



*"SMALLEST OF ALL THE SEEDS BECOMES THE GREATEST OF TREES."*

MATTHEW 13:31-32

**T.R.E.E.S**  
TOGETHER RESPECT ENCOURAGE ENDEAVOUR SELF-BELIEF



# Canon Pyon Church of England Academy Behaviour Policy



Reviewed: Autumn 2021  
Mrs Kelly Carpenter

## Our Aims for Everyone

### **MISSION STATEMENT**

At Canon Pyon C of E Academy we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We aim to encourage good manners, honesty, respect and tolerance for others aligned with our school vision of TREES. It aims to promote an environment where everyone feels happy, safe and secure and therefore develop to become positive, responsible and increasingly independent members of our academy and the wider community.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the academy in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy consistently when working with all children.

We expect the highest standards from all of the children and from everyone who works within the academy.

Parents, staff and children all make a contribution. Success comes when there is mutual respect, trust, openness and honesty between all partners, who must acknowledge the importance of each other's roles. Teachers will recognise each parents' special interest in his/her child, and parents need to recognise that individual children's interests have to be set in the context of the class, the year group and the whole academy.

## How we work together

At Canon Pyon C of E Academy, everyone has a role in ensuring that pupils feel safe, valued and able to fulfil their potential.

### **1. Pupils should:-**

- demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age,
- set a good example to others by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language,

- show good manners and respect for all people in school and consideration for others when moving around,
- show respect for other people, their work and property,
- work productively, without wasting time, and acknowledge through their behaviour the right of each individual to do the same.

## **2. Parents should:-**

- collaborate actively with the school, so that children receive consistent messages about how to behave at home and at school,
- read and support the academy rules as explained in the academy prospectus,
- support their child's learning and co-operate with school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the academy, using appropriate home/school communication, and we inform parents immediately if we have concerns about their child's welfare or behaviour,
- support the actions of the school if it has to use reasonable sanctions to punish their child. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Head of School or Executive Head. If these decisions cannot resolve the problem a formal grievance or appeal process can be implemented,
- understand that any allegations made against other members of the school will be treated seriously and investigated thoroughly.

## **3. Class teachers (and Cover Supervisors) will:-**

- treat each child fairly and consistently and enforce the behaviour policy consistently. The teacher will treat all children in the class with respect and understanding,
- set a good example to children and other adults by behaving and working in ways that are considered desirable in children and are agreed as standards among the adults,
- will keep a record of any incidents of persistent and disruptive behaviour,
- in the first instance the class teacher deals with any incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the Senior Management Team,
- liaise with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist (via the SENCO or Pastoral and Safeguarding Manager),
- have high expectations for the children in terms of behaviour and strive to support all children in working to the best of their ability,
- will report to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child,

- have primary responsibility for pastoral care. This includes:
  - 1) Giving rewards and sanctions (see section entitled 'rewards and sanctions').
  - 2) Watching out for children who are behaving out of character, or may be distressed or upset.
  - 3) Treat any issues when they occur in a caring and sympathetic manner in the hope of achieving a positive outcome.

All relevant concerns MUST be discussed with a member of the Senior Management Team.

#### **4. Support staff:-**

- have a responsibility to uphold the behaviour policy,
- should ensure that children move sensibly and quietly through the academy,
- will help to ensure a calm atmosphere in the classrooms through supporting the class teacher to achieve the aims outlined in section 3.

Lunchtime Supervisors will, in addition . . .

- listen to children in a calm and supportive manner,
- report any significant incidents to the class teacher without delay,
- liaise with the Safeguarding Manager as appropriate,
- support children in playing purposefully and co-operatively by setting up games and supervising the use of playground equipment.
- Follow the procedures in the Lunchtime Supervisor policy.

#### **5. The Head Teacher will:-**

- implement the school's behaviour policy consistently throughout the academy, and report to governors when requested, on the effectiveness of the policy,
- support staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy,
- give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the Head Teachers may permanently exclude a child.

#### **6. The Governors:-**

- have responsibility for setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- may give advice to the Head Teachers about particular disciplinary issues. The Head Teacher will take this into account when making decisions about matters of behaviour.

**A record of all reported serious incidents will be kept by the Safeguarding Lead**

### **Encouraging Good Behaviour**

At Canon Pyon C of E Academy we encourage and reward good behaviour in the following ways:

#### Encouraging Good Behaviour

- We have high expectations of behaviour around the academy,
- We are kind, fair and consistent in our expectations of and responses to children,  
☒ We develop the children's moral and spiritual education in assemblies based on weekly values themes.
- Teaching is well planned and interesting, providing children with challenging but achievable tasks.

Good behaviour is rewarded with:

- 1) Verbal praise,
- 2) Approval by other staff. Children love to go to other teachers for praise and rewards,
- 3) Approval by the Head Teacher/Senior Management Team, either through individual praise and a sticker or by requesting the Head Teacher/ Senior Management Team comes into the classroom for whole class praise,
- 4) All staff and visitor can reward children with 'Pyon Points' that each house collects throughout the week – the winning house wins a house reward at the end of term.
- 5) Encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work,
- 6) A weekly 'Celebration Assembly' led by the Executive Head to celebrate good qualities of work and behaviour, 7) Inviting parents to regularly share individual achievements, i.e. go out to parents and say "I'm so pleased with . . ." etc.

### **Sanctions**

When a consequence is necessary as a result of inappropriate behaviour, in order to use sanctions effectively . . .

- Any action should be taken calmly rather than in anger.
- Private reprimands are often more effective than public ones (though care must be taken to ensure that the child is not finding the individual attention rewarding rather than sanctioning).
- All sanctions should be applied fairly and consistently.
- Sanctions should focus on the behaviour not the child.
- If possible, a reprimand should include a message about what the child should do in future.

- Sanctions are generally more effective if they are given immediately after the misdemeanour (though for older children the anticipation of a deferred punishment can be effective).
- The nature of the sanction should reflect the severity of the behaviour in question.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the teacher will stop the activity and take appropriate action.
- Unacceptable behaviour may result in the child being seen by a member of the Senior Management Team and/or bring about the withdrawal of playtime or lunchtime privileges.
- If, for exceptional reasons, a child is sent out of lessons they should be required to do some kind of work:
  - a) Referral back to the teacher for suitable curriculum activity to complete under supervision.
  - b) Instigate a 'time out' procedure only in extreme cases. **On no account** must a child be left unsupervised.
- Whenever possible, when a child has received a sanction, the teacher should endeavour to be as positive as possible. The adult should offer advice and suggestions about ways to solve a problem or to behave properly in future.

Sanctions applied throughout the school

<b>All Classes</b>
1 – Verbal warning 2 – Move away from situation 3 – Loss of desired activity or miss part of playtime 4 – Inform parents/Senior Management Team

*See also policy for Exclusions*

### **Restraint of children**

Team Teach can be used by trained members of staff where appropriate. This would only ever be used as a last resort. All staff are positively encouraged to use de-escalation techniques first. If a situation cannot be resolved or things change and the situation allows, staff should ALWAYS call a senior member of staff for assistance before resorting to restraint. (see appendix) Remember, whatever course of action you take, ensure that it does not put a child or children at risk or yourself or another member of staff in a vulnerable position.

## **APPENDIX 1**

### **ACADEMY ORGANISATIONAL RULES**

1. Children must walk around school in a quiet and orderly way. They should keep to the right along stairs and corridors.
2. They should talk quietly inside the school.
3. They should respect and take care of the building and its equipment.
4. They should respect the rights and property of others.
5. For safety's sake the children and their parents are asked to use the correct entrances into and out of school.
6. For health and practical reasons, staff will be requested to sensitively discourage unsuitable food and drinks.
7. Toys should only be brought into school with the teacher's permission.
8. Again, in the interests of safety, children will be discouraged from wearing jewellery. The danger of wearing earrings, necklaces, watches etc. when swimming or doing PE is obvious.
9. PE - children must change into a PE Kit (navy shorts, white T-shirt and trainers). During the winter, children may wear tracksuits for outdoor PE/Games.
10. The Online Safety Policy includes information regarding the search and deletion of electronic devices. Only SLT staff are authorised to search pupil's possessions.

## **APPENDIX 2**

### **RULES IN THE CLASSROOM**

1. Children should at all times show respect for other people and their property. This includes the avoidance of behaviour which is anti-social and will affect the learning of others.
2. Children should be encouraged to listen to the views of others - they should be discouraged from shouting out and interrupting discussions.
3. Children should arrive punctually for lessons and should expect to start work straight away. They should not leave the classroom without permission.
4. Children should be made aware of the need to use equipment safely and appropriately, e.g. they should know that food and drink near computers is not permitted.
5. Sensible and polite behaviour should always receive praise.

Each class teacher will have his or her own specific rules, which should be positively phrased and regularly negotiated with the children. These will include the teacher's own system of rewards and sanctions.

## **APPENDIX 3**

### **RULES IN THE PLAYGROUND**

1. Children are allowed on the grassed areas at the discretion of the staff on duty who will make appropriate arrangements to delineate the boundaries.
2. Children should use the benches sensibly. Standing, jumping off etc. is not allowed.
3. Children should not be in the academy building unsupervised.
4. Football is not generally permitted on the grass during the summer term - at lunchtimes there is a designated area for football, which must be supervised by a Lunchtime Supervisor. Sponge balls only must be used.
5. Children are not permitted to climb fences or play in inappropriate areas, e.g. behind sheds or around the bins.
6. Fighting and 'play fighting' is strictly forbidden as are any games, which appear to be potentially dangerous.
7. At all times, children should show respect for others and for the school environment.

## **Special Amendments to Canon Pyon Academy Behaviour Policy** **During Covid-19 Epidemic**

### **Behaviour Principles**

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

### **Behaviour Expectations:**

- Follow amended expectations about breaks or play times, including where children may or may not play
- Must never cough or spit at or towards any other person

**If the health and safety of other pupils are put at risk by a pupil not adhering to any measures put in place to mitigate risk of contracting Covid 19, then the parent will be expected to collect the pupil immediately and a fixed term exclusion will be applied in line with Exclusion guidance.**

### **School Routines and Procedures:**

- Must follow any altered routines for arrival or departure
- Must follow instructions on who pupils can socialise with at school
- Must move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing,)
- Must follow rules about sharing any equipment or other items including drinking bottles
- Must follow instructions about the use of toilets

### **Hygiene and Health Expectations:**

- Must follow school instructions on hygiene, such as hand washing and sanitising
- Must follow the school's high expectations about sneezing, coughing, tissues and disposal ('**catch it, bin it, kill it**') and all should avoid touching their mouth, nose and eyes with hands ☹ Children must tell an adult if they are experiencing symptoms of coronavirus

### **Mental Health and Emotional Support:**

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus
- Additional support that pupils can access above and beyond classroom provision if required – use of school Pastoral Team provision