support within the Academy

- Staff to be mindful of all the above before moving children down the 'Rocket Zone Board'.
- All staff have received CPD on mental health and well-being issues Post Covid19 and should use the guidance and support from this when considering how to response to children's emotional/behavioural needs.
- All children to be given a diary and timetabled slots to write in throughout the day.
- Reflection areas to be used at the child's request.
- 'Inside Out' slips to be available at all times.
- 1.1 Sessions available with Pastoral Manager and or a member of the Pastoral Team and compulsory return to school meeting for every child.
- Consistent and clear communication with families and other professionals.
- Up to date training for staff relating to Mental Health and the above mentioned conditions.
- BDMAT support from Victoria Sumner
- Family Support Plans where needed.
- Referrals to other agencies or professionals where needed.

Last Reviewed: 11.05.2020 agreed by Governors 21.05.20 (online meeting)

Reviewed by: D.Akers

ST. CLEMENT'S
C.OF E. ACADEMY