Charter Academy

Behaviour and Positive Relationships Policy

Local Level Policy

Date effective	September 2025
Review Cycle	Annual
Review Date	September 2026
Date of Approval by Governors	21st October 2025
Committee approved by	Charter Local Governing Body
Author	Louise Stewart - Headteacher

Date	Notes

Behaviour and Positive Relationships Policy

What We Value

At Charter Academy, we know that good behaviour is essential for effective learning and teaching. We believe that building positive relationships lies at the heart of a happy and successful whole school community.

We have three school rules:



And we promote the following core values:



Good behaviour needs to be modelled and taught. High expectations shape outcomes. All adults, including parents and visitors, will hold the highest expectations, modelling the behaviour expected from the children. We will teach children to understand the impact of their behaviours on others and that there is no limit to excellent behaviour. We will foster self-discipline and a sense of fairness in our children and we will provide opportunities where each individual can make positive contributions to the school and wider community.

Adults manage and influence behaviour; children are responsible for the choices they make.

Pupils and staff have the right to learn and teach in an environment, which is safe, supportive, compassionate and fair. Everyone at Charter Academy has the right to learn, free from bullying and harassment that may include cyber-bullying and prejudiced-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Through a consistent approach and nurturing environment, we aim for all children to behave respectfully, responsibly and demonstrate that they are ready to learn. Children are recognised and rewarded for going over and above.

This behaviour system is to be implemented in the context of our policies and commitment to:
- Equal opportunities
- Anti-racism
- Anti-bullying
- Health and Safety in school
- SEND Code of Practice

Rights and Responsibilities

Children's Rights
- To be safe and secure at school
- To be listened to by adults
- To be familiar with the procedures of the behaviour policy
- To be involved in setting and reviewing behaviour and class rules within their own class
- To be treated with respect

Children's Responsibilities
- To think about how you behave
- To try to be the best you can be
- To listen to what others are saying
- To treat each other as you would like to be treated
- To share with each other
- To care for the school building, environment and equipment and the belongings of others
- To respect others' race, religion, gender and way of life
- To stay on the school premises at all times unless accompanied by a member of staff

Staff Rights
- To be safe and secure in our work-place
- To be listened to by children, parents, colleagues and governors
- To be familiar with the procedures of the behaviour policy
- To have professional judgments respected
- To be involved in setting and reviewing behaviour within the school

Staff Responsibilities
- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly and fairly
- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other

• To take into account other people's point of view - to listen to other staff, parents and children
• To provide an appropriate context for learning appropriate behaviour
• To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
• To plan opportunities for the class to reflect on their behaviour
• To actively implement and regularly discuss and review the Behaviour Policy as necessary
• To record incidents of inappropriate behaviour and to inform SLT where appropriate
• To involve parents, the Inclusion Manager, SLT and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual school rewards and sanctions

Parents' Rights
• To have access to a copy of the policy in order to become familiar with its expectations
• To be informed as is appropriate about unacceptable behaviour
• To be given information about relevant support services as necessary
• To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary

Parents' Responsibilities
• To read and support the Behaviour Policy
• To be a positive role model for the children
• To ensure children attend school everyday
• To talk to children about the school day and what they have been doing at school
• To always demonstrate a positive attitude towards school with children
• To discuss your child's progress regularly with the staff
• To ensure that children arrive at, and are collected from school, on time
• To support the school by attending meetings i.e. parent conferences, parent meetings, etc.
• To ensure that your child arrives at school wearing school uniform and with the appropriate equipment
• To ensure that homework is complete accordingly.
• To read thoroughly and act upon all communications from school
• To follow the school uniform guidance

Consistency

Consistency lies in the behaviour of adults and in the determination of every staff member to hold firm. The following set of consistencies run through our practice and interaction with children:

All Staff

- meet and greet every child every morning by name and with a smile
- are strategically placed: adults meet and greet in the classroom, in the corridor areas and on the gate/around the school site as children first arrive
- all staff meet and greet latecomers by name and with a smile both at the school office and in the classroom
- ensure early morning routines are defined and followed, enabling children to get to task straight away
- refer to 'Be Responsible; Be Respectful; Be Ready'
- model positive behaviours and build relationships
- respond to poor behaviour with a calm, cool, consistent and caring approach

