



Behaviour and Attendance Policy

Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Members of staff responsible:

Headteacher
Teachers
LSAs

Date of policy: Autumn 2021

Review Date: Autumn 2022

Policy Intent

We understand that children and adults learn most effectively in a well organised, clean, safe and attractive environment. We also understand the importance of providing a safe, positive and supportive emotional environment that enables and fosters learning.

We understand that most of the behaviours we see at school are those that have been learned in their environment. Some aspects of behaviour however are influenced by other factors (Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder etc).

We believe that how we live together is dependent on our behaviour, how we behave with each other and everyone's individual behaviour is important. It's what defines a community.

Behaviour is:

- Living socially

- Living morally
- Living spiritually
- Living culturally

Teaching SMSC is an important part of the National Curriculum. Teaching behaviour is our responsibility as a school, just as teaching Maths and English is.

At CtS SMSC underpins our vision and values. Our vision statement says that we offer 'A loving place where we all care, learn and grow together'. The way we teach SMSC is through CARE:

- **C** – Choices (Moral)
- **A** – Appreciation (Cultural)
- **R** – Reflection (Spiritual)
- **E** – Engagement (Social)

In addition to timetabled, planned teaching and learning of social and emotional skills, one of the most powerful means of communicating these skills is through modelling.

We have four school rules:

1. Make good choices
2. Appreciate ourselves, others and our surroundings
3. Reflect on ourselves, our learning, experiences and events
4. Engage with each other, our learning and opportunities

All other guidance for different areas, times and activities of the school are based on these four rules.

By understanding and following our Behaviour Policy it is our expectation that all children, parents and staff work together to ensure behaviour is underpinned by our core values and supports our School Vision Statement.

Policy Implementation

All staff at CtS are expected to model and teach CARE at all times. We will:

- Model adult behaviour to improve children's behaviour
- Be visibly consistent
- Build on authentic kindness and care
- Provide good and outstanding teaching and learning to provide opportunity for good and outstanding behaviours
- Don't crush behaviours with punishments but grow them with love and care
- Enable exceptional behaviour to flourish
- Teach and re teach expected behaviours – don't expect certain behaviours by a certain age
- Resist the temptation to connect children's behaviour with adult emotions and feelings
- Use recognition boards for good behaviour
- Any adults and children can nominate names for recognition boards

- Recognise good and outstanding behaviour even if children have received sanctions for something
- Constantly look out for and catch good behaviour
- Responds to behaviour proportionately
- Respond immediately
- Not over praise expected behaviour
- Save emotional responses for behaviour that is over and above
- Keep positive and negative separate

There are a number of ways that adults recognise and celebrate good and outstanding behaviour:

- Adults regularly catching good & outstanding behaviour
- Comments, stickers, stamps and giving feedback on the children's work
- CARE Board – aim to get every child's name on the board every week (catching good behaviour). Every week we start again
- Recognition for effort and achievements
- Dojo points – to celebrate demonstration of good choices, appreciation, reflection and engagement
- Dojo points = House points = House Cup
- Golden afternoon – every half term
- Praise in weekly celebration assembly – Golden Book – shared with parents
- Head Teacher stickers awarded in the office

Behaviour Support

We believe that behaviour is unacceptable when it does not follow the Four School Rules and agreed codes of behaviour (Classroom agreements, playground agreements, lunchtime agreements and agreements for movement around or into the school)

It is important that our responses to behaviour are consistently applied by all staff (including supply teachers).

There is no place for violence, bullying, harassment (racial, sexual or which refers to a disability), vandalism, rudeness to adults or bad language in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or abuse are encouraged to enlist the help of adults in the school to resolve problems of this nature. All occurrences should be noted (including the name of the victim) and communicated to Mrs Robertson or Mrs Wilson Andoh in writing, signed and dated by the member of staff reporting the incident. This should be completed as soon as possible after the event. These behaviour incidents should be logged on CPoms (our school recording system) as soon as possible and at least within the same day.

Support is in place to teach about and protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment, vandalism or abuse are sought through restorative sessions, individual behaviour support plans and engagement with parents and carers. Support will also be put in place for the victim of such negative behaviours.

Support to address inappropriate behaviours have been agreed. This will ensure appropriateness and consistency of practices across age ranges. The sanctions will be appropriate to the inappropriate behaviour.

The 7 Stepped Approach

	Steps	Actions
1	Reminder	A reminder of the 4 simple rules (choices, appreciation, reflection and engagement). Delivered privately wherever possible.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences- Think carefully about your next step
3	Last chance	Speak to them privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (30 second script)
4	Time out	Short period outside the room/hall/playground/field, It is a few minutes for the child to calm down, breathe, look at situation from different perspective and compose themselves.
5	Repair	This might be a quick chat or a more formal meeting. This meeting will be supported by the member of staff who spoke to the child or Mrs Robertson or Mrs Wilson Andoh if the event took place at lunch time.
6	Escalation	<p>Red Card -This is to support a child/group of children's behaviour if they have caused injury to another person/destroyed school property/caused safety concerns/racist/bullying/abuse/extreme rudeness/repeated swearing or caused serious disruption to learning.</p> <p>We will work to support the child in better understanding their behaviour through a restorative session. Parents may be contacted at this stage. A Red Card may be sent home and parents asked to sign the card returning it to school the next day.</p> <p>This type of behaviour might have built up over time or be a one off. Therefore steps 1-5 may not be appropriate.</p> <p>Mrs Wilson Andoh and Mrs Robertson will make the decision to follow through with an escalation and will support staff if there will be no escalation. This may be a Stage 1 Individual Behaviour Plan for a maximum of 4 weeks before moving to further escalation</p> <p>Behaviours that require a Red Card and/or escalation are recorded on CPOMS</p>
7	Additional interventions	On occasions it may be appropriate for a child or groups of children to receive additional support over a specific period of time. This may be in the form of a Stage 2 Individual Behaviour Plan that is independent/in tandem with our usual behaviour support. Parents will be informed of the plan.

		This would be achieved through a Provision Map or a Stage 2 Individual Behaviour Plan in consultation with appropriate people who could be the class teacher, parents, SENDco, Mrs Robertson or Mrs Wilson Andoh.
--	--	---

Our 7 Stepped approach is followed consistently by all staff in the school.

If, in the very rare circumstances that a fixed term or permanent exclusion is necessary then we will follow the most up to date Milton Keynes Exclusion Guidance and Procedures, which are available on the Milton Keynes website.

Lunchtimes:

At the beginning of each academic year the children agree what CARE looks like at lunch time.

Behaviour at lunch time is supported by the Lunch Time Supervisors. Behaviour should be supported positively and when needed should be dealt with immediately by the Lunch Time Supervisors. Some examples of these are:

- if a child is interfering in a negative way with another child – not showing appreciation
- if a child is behaving inappropriately with food or drink – not making good choices
- if a child is becoming over excited and may hurt another child – not engaging well with other children

In any of these and other circumstances The 7 Stepped approach will be used to support the child in learning better behaviour.

Playtimes

At the beginning of each academic year the children agree what CARE looks like at playtimes

- KS1 and KS2 Playtimes are timetabled separately to allow for more space and use of areas/zones. KS1 may also have an afternoon playtime/outdoor learning.
- Children are encouraged to play co-operatively.
- The playground is arranged into zones (football, handball, play equipment and seated area)

At least two members of staff are on duty during all playtimes.

Classroom level

- At the start of the year the children agree what CARE looks like in their classroom in an age appropriate way

- This agreement is displayed in a way which can be understood by all children (photographs, diagrams, cartoons, words) and signed by all children in the class
- Adults model CARE in all their relationships
- Children are taught and encouraged to make good choices
- Children are taught and encouraged to appreciate themselves, others and our surroundings
- Children are taught and encouraged to reflect on themselves, their learning, experiences and events
- Children are taught and encouraged to engage with each other, their learning and opportunities
- Teaching routinely incorporates activities designed to promote children's understanding of CARE
- Lessons are structured to be interesting and appropriately challenging
- Appropriate caring behaviours are taught and reinforced on a regular basis
- Children are taught the language of CARE
- There are clear routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning
- Behaviour that goes above and beyond is quickly noticed and genuinely celebrated by staff and peers

Individual child level

- All children's good and outstanding behaviour, strengths, efforts and achievements are recognised and celebrated by staff (in class, in assemblies and around the school)
- Systems are in place for noticing and drawing attention to good or improved behaviour in the classroom, the playground and at lunchtime
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention

Involving parents/Carers

At CtS we will always do our best to keep parents fully informed of any behavioural issues concerning their. We also welcome feedback from parents regarding behaviour. It is important that we all work together to model and teach good and outstanding behaviour and equip children with the social and behavioural skills they need to help them learn and interact with society at all stages of their school life and beyond. As a school we recognise that children do not always behave in the same way with all people and in all places and situations. As such we recognise that parents manage behaviour at home and we are best placed to manage behaviour at school.

Attendance

Registration of pupils

This takes place at 8.40am – 8.50am every morning. Registers are then checked for absences. If parents/carers have not already informed the school by 9.30am of the absence we will contact parents to establish the reason for the absence. Messages are left on parents/carers contact numbers to request that they telephone the school with information about the absence. Late arrivals come to the office and are then registered.

Afternoon registration occurs at 1.00pm.

Absences can be collated and categorised with the use of the Attendance Module should staff require any information. All absence trends can also be monitored by this method.

The school has a separate absence/attendance telephone line to enable parents/carers to contact the school in the case of an absence. A message about an absence can also be recorded on the office answer machine. Some parents elect to notify an absence by e-mail. E-mails are checked before 9.30am each day to record absences.

Holidays taken during term time

Parents are discouraged from taking family holidays during term time. They are informed in either:

- Regular newsletters
- Curriculum news
- Induction pack
- Parent meetings

Requests for leave of absence will be considered at the school's discretion, for specific events in exceptional circumstances. Requests for school holidays during term time are not considered 'exceptional circumstances' and will therefore not normally be authorised. Any days of absence taken without agreement from the school are coded as 'unauthorised absence' (which gives an unauthorised mark) and is entered on the absent sheets accordingly.

Parents are asked to inform the office by telephone on the first day of an absence, and to give the school details of the absence in writing on the child's return.

Persistent Absences

We follow the Milton Keynes guidance for following up persistent absenteeism. Advice is sought following 5 consecutive days of unauthorised absenteeism or 7 non consecutive days.