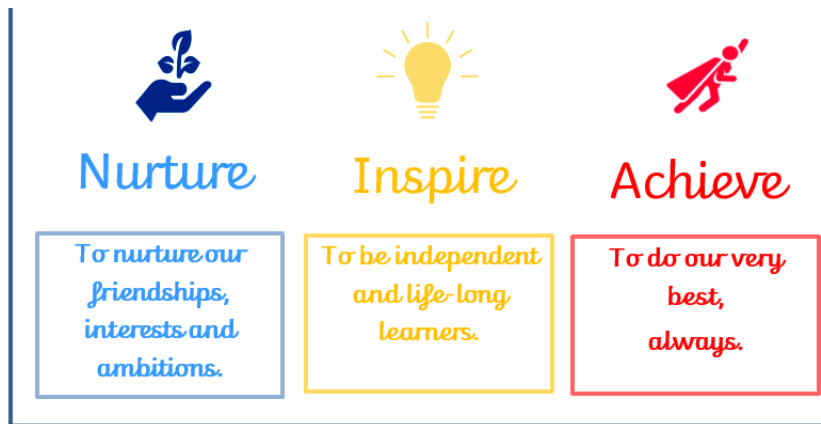




School Charter:

The school charter forms the base of expectations for pupil behaviour in school – this is set in the curriculum model of Head, Heart, Hands as it reflects the expectations of pupils in relation to their behaviour for learning as well as general behaviour standards.

The charter supports the Academy ethos and values and ensures the pupils understand their important role in the support of our school Motto – Nurture, inspire, achieve



As well as supporting our core values

Be...
Understanding
Resilient
Successful
Life long learners
Enthusiastic
You!

In the classroom:



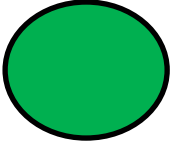
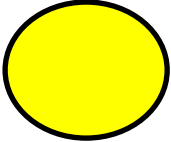
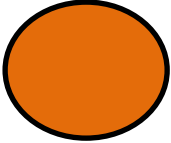
Class Rules (based on the school charter):

- classes will set their golden rules, these are in class and in school behaviours that we expect to see in the classroom on a daily basis, the building blocks for good teaching and learning
- These let the children know what is expected of them in class
- For any child breaking one for these rules or for low level disruption, the child needs to be told which part of their behaviour is not acceptable so they clearly understand what they need to change in class to ensure they are able to learn. If their behaviour does not change after this verbal warning then the following system is applied by the class teacher.



The System:

Each class will have the following displayed:

	<p>The Second star is achieved if you feel the child has done something exceptional, not just positive classroom behaviour but something you consider well beyond the norm.</p> <p>This should be something to aim for and not something which is given out on a regular basis.</p> <p>Children will receive a reward card which they can take home.</p>
	<p>This sits above the behaviour system, children can be placed on the star if they have done something above and beyond the normal in class.</p> <p>The children then receive a gold star to go into the house point tubes</p>
	<p>Green: This is where all children start the day.</p> <p>Pupil names are placed on this circle and are moved as appropriate during the day.</p>
	<p>Amber: If they break a class rule, it is explained what they have done and that they are moving to amber.</p> <p>If they change their behaviour they can quickly move back to green.</p> <p>This acts as their one visual warning to change their behaviour</p>
	<p>Orange: If the pupil does not change behaviour and child continues to be disruptive then they are moved to orange.</p> <p>Orange means the child needs to be moved in class to remove them from the situation and a ten minute sanction in the Room at lunch time</p> <p>If behaviour does not change after orange sanction then the child is sent to work outside of the teaching space for a 20 minute period or if the behaviour is a significant concern in relation to possible escalation by the child class teacher can send child to the Key Stage lead class teacher must fill out an incident form on Scholar pack. If KS lead is not available the class teacher can contact Headteacher to remove the child for a 20 minute period class teacher must fill out an incident form on Scholar pack. If a senior leader needs to then speak to the child about their behaviour this can be done at playtime or dinner time and the Senior leader can use the Incident report to inform them of the situation.</p> <p>Parents are informed of all orange sanctions which have resulted in the completion of an incident report on Scholar Pack through the short behaviour slip (completed by the class teacher)</p>

- All Orange behaviours are recorded on Scholar Pack (even if incident report is not needed) and monitored to identify any children with repeated in class behaviour issues.
- If the child is moved to orange in class they have to be moved away from the situation and serve a 10 minute sanction in the room at lunch time (or the following day)
- If a child is moved to the next phase of orange the child is sent to work outside of the teaching space for a 20 minute period or if the behaviour is a significant concern in relation to possible escalation by the child class teacher can send child to the Key Stage lead class teacher must fill out an incident form on Scholar pack. If KS lead is not available the class teacher can contact Headteacher to remove the child for a 20 minute period class teacher must fill out an incident form on Scholar pack.



- Tracking of orange sanctions will highlight any children with issues which need to be addressed and will also allow the school to evidence the number of low levels incidents occurring in the classrooms.
- Incident report logs on Scholar pack provide the information needed for senior leaders to support the class teacher as needed and also provide a written record of incidents which can support any requests for support from external agencies.
- Children who are persistent offenders will be put onto an individual behaviour system/Book
- If a child receives three Short Behaviour Slips parents are called in to discuss their child's behaviours with the class teacher, this can be done either through a phone call (dependent on covid-19 restrictions) or as a face to face meeting.

Serious incidents/Behaviours

For behaviours which are more than low level issues in classroom, each incident will need to be investigated fully and only after this investigation can the behavior be dealt with .

Behaviours are classified into four areas (with specific area for covid-19 elements):

Physical:

Actions such as: deliberately pushing others, jumping on others, fighting, punching, kicking, biting, spitting, damage to property, stealing property

Verbal:

Actions such as: swearing or using inappropriate language in any form, targeted swearing with the intent to offend, name calling, racial/homophobic language or targeted abuse, use of offensive symbols/actions/written words or drawings.

Disruption to learning:

Actions such as: throwing objects, rude or aggressive actions to staff/pupils, refusal to take part in activities, leaving the classroom/school grounds, intentional low level damage to the learning environment e.g. drawing on tables or flipping over chairs, threatening behavior towards staff or pupils.

Should the Academy have a significant outbreak of Covid-19 the following specific behaviours may then be added to the above list to ensure the safety of all pupils and staff:

- Deliberate refusal/failure to follow any altered routines for arrival or departure
- Deliberate refusal/failure to follow school instructions on hygiene, such as handwashing and sanitising
- Deliberate refusal/failure to follow instructions on who pupils can socialise with at school
- Failing to move around the school as per specific instructions or going into areas which are restricted
- Deliberate refusal/failure to follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Deliberate refusal/failure to follow rules about sharing any equipment or other items including drinking bottles
- Deliberate refusal/failure to follow amended expectations about breaks or play times, including where children may or may not play
- Deliberate refusal/failure to follow instructions in relation to the use of toilets
- Coughing or spitting at or towards any other person
- Deliberate refusal/failure to follow rules for pupils at home about conduct in relation to remote education



Response to serious incident/behaviour:

- Class teacher or member of staff must investigate fully, discussing incident with all children involved to find out the full details and extent of the incident.
- An Incident Form on Scholar Pack must be completed by the class teacher and by any adults who witnessed the incident
- If, on further investigation, the incident is not as serious as first thought or it becomes clear that nothing of a serious nature has occurred the class teacher speaks to all pupils involved and explains what they have found. The process stops at this stage and no further actions are taken, or in some cases with the children involved receiving low level sanctions such as 10/15 minutes in the room, at this stage a Behaviour Report Form sheet should be issued to the parents of all children sanctioned and this is logged on Scholar Pack.
- The parent must be informed of the incident at the end of the day or before by phone call as needed.
- If, after the investigation, the incident remains of a serious nature and you, as class teacher, feel you need further support to deal with the incident this could then be referred to a senior school leader if needed (key stage leader initially) and the senior leader will need to have the Incident Form on Scholar Pack to help inform their actions. The incident can be discussed with the Principal as needed.
- Senior leaders will decide on the level of sanction needed for the incident and the actions needed. If the senior leader feels the incident is serious enough to warrant possible fixed term exclusion this must then be passed to the Principal.
- Once the sanction is decided (unless it is fixed term exclusion) the class teacher must then complete a Behaviour Report Form for the parents which details both the incident and the actions taken. The incident in full, a record that the form has been sent home and any detention information is recorded on Scholar pack.
- The parent must be informed of the incident once the investigation has been completed and they are invited in to discuss the incident with the class teacher and senior leader as required.
- If the incident leads to fixed term exclusion then the meeting will be with the parent, the senior leader involved in the investigation and the Principal.
- Any behaviours leading to a fixed term exclusion will result in a full return to school interview on the morning of the pupils return to the school. This must include the parent and a return to school form will be completed, which details the expected changes in behaviour and the support which will be provided both by the school and parents, this has to be signed by all parties.
- If the incident is considered Homophobic/Racist /Bullying then it needs to also be recorded in the appropriate anti-bullying file in line with the anti-bullying protocols. It is important that all incidents of homophobic abuse/Racist abuse are recorded on the language logs to pick up repeated offenders.

The use of lunchtime detention room:

- The room will be in One of the spare classroom areas
- Children from different classes will be able to be present in the space at the same time and should be sat at separate tables where possible
- Children who have to spend time in the room must bring their own equipment/materials as no equipment can be shared
- The room will be available throughout lunch time and will be staffed on a rota (as previous years)



Scholar Pack documentation:

Overview	
Housepoints	4
Oranges	0
Short Letter Home	0
Full Letter Home	0
Parent Contact	0
Detentions	0
Standards	0
Incidents	0
Exclusions	0
Historical	

<ul style="list-style-type: none"> All house points are recorded
<ul style="list-style-type: none"> Any orange sanctions must be logged, both level 1 and level 2
<ul style="list-style-type: none"> Record any short letters sent home
<ul style="list-style-type: none"> Record any Full letters sent Home
<ul style="list-style-type: none"> Record significant parent contacts so record of contact is clear either in relation to incidents or other necessary contact e.g. informing of incidents, parents queries or complaints etc...
<ul style="list-style-type: none"> Log detentions – this is vital so staff are aware of who is in the room
<ul style="list-style-type: none"> In standards log any uniform infringements – this can include PE kit
<ul style="list-style-type: none"> Incidents – fill in for all investigated issues or level 2 oranges – this is vital for relevant information and tracking of concerns
<ul style="list-style-type: none"> Exclusions – this will be done by the office

All investigations of incidents related to either Orange sanctions where the child is removed from the class or more serious issues must be recorded as incidents on Scholar pack.

These incidents can then be used to reference back to issues throughout the pupils time in the academy and are analysed at the end of each term to identify trends and concerns.

Rewards:

The basis for the positive behaviour for learning in school is developed through high quality teaching and learning which motivated the children to want to achieve and learn. Positive praise and rewards are used to support the pupils self-motivation and to reward children for doing things well.

Forms of rewards used in school:

- Rewards start with positive praise and positive written feedback
- Pupils are provided with House points: these act as an individual collection for a termly reward and also as a team collection. For 2022-23 these will now be given in the form of a physical token which will be put into the house tube – staff will need to maintain an individual house point chart for pupils and this information will be transferred to Scholar pack at the end of each week to track individual house points. House points are given out in ones not groups so they retain their value.
- Gold stars awarded for pupils reaching the first star in the class system.
- Gold card awarded for reaching the second star (only for exceptional things)
- Achievement certificates are rewarded weekly in celebration assembly, these will be for consistently working well, improved behaviour or a special achievement award for an exceptionally good piece of work.
- Stickers awarded by members of staff
- Stickers from the Principal and senior leaders are also used
- Wow work.** When pupils produce exceptional work, this can be displayed in the entrance Hall on the Wow wall with their name and age attached.

House Teams

All children are placed in a house. There are four different houses:

Birch	Oak	Willow	Sycamore
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The children receive House Points in class for good work or positive behavioural actions/choices. These points are provided as tokens, these tokens are then placed in the class individual team point tubes and the children record their token on the class house point sheet. At the end of the week the house points are collected and counted for each team and added to the main house point system (so every token counts). The class teacher will record each individual's house points for the week on scholar pack.

It is important to note that house points should be given out one at a time and not as large groups – each house point needs value.

These Houses are to play a big part in school life as children earn merits for their team and the winning team each week will receive a trophy in the celebration assembly, collected by the house captains and displayed on the house point display with the teams colours.

Team scores and the number of weekly wins will be displayed.

Winning team at the end of each half term receives **an extra playtime**.

Members of the winning team at the end of the year receive a winners certificate and the team receive a half day reward inside of school (e.g. cinema session with popcorn).

Events within the school will be lined to house teams e.g. sports day and these days will be a chance to earn extra points for the teams.

Once, at an appropriate time during the course of the year there will be a 'House Day' this will be a specific day where the children will work in their houses, in mixed ages supporting each other, on a specific challenge or task. This will help support the idea of team unity.

Individual merits (including pupil individual sticker chart):

Children collect merits for their team but they also have an individual record on scholar pack. This individual record then links to the collection of a special set of reward stickers as below:

20 house points -Bronze

40 house points – silver

60 house points – gold

80 house points – platinum

110 house points – diamond

130 house points – additional reward token (£5)

Additional to this, at key points in their collection of house points the children will be rewarded with tokens towards the book vending machine so they can choose books as a reward for their hard work.

Tokens will also be able to be awarded by the senior leadership team if a child has done something exceptional to warrant additional rewards.