

BEHAVIOUR POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

School/Academy Name: Brereton CE Primary School

| Date agreed by LGB | Review Date | Signed Chair of LGB |
|--------------------|-------------|---------------------|
| 2.2.22 | Feb 2025 | <i>N. Mathers</i> |

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1. Introduction

This policy sets the framework for all Academies in Chester Diocesan Academies Trust (CDAT). Each Academy in the Trust is required to publish its own behaviour policy and procedures based on this policy and in line, with the Independent School Standards Regulations. This must be reviewed annually.

Each Academy will have a Home-School/academy agreement which outlines to parents and pupils their responsibilities in respect of this policy.

It is written with the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with difficulties is a whole School/academy issue not an individual teacher's responsibility
- Christian values provide an effective framework for helping children manage their behaviour

2. Aims

Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline, respect for self and others, and positive relationships.
- To promote respect for the School/academy environment and belongings
- To ensure that the School/academy's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and School/academy in the implementation of this policy.

Staff will:

- project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- have a high standard of pupil expectation in all aspects of work;
- try to raise the levels of pupils' self-esteem;
- provide a varied range of teaching and learning styles to suit the needs of pupils;
- provide an attractive learning environment and quality resources;
- encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness;
- make provision for a happy working atmosphere in School/academy by promoting the pastoral care of children, with staff giving support and guidance to each individual child;
- consistently and fairly implement reward and sanctions systems;
- encourage School/academy/parental partnership, to promote children's education and maintain standards of behaviour;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;

The objective of all involved in the academy is to:

- maintain levels of good behaviour;
- provide a consistent approach in rewarding good behaviour;
- provide a consistent approach in responding to unacceptable behaviour;
- ensure that behaviour does not inhibit learning or impede potential;
- promote, through example, honesty and courtesy
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

3. Approach

The approach to managing behaviour may differ in individual academies, however, the basic expectation is that CDAT academies will take the following approach:

- to involve all of the School/academy community in making and celebrating the rules
- to ensure that everyone knows and practises the core Christian values
- to regularly use a variety of strategies to promote high standards of behaviour
- to use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- to ensure that all staff are conscious of the example they set the whole time
- to focus on the child's behaviour and not the child him/herself
- to seek guidance from outside agencies when extra support is needed
- to take ownership of behaviour issues

It is important that each academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. The importance of training must be recognised, so that children gradually develop self-discipline and opportunities are provided for them to make independent choices and become increasingly responsible for their own actions.

4. Expectations

The following will be the basic behaviours expected of those involved in CDAT academies

| Staff, Governors, CDAT officers and Directors | Pupils | Parents |
|---|---|--|
| <ul style="list-style-type: none"> • To lead by example • To be consistent in dealing with pupils • To encourage the aims and values of the school/academy and local community among the pupils • To have high expectations of the pupils • To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support • To encourage regular communication between home and school/the academy | <ul style="list-style-type: none"> • To respect, support and care for each other both in school/the academy and the wider community • To listen to others and respect their opinions • To attend school/the academy regularly, on time, ready and equipped to learn and take part in School/academy activities • To take responsibility for their own actions and behaviour • To do as instructed by all members of staff (teaching and non-teaching) throughout the School/academy day • To be tolerant of others, irrespective of race, gender, religion, age, ability/disability or sexuality. | <ul style="list-style-type: none"> • To be aware of and support the school/academy values and expectations • To support the school/academy's approach to behaviour management • To ensure that pupils come to school/the academy regularly, on time with the appropriate equipment • To provide the school/academy with an explanation of the reasons for any absence as soon as possible • To take an active and supportive interest in their children's work and progress • To keep up to date with school/academy developments and share concerns where necessary |

5. Rewards

CDAT is clear that the emphasis is on rewards to reinforce good behaviour, rather than on failures. CDAT believes that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements. This is as true for adults as for students.

Good behaviour and good work is recognised through a system of rewards that include:

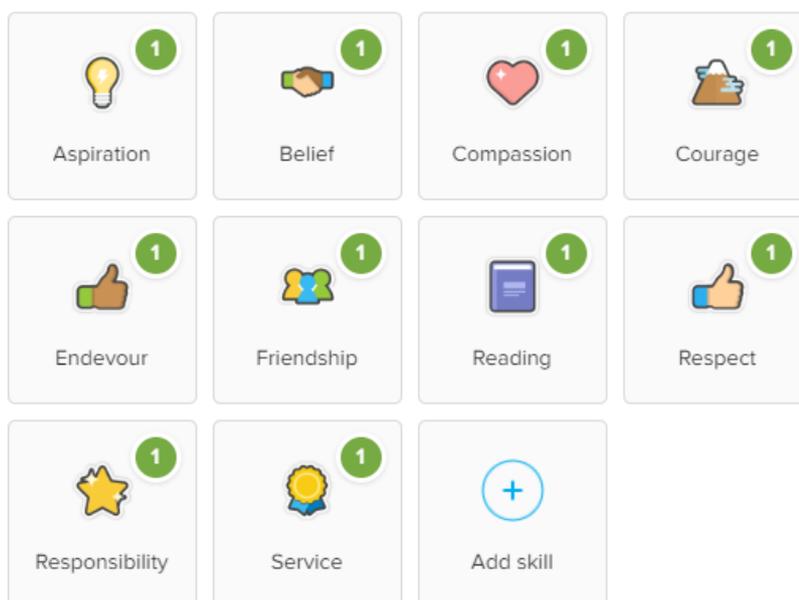
- written comments on work;
- verbal comments to children;
- verbal / written comments to parents;
- visit to senior member of staff e.g. Head/Assistant Head/Key Stage 2 Leader
- stickers, postcards

A “Praise Assembly” is also held each week to publicly recognise the achievements of children in behaviour and work.

Dojo points are awarded using Class Dojo for displaying the following values:

- Compassion
- Service
- Friendship
- Respect
- Endeavour
- Aspiration
- Belief
- Courage
- Responsibility

Points are also awarded for reading at home and completing homework activities. Points can then be exchanged for prizes.



6. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School/academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

The use of sanctions should be characterised by certain features:-

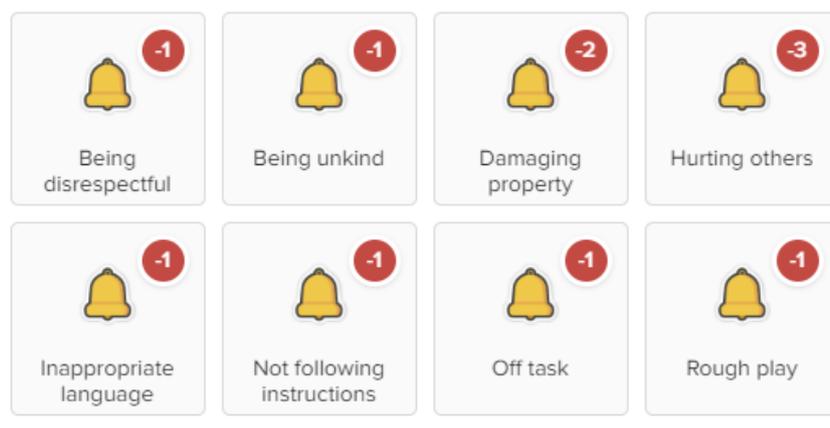
- It is clear why the sanction is being applied.
- It is clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided.
- There is a clear distinction between minor and major offences.
- It is the behaviour rather than the person that is punished.
- Any discussion with children relating to behaviour incidents should be carried out in a quiet, calm and non-confrontational manner.

The following sanctions are permitted for use in CDAT Academies:

- Non verbal warnings.
- Informal verbal warning that is not recorded.
- Formal verbal warning that is recorded and this will be recorded.
- Time out in the classroom.
- Time out outside the classroom environment supervised by another member of staff.
- Letter home to parents.
- Separate supervision during break or lunchtime.
- The loss of privileges.

In extreme circumstances Fixed or Permanent exclusions will be considered in line with the Exclusions Policy

The ethos of Brereton teaches children that everyone makes mistakes and everyone deserve compassion and understanding. There are times when children make a wrong choice and Dojo points can be removed. At Brereton we are always discussing how children can put a mistake right and the importance of forgiveness.



Rewards and Sanctions can be added and changed throughout the year based on the needs of the children and with staff collaboration. If a child's individual needs are such that they are unable to follow Class Charts, an individual programme can be made with support of class teacher, children, parent, Behaviour Lead and SENCO as needed.

The Prevention of Inappropriate Behaviour

Inappropriate or unacceptable behaviour is dealt with at the time by the supervising adult. Persistent poor behaviour can be referred to a senior member of staff. These referrals are at the discretion of members of staff who use their experience and professional judgement to decide upon appropriate action.

Parents are involved from an early stage. Initially this involvement is limited to an informal conversation with the class teacher, but continuation of the inappropriate behaviour can result in parents discussing the problem with a senior member of staff.

There is an agreed system of sanctions within the school. These are used to discourage and correct unacceptable behaviour, and are applied according to the level of seriousness of the problem. The following sanctions may be used alongside the constant recognition and reinforcement of good behaviour:

EYFS – Year 3:

- Oral warning
- Move name to the cloud. Dojo point removed.
- Move name to the Thunderstorm (Y3 only). Miss 5 minutes of break.
- Removal to another class
- Referral to senior member of staff, eg. Head or Assistant Head or Key Stage Leader

Year 2-6:

- Oral warning, initials on the board
- Move name to Amber. Dojo point removed.
- Move name to the Red. Miss 5 minutes of break.
- Working away from the group
- Removal to another class
- Referral to senior member of staff, eg. Head or Assistant Head or Key Stage Leader

The Senior Management Team will be notified of any incidents of racial, homophobic, sexualised or peer on peer abuse. They will also be alerted to incidents that occur more than once and could constitute bullying.

Other sanctions that may be used are:

- unfinished work, due to bad behaviour, may be sent home;
- staying in at break time for an appropriate period to complete a reflection sheet.
- removal of privileges e.g. extra curricular activities etc. (though this should not affect curriculum entitlement);
- unacceptable behaviour at lunch time may result in children being sent home for lunch.

The time allowed for children to show a positive response will depend on the individual concerned and the severity of the misdemeanour but the situation is discussed with parents at an early stage if children do not respond to sanctions. Continued refusal to reflect a change for the better having explored all of the above should lead to the following:

- enquiry into the need for special needs provision;
- referral to governors with the possibility of exclusion

Violent Behaviour

Everyone who comes to school has the right to feel safe. Violent behaviour is any deliberate action which hurts another child or adult. In EYFS and KS1, sanctions listed above will be used. Staff will ensure they explain to the child why their behaviour is unacceptable and interventions such as Social Stories and Nurture will be used to ensure that this behaviour does not happen again. In KS2, such behaviour will result in sanctions such as missing break time or working away from the class.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. CPOMS will be reviewed by the class teacher, SLT and SENCO to get an overview of the pupil progress. This will enable targeting support for vulnerable pupils.

This information will contribute towards Individual Education and/or Behaviour Plans

Bullying

School statement on bullying:

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

For guidance, our definition of bullying is;

"Persistent physical or psychological intimidation of one (or more individual(s) to another."

Bullying, in any form, is contrary to all the values reflected at Brereton and will not be tolerated. Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment. The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying can be based on any of the following things:
 - Race (racist bullying)
 - Sexual orientation (homophobic or biphobic)
 - Special educational needs (SEN) or disability
 - Culture or class
 - Gender identity (transphobic)
 - Gender (sexist bullying)
 - Appearance or health conditions
 - Religion or belief

- Related to home or other personal circumstances
- Related to another vulnerable group of people

Everyone is involved in the detection of bullying, children, parents, teachers, ancillary staff etc., but in order to maximise its severity, school procedures will be carried out by the Senior Management Team e.g. Head or Deputy. Here at Brereton we aim:

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

The following are just some of the signs to be aware of:

- Not wanting to come to school
- Not wanting to go out to play
- Change in behaviour / mood swings
- Attention seeking - disruptive or withdrawn
- Standard of work falling
- Avoiding contact with people - voluntary isolation
- Physical signs eg. tears, bruising, changing story
- Perception of racism (MacPherson Report)

Procedures to follow:

1. Referral to senior management who will then inform other staff to be alert.
2. Recording of incidents that have led to decision of 'bullying taking place'.
3. Senior Management record discussions with both parties.
4. Victim records events if able or by dictation to an appropriate adult eg. class teacher.
5. Perpetrator records events if able or by dictation to an appropriate adult eg. class teacher.
6. Parents of both parties informed and invited into school for discussions.
7. All parties sign an agreed document in recognition that the situation is resolved after an agreed period of time.

8. Support is put in place for both the victim and the perpetrator.
9. Risk assessments will be compiled and put into place. These will be reviewed regularly.
10. Advice from external agencies will be sourced if necessary.

What pupils should do:

- Be aware of what bullying is and know that it should not be tolerated.
- Be responsible. If someone is making you unhappy try to deal with it but if they persist take action, tell someone.
- If you know someone else is being bullied - tell someone.
- Never resort to violence yourself but rather portray the message of Christ through your actions.

What parents should do:

- Watch for any changes in your children that seemingly have no reason.
- Talk with your child to see if there is anything troubling them.
- Record information gained and act on it - tell the school immediately.
- Above all, reinforce the 'Role of the Child'. Encourage your child to recruit friends rather than to hit back

School strategies to prevent and tackle bullying

- We use a range of measures to prevent and tackle bullying including:
 - Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
 - The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
 - Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
 - Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
 - Stereotypes are challenged by staff and pupils across the school.
 - Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council, ethos council and safeguarding council.
 - Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

Staff receive annual training on bullying and a staff meeting each term is dedicated to reviewing behaviour and our approach.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on [the incident log (see appendix) and uploaded to CPOMS. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

Safeguarding:

All incidents of bullying, peer on peer abuse and sexual harassment or abuse are recorded on CPOMS. Staff are aware of the need to treat all such incidents seriously and not dismiss it as 'banter.' Staff follow the guidance laid out in our Safeguarding Policy.

7. Code of conduct

Each CDAT academy will have 'School/academy rules' or 'code of conduct' drawn up in consultation with staff and children and based on this policy.

Our Code of Conduct can be found on our website and in each classroom.

8. Monitoring and Evaluation

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Local Governing Body and CDAT with regular information on how effectively the behaviour policy is working. The academy will also monitor to ensure that rewards and sanctions are distributed fairly and so the data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

9. Home/School/academy agreement

The Home/School/academy agreement will be based on this policy and have the Christian ethos as its basis.

Every parent is expected to sign the Home/School/academy agreement when their child starts School/academy as an indication of the partnership between home and School/academy. This will be reviewed and re-issued to parents annually to remind them and their children of its importance.