- never ignore or walk past children who are not behaving in-line with school expectations, if not already being supported by an adult
- offer support to colleagues where deemed necessary
- will separate behaviour from the character of the child e.g. 'I like you, I don't like the behaviour'

Senior Leaders

Senior Leaders will:

- Meet and greet children at the beginning of the day
- Be a visible presence around school including on the gate; break and lunchtimes and transition times
- Regularly share good practice
- Celebrate staff and children whose effort goes above and beyond expectations
- Support staff by providing a unified consistency and managing children with more complex negative behaviours
- Work in partnership with the Special Educational Needs Co-Ordinator and Pastoral Team to review provision for children who fall beyond the range of usual policy and practice
- Keep Arbor records of behaviour incidents and on a half termly basis monitor and analyse data

Recognition And Rewards

"The advertising of poor behaviour doesn't help but routinely advertising the behaviour that you do want does."
Paul Dix 2017

At Charter Academy children's names will not be written on a board or a tick/cross/cloud will not be against their name, linked to incidents of poor behaviour. It reconfirms their poor self-image and re-stamps a label of low expectation.

EYFS Value Boards

All EYFS classrooms will have a values board displayed and children's pictures will be displayed on the board to recognise children who have demonstrated a specific value. When a photo is placed on the board it will be celebrated with the class.

Messages linked to the school's values will be sent home to parents to recognise and reward children who have demonstrated the school's core values.

Noticing The Unnoticed: Hot Chocolate Friday

The idea of Hot Chocolate Friday is for the Headteacher to invite children who have been recognised as always children (doing the right thing, at the right time, in the right place) during the week to share a hot drink and a chat together. It's an opportunity for the Headteacher to spend time with members of the school who get on quietly but don't always get the recognition they deserve.

Hot Chocolate Friday achievers will receive a golden invitation on Friday morning in achievement assembly. Their achievement will be recognised on the school newsletter and the child's DoJo page.

"Hot Chocolate Friday is targeted at the children who behave impeccably but are too easily forgotten. As we have seen, it might be tempting to invite those children who have been appallingly behaved as soon as they spend an afternoon without throwing a chair. Of course, we should recognise their determination to resist the urge, but their behaviour cannot be on a par with the child who is making all the effort but none of the noise." Paul Dix 2017

"Hot Chocolate Friday is a ripple of recognition in your school that starts at the top.
It highlights pupils who have gone 'over and above', celebrates the forgotten pupils and delivers pride not pounds."
Paul Dix 2017

Early Years Reward System

Children in EYFS are awarded Dojo Points for demonstrating any of our school rules. The children can be awarded Dojo Points by any member of staff and the points the children collect can be viewed online by Parents/Carers.

From the spring term onwards, Reception children will also participate in Hot Chocolate Friday and Achievement awards in preparation for moving onto Key Stage One.

Key Stage One and Two Treetop Champions Reward System

The children in Key Stage 1 and 2 are awarded Class Dojo points for demonstrating behaviour in line with our school rules and school values. This behaviour should be above and beyond the daily expectations. Dojo points can be awarded by any member of staff. Dojo points are collated on Class Dojo and parents are able to see these through their log in.

Children are able to "spend" their points at regular intervals in the Treetop Champions shop. Children can climb the Treehouse of Treasures to gain prizes which will be available at intervals of 25, 50, 75, 100 and 125. Children can spend their points on a prize half termly or choose to save them for a prize of a higher value. Prizes have been decided in consultation with pupil leadership and build in "value." 125 point prizes will be golden ticket prizes that focus on time e.g. watch a film with a friend; have an ice cream with a friend on the field etc. Once a child has spent their points, these are reset to zero. All points are reset to zero at the start of an academic year.

Achievement Awards

Achievement awards will be given by each class teacher to a child from their class each week (on some occasions this number may increase due to collaborative work). Awards will be presented in a weekly whole school achievement assembly led by the headteacher or members of the senior leadership team. Parents/guardians are invited to this assembly (see invitation format) and each achiever is celebrated in the school newsletter.

Postcards Home

Postcards linked to the school's Roots to Success can be sent home to recognise and reward children who have demonstrated the school's core values.

Delivering Sanctions with Dignity

All staff will:

Praise the behaviour they want to see – Class Dojo points, stickers, postcards and wristbands can support this.

Give reminders of "be responsible; be respectful; be ready."

Use strategies to stop behaviour escalating such as redirection, refocussing, validation of feelings, 'knowing look' or a gentle hand on the shoulder etc

Take individual needs into account.

Give a verbal warning to make the child aware of their behaviour and clearly outline the consequences if they continue. Provide clarity for the child regarding the reason for the warning e.g. "X I have given you your first warning which is for disruption." Try to link the warning to "be ready, be responsible, be respectful" where possible. Should the child require more explanation, this should be done privately at a later time in order to continue with learning.

Give a reminder to the child of their previous good behaviour to prove that they can make good choices.

Walk away from the child, giving take-up time and allowing the child to decide what to do next.

Engagement with learning is always the primary aim. Although there are occasions when it is necessary, every minute a child is out of the classroom they are not learning.

If all of the above intervention has been used and further input is required, then staff move to 'The Time-Out Approach,' **on** the third warning, as outlined below.

Early Years Time – Out Approach

In EYFS children will be encouraged to follow the rules 'Kind hand, kinds words, kind feet.'

Reminders will be given children of how to follow these rules and strategies will be used to stop behaviour escalating such as redirection, refocusing and validation of feelings.

If all the above interventions have been used and further input is required, then staff move to 'The time out approach'

The child will be directed to a thinking spot where they will sit for 1 minute per year of age.

The 2 and 3-year-old children will be supported by an adult to complete their time out.

Once the time has been completed a member of staff will talk to the child to help them reflect on their behaviour.

If a child's behaviour continues to be a concern then a member of SLT will be contacted to talk to the child.

During the summer term Reception staff will begin to reflect on how the 'kind, hands, kind words, kind feet' rules are reflected in the whole school rules.

The Time-Out Approach in Key Stages One and Two

1. The child is directed to take a 3 minute timer (Key Stage One) or use a 5 minute timer (Key Stage 2) and sit outside of the classroom in the corridor, in view of an adult. Time Out areas should be considered carefully in order for children not to distract others learning.

   Work should not be taken to time out – this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.

   As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as is practical to discuss the reasons why they were sent to time out and strategies to alter their behaviour to stop it reoccurring ~~along with an opportunity to discuss the reflection sheet. The sheet should be scanned and attached to Arbor under the individual child's profile.~~

   At the end of the time-out the child returns to their classroom and continues with their work. There is no further admonishment upon the child's entry back into class. The teacher will ensure any missed work is caught up within the lesson or as soon as possible after, including working in to break or lunchtime. All time outs are **recorded by the teacher on Arbor** under the correct time out and rule broken which is discretely completed by the teacher at the end of each session so as not to negatively impact on learning and teaching in the classroom.

2. If a child is unable to leave the classroom due to heightened emotions, a teaching assistant or member of the pastoral team will be asked to support the child in completing their time out. A different space for time out may be offered for those children struggling to regulate their emotions. For example, the Rainbow Lounge or the library.

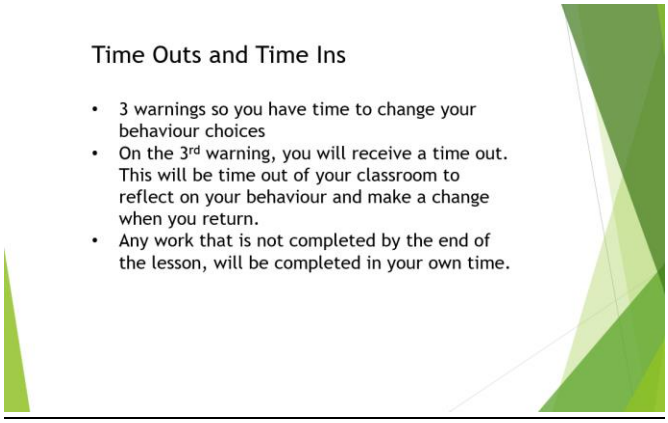
3. If a child continues to refuse to leave the classroom for time out, the teacher will call for support from a member of the Senior Leadership Team. A member of the SLT will support as soon as they are available. This can be used as an opportunity to say to the child, "As you are refusing to leave the classroom, I have had to call a member of senior leadership. It would be great if, by the time they arrive, I can tell them that you have pulled it around and completed your time out."

4. If the child continues to refuse to engage with the time out process this will result in the child being placed in an internal exclusion within the school (see below for more details regarding internal exclusions). In this instance the parents/carers will be contacted by telephone by the phase leader or pastoral team. The SLT member will record this as an incident on Arbor for further analