



Charnock Hall Primary Academy
A L.E.A.D. Academy

Promoting Positive Behaviour and Relationships for Learning Policy



#LOVECHPA

September 2022



Pledge



Introduction

This document is a statement of the aims, principles, strategies and procedures for promoting positive behaviour for learning at Charnock Hall Primary Academy (CHPA).

This policy should be read in conjunction with CHPA's *Anti-Bullying Policy*.

Core Beliefs and Principles

At CHPA, we are strongly committed to encouraging good, positive and caring behaviour, and to promoting the values of self-discipline and regard for rules and authority. For this to be successful, it is imperative that strong relationships are fostered. To support this, we believe that a strong home-school partnership works to build positive behaviours in children and to reduce the likelihood of inappropriate behaviours. By working side by side with parents, we believe that CHPA can create the necessary culture for learning and for all children to achieve their full potential.

This policy supports the CHPA community in aiming for everyone to work and learn together in an effective and considerate way. CHPA expects every member of the community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy in a consistent way to support pupils in having the mantra '*be the best I can be!*'.

CHPA rewards positive behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy and its procedures are designed to promote behaviour for learning and is influenced by Steven Baker and Mick Simpson, co-authors of '*A school without sanctions: A new approach to behaviour management*'.

At CHPA, we sought guidance and support from evidence-based research and the experiences of other school settings to support the ethos and direction of this approach.



Aims

The primary aim of this policy is to promote positive behaviour and positive behaviours for learning for all pupils. We have school All-Star Rules (Appendix 1) and staff promote positive behaviour through being good role models and reward pupils in accordance with this. See Appendices.

The policy is designed to promote positive behaviour rather than merely deter inappropriate behaviour by:

- ✓ implementing systems and procedures that encourage effective behaviour for learning;
- ✓ ensuring a fair and consistent approach to behaviour that is not conducive to learning;
- ✓ providing an atmosphere that encourages positive social behaviour, and
- ✓ demonstrating a commitment to the development of inclusive practices.

We aim to create a learning environment where teachers can teach and children can learn free from behaviours that distract from learning by:

- ✓ establishing clear rules that clearly define acceptable and unacceptable behaviour for learning, and have direct instructions that ensure compliance from all children;
- ✓ encouraging children to consistently follow the rules throughout the CHPA day and academic year;
- ✓ establishing a system by which teachers can receive support from parents and senior staff,
- ✓ delivering lessons which are accessible and motivate all.

Being a Charnock All Star

At the beginning of each academic year, the Headteacher and class teachers review and evaluate the expectations of behaviour and work. The CHPA expectations (Charnock All-Star), are put on display in all classrooms and referred to all times. Pupils will develop their standard of behaviour and work taking full responsibility for their actions (Appendix 1).

Roles and Responsibilities

Staff, pupils, governors, parents and carers must work as a team to enable pupils to make the best of their abilities, talents and interests. This triangular team approach must work in ways that are consistent and which will ensure that no child's opportunity is hindered, demonstrating effective educational practice.

All staff use a 'behaviour script', which has been developed from the work of Steven Baker and Mick Simpson. This ensures consistency across all facets of CHPA and from all staff. Pupils learn the way that all adults speak with them is the same in all classrooms, at lunchtimes, on the playground etc.

Steven Baker and Mick Simpson advocate non-confrontational behaviour management that creates opportunities for building relationships with children. The following are methods that all staff use when addressing any behaviours in school:

- ✓ positive direction
- ✓ effective and appropriate praise
- ✓ expecting compliance
- ✓ switching off the spotlight
- ✓ offering choices
- ✓ swerving confrontation
- ✓ showing care and empathy

Roles and Responsibilities in promoting positive behaviour

The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement a behaviour policy consistently throughout CHPA, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all CHPA site users.



The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher and Governors ensure that the principles are implemented consistently across the academy. Where any identified inconsistencies are observed, staff are reminded of the expectations and supported as necessary.

Class Teacher and Support Staff

It is the responsibility of the class teacher to ensure that the Charnock All-Star expectations are consistently enforced in the classroom, and that the class behaves in a responsible manner during learning times. All CHPA staff have high expectations of pupils in terms of their behaviour for learning, and they strive to ensure that all work to the best of their ability to be the best they can be! All staff follow a specific script and this must be followed at all times to maintain consistency and continuity across CHPA.

The class teacher and support staff treat each pupil fairly and enforce the Charnock All-Star rules consistently. They treat all CHPA pupils with respect and understanding. Support staff reinforce examples of expected behaviour in the same way as the class teacher with the use of verbal praise in and around the classroom, alongside the script. Support staff will use the procedures fairly and consistently, addressing any behaviours causing concern, and reporting behaviours to the class teacher if they feel this is necessary.

Where needed, class teacher liaises the SENDCo who may request the support of external agencies, as necessary, to support and guide the progress of each child. These agencies may include:

- The Educational Psychology Service
- Social Care
- MAST
- Behaviour Support

The class teacher reports to parents/carers about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. (Appendix 2)

LEAD Academy Trust & Governors

The Trust & Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. They then support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the CHPA Behaviour Policy, but the Trust/governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

It is the responsibility of the Trust & Governing Body to monitor the rate of exclusions, and to ensure that the CHPA policy is administered fairly and consistently.

The following pages contain guidance notes for all members of the school.

Rewards

CHPA rewards positive behaviour and learning, as we believe that this will develop a culture for learning to take place. This policy is designed to promote positive behaviour for learning rather than just deter anti-social behaviour.

We lay particular emphasis on the positive approach and recognise that children should be treated fairly and consistently. It is important that sanctions do not damage long-term relationships and pupils' self-esteem. We endeavour to use private rather than public reprimands.

We will ensure that we draw attention for positive behaviour for learning as well as 'disappointing/unacceptable' to parents' attention, (news should not always be bad) and we will give recognition to achievements made outside of the academy also to further emphasise home and CHPA working together.



We realise that the vast majority of our pupils are well behaved and always try to be the best they can be and should be praised and encouraged to continue in this way. It will always be our policy to identify and deal with individuals, except in exceptional circumstances, rather than punish the whole class/group.

We will always try to acknowledge good behaviour, manners and work, by rewarding these with;

- ✓ Smiles and gestures
- ✓ Positive remarks
- ✓ Consistent praise for good behaviour
- ✓ Team Points accumulated as a class and across the academy
- ✓ Star of the Day Certificates given out in class (Appendix 6)
- ✓ Learner of the Week Certificates given out in weekly Learner of the Week Assembly (Appendix 4 & 5)
- ✓ Good News
- ✓ Responsibilities e.g. tidying up, specific jobs etc
- ✓ Class/Year Group Awards for attendance, respect for the learning environment (Gleaming Classroom) (Appendix 7 & 8 & 9)

Positive Rewards for learning Behaviour

Team Points

- Pupils are awarded Team Points for a variety of reasons. Team Points should be given for pupils that exhibit behaviour and work that is above and beyond the expected level. It is essential that adults focus on above the expected level. This creates high expectations and an understanding of 'outstanding'.
- Staff award Team Points for learning and good behaviour, explaining the reason why it has been given.
- Team Points are collected and pupils accumulate them within for their Team (collective responsibility).
- This system is based on accumulation and once earned they cannot be removed. Every pupil should be encouraged to record their Team Points and aim as high as possible for themselves and their Team
- At the end of each half-term, the team with the most Team Points will receive reward i.e. cinema/popcorn afternoon.

The Rainbow system

- For consistently trying to be a Charnock All-Star, or for a specific one off achievement, a pupils name should be moved from Expected/Blue Sky to, Excellent/Sunshine.
- For continued consistency or for a specific one off achievement, a pupils name should be moved to Wow!/Rainbow

Good News

Contact must be made with parents/carers on a regular basis, either in person, via telephone or through the Pupil Learning Diary. This is an effective way of informing parents of outstanding learning and behaviour.

Sanctions

While we use sanctions to acknowledge and register 'disappointing/unacceptable' behaviour, we aim to make it clear to pupils that it is the behaviour and not the person that is disappointing/unacceptable.

When dealing with incidents of inappropriate behaviour we shall refer to the following rule;



Sanctions are fair and consistent!

- ✓ The sanction system will be based on a 'Rainbow System'.
- ✓ Each day, every pupil will start in the 'Expected/Blue Sky' section of the system.
- ✓ If a child receives a reminder about their behaviour, they will move from 'Expected/Blue Sky' to 'Disappointing/Grey Cloud'. The child will move their name card to the relevant section.
- ✓ If the child receives a further warning, they move their name card to the next section. If a pupil receives a further warning, their name is placed in 'Unacceptable/Lightening Bolt'. The class teacher will record the incident in the behaviour recording system.
- ✓ When a child has moved in to the 'Unacceptable/Lightening Bolt' section, they will be seen by the Key Stage Leader/Deputy Headteacher. This sanction will incur a loss of play/lunch-time and a phone call home to parents made by the SLT member with the pupil.
- ✓ In the event of seriously disruptive behaviour, the child will be sent immediately to the Headteacher and parents will be called. At this point, a fixed term suspension may be considered. The Headteacher only makes this decision based on evidence and in consultation with officers from the Trust and Local Authority.

Behaviour at Playtime & Lunchtime

During the play and lunch break, pupils continue to be under the care and supervision of a team of trained staff which may not be the pupils usual teacher and will include other Teachers, Support Staff and Lunchtime Supervisors (at lunchtime).

Behaviour at these times is expected to be as good as at any other time of the CHPA day. The CHPA rules remain the same and rewards and sanctions follow the same pattern as for the rest of the day. During these periods, efforts will be made to engage the pupils in positive play activities to avoid inappropriate behaviour.

Good behaviour at play & lunchtime is rewarded with:

- ✓ Smiles and gestures
- ✓ Positive remarks
- ✓ Consistent praise for good behaviour
- ✓ Giving of Team Points
- ✓ Responsibilities e.g. tidying up, specific jobs (Play Leader, Peer Mediator, IT Technician).

Inappropriate behaviour at lunchtime is dealt with by:

- ✓ Discussion to ascertain facts.
- ✓ Use of 'The Script' by staff.
- ✓ The sanction system will be based on a 'Rainbow System'.

There may be occasions when the behaviour at play and lunchtime is felt to be so unacceptable that immediate lunchtime exclusion will be given. If this is the case then pupils will spend lunchtime outside the Headteachers office completing learning tasks.

Every Day is a new day!

At the end each day, all pupils are reset to Blue Sky, no matter where they are within the Rainbow System.

Educational Visits

Educational visits are a privilege but essential to support learning. However, if an individual pupil's behaviour is not acceptable within CHPA, and there is the possibility of them putting the Health and Safety of themselves or others at risk, that pupil or those pupils will not attend. Parents would always be notified of this with an explanation of the reasons why through a meeting with the Headteacher and class teacher.

CHPA reserves the right at any time to withdraw a pupil from any educational visit they are taking part in if their behaviour is unacceptable and not in line with school expectations or policy.



Prevention of Fixed-Term Suspension & Permanent Exclusion

Only the Headteacher has the authority to suspend a pupil from CHPA. A variety of methods are tried to prevent suspension from CHPA. These are as follows:

- ❖ The use of designated staff (MLT/SLT) to diffuse the situation and to 'calm' the child.
- ❖ Use of 'Time-out' with another adult classroom.
- ❖ Placement with the Headteacher for internal isolation if necessary.
- ❖ Use of an Individual Behaviour Record along with individual motivational rewards.
- ❖ Discussion and counselling with the child and other parties involved.
- ❖ Use of external agencies.

Fixed-Term Suspension & Permanent Exclusion

Only the Headteacher has the authority to suspend or permanently exclude a child from CHPA. The Headteacher may make the decision to suspend/exclude a child when the behaviour has been deemed serious and has been investigated fully with all parties involved. In doing so the school will comply with the DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012'.

If a child is suspended/excluded from CHPA for a given reason, the parent/carer is contacted by two methods – telephone and letter. The Headteacher will immediately contact the home to explain the situation to the parent or carer and instruct them to come to CHPA to collect their child. No child is sent home alone or unsupervised. No child may be excluded until the parent or carer is verbally informed of the decision.

A formal letter is then sent on the same day to the parent or carer explaining the suspension/exclusion process, the reasons for this and the process the parent or carer can use to appeal against the decision. Copies of these letters are then sent to all the relevant parties, including LEAD Academy Trust, Local Authority, Chair of Governors and any other relevant parties involved in the exclusion.

When a child returns from suspension/exclusion, the parent/carer and the child are requested to come and meet with the Headteacher before re-introducing them back in to class.

Special Educational Needs

There are some children for whom this policy will require adaptation. These pupils may be recorded on the school's Special Educational Needs Register as having Emotional and Behavioural Difficulties (EBD).

We acknowledge that there will be occasions when vulnerable children will require 'cool-off' and as such all staff will offer this opportunity. We will endeavour to work even more closely with the parents/carers of these pupils.

Early Identification and Intervention

We will attempt at the earliest opportunity to identify children who display emotional and behavioural difficulties or developmental delay.

Safeguarding

CHPA is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all pupils have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

To support this, all staff are provided with regular safeguarding training and updates, including understanding of the most up to date Keeping Children Safe in Education document.



Monitoring and Review

Charnock Hall Primary Academy's Promoting Positive Behaviour and Relationships for Learning Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the Trust & governors about its implementation and effectiveness, who are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at least once every two years through discussion with all staff and Governors.

Headteacher: ***Paul Burgess***

Chair of Governors: ***Luan Roper***

Signed:

Signed:

Date:

Date:

APPENDICES

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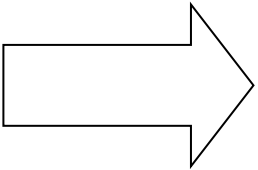
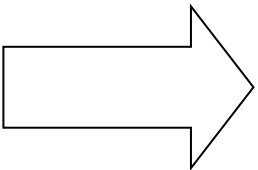
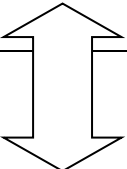
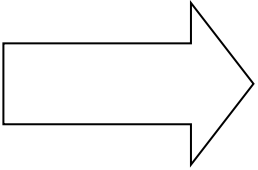
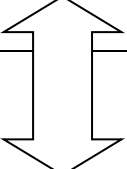
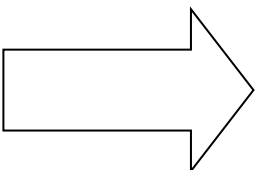
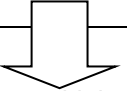
APPENDIX 1 - All-Star Rules

The All-Star Rules underpin the ethos of the whole CHPA community.





APPENDIX 2 - CHPA Behaviour Expectations

<p>EXCELLENT BEHAVIOUR / WOW!</p> <p>I have made an adult proud of me for doing something extra special!</p> <p>I have represented CHPA in a positive way.</p>		<p>I will be a positive role model</p> <p>I will receive Team Points & other rewards</p> <p>I will visit the Headteacher</p> <p>I am proud of myself for being a Charnock All-Star and am proud of myself. Other people at CHPA and at home will be proud of me too!</p>
<p>EXPECTED BEHAVIOUR</p> <p>I follow the CHPA All-Star rules.</p> <p>I am trying to be the best I can be in all I do.</p> <p>I am a polite and positive member of CHPA community.</p>		 <p>I am proud of myself</p> <p>I am a successful learner</p> <p>I will receive Team Points</p> <p>My Team will be proud</p>
<p style="text-align: center;">REMINDERS</p>		
<p>DISAPPOINTING BEHAVIOUR</p> <p>I am not being a Charnock All-Star</p> <p>I am not thinking how my actions are affecting other people</p> <p>I am not showing respect</p>		 <p>I will lose my own time (2 minutes)</p> <p>I will think about my behaviour in order to become an All-Star again</p> <p>I feel disappointed with myself</p>
<p>UNACCEPTABLE BEHAVIOUR</p> <p>Behaviour that is disrupting my learning and that of other pupils around me</p> <p>Any Kind of aggressive behaviour or language</p> <p>Continued disrespectful behaviour</p> <p>Making continued wrong choices</p>		 <p>I will have time out to think about my actions</p> <p>I will lose my own time (10 minutes)</p> <p>I will be seen by a member of SLT/Headteacher</p> <p>I could be suspended</p> <p>I could be excluded</p> <p><i>My behaviour will be explained to my parents by me!</i></p>



APPENDIX 3



Behaviour monitoring/report card


Pupil Behaviour Tracker


Pupil Name: _____ **Class:** _____ **Date (week beginning):** _____

For each box, please insert  if good/positive attitude/actions,  if improvement is required,  if unacceptable attitude/actions.

Day	Morning @ home	Start of school day	Assembly / Morning activity	Session 1	Break-time	Session 2	Lunchtime	Session 3	Session 4	Evening @ home
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

If _____ receives 6 out of 8 (at CHPA) , they will receive a reward from class teacher (if there have been no ).

If 8  received (at CHPA), _____ will receive an award from a member of school leadership.

If less than 2  are received in the morning session, _____ will visit a member of school leadership to discuss this.

A whole week of  will receive a reward from Mr Burgess (Headteacher).

APPENDIX 4

Learner of the Week Celebration Award parent invitation letter

Dear Parent/Carer

It is with great pleasure that your child has been recognised for their hard work and efforts within class this week.

Please accept this as an invitation to next Mondays celebrations assembly, where your child will receive their certificate and the praise of the whole Academy.

Thank you for continuing to support your child and we look forward to celebrating further successes in the future.

Please do not hesitate to contact your child's class teacher if you wish to discuss their progress further.

We all look forward to seeing you on Monday!

Yours sincerely

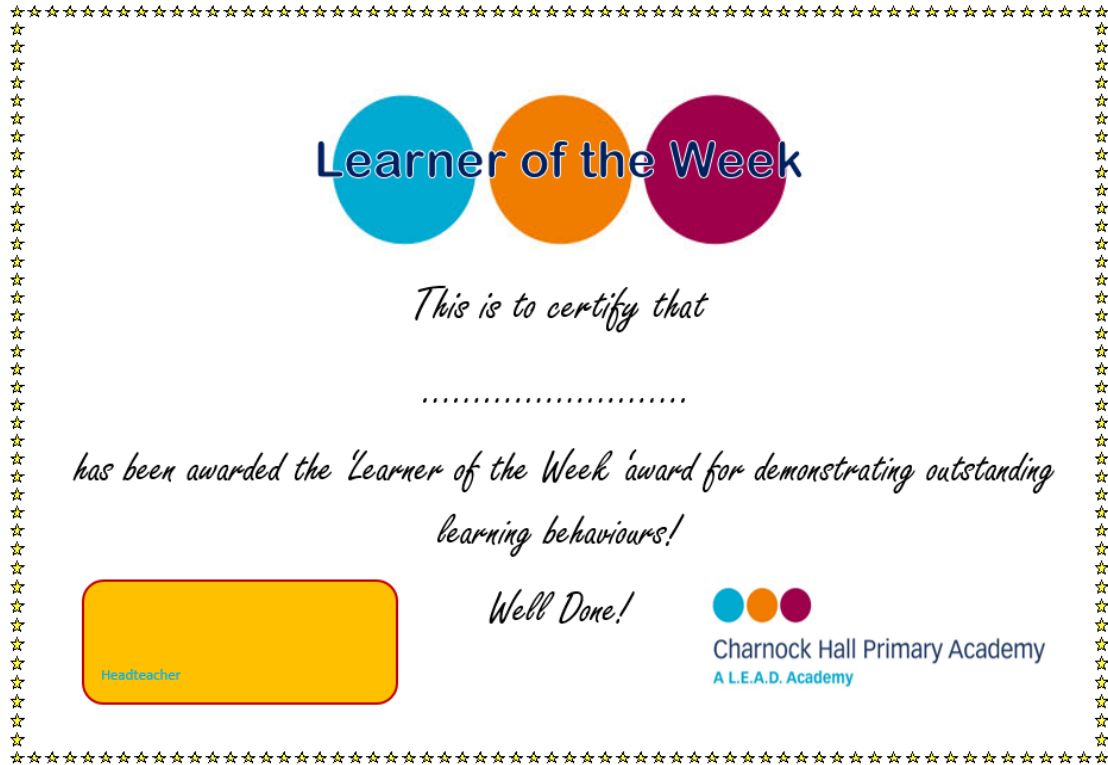
Mr P M Burgess

 Headteacher



APPENDIX 5

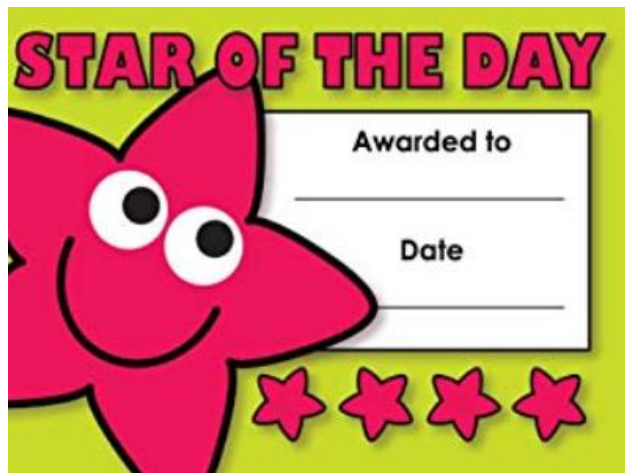
Learner of the Week certificate



 The certificate is enclosed in a decorative border of small stars. At the top center, the words "Learner of the Week" are written in a stylized font, with each word inside a colored circle (blue, orange, and purple). Below this, the text "This is to certify that" is written in a cursive font, followed by a dotted line for a name. Further down, the text "has been awarded the 'Learner of the Week' award for demonstrating outstanding learning behaviours!" is written in a cursive font. On the left side, there is a yellow rectangular box for a signature, with the word "Headteacher" written below it. To the right of the box, the words "Well Done!" are written in a cursive font. On the far right, the Charnock Hall Primary Academy logo and name are displayed.

APPENDIX 6

Example of Star of the Day Award



APPENDIX 7

Attendance Certificate – Class Award



Attendance Award

This is to certify

Class ...

have received the Attendance Award for the highest attendance last week!

Well Done!

Headteacher

Charnock Hall Primary Academy
A L.E.A.D. Academy

Headteacher

APPENDIX 8

Gleaming Classroom Certificate



Golden Classroom Award

This is to certify

Class.....

Have been selected by the Cleaning & Caretaking team, to receive the Golden Classroom Award, due to the care and respect shown for their learning environment!

Well Done!

Headteacher

Charnock Hall Primary Academy
A L.E.A.D. Academy

Appendix 9

Lunchtime Certificate



Lunchtime Champions Award

This is to certify

Year....

Have been selected by the Lunchtime Supervisor Team, to receive the Lunchtime Champions Award, due to their great manners, listening skills and tidiness!

Well Done!

Headteacher

Charnock Hall Primary Academy
A L.E.A.D. Academy





APPENDIX 10

Pen Licence & Poster

Pen Licence

This pen licence has been awarded to

.....

Charnock Hall Primary Academy
A L.E.A.D. Academy

for consistently high quality presentation in all curriculum work.

I agree that in order to keep my pen licence I must continue to use
my neatest joined writing in all my written work.

Pupil Date Headteacher





KEEP
CALM
AND
GET A
PEN
LICENCE

#LOVECHPA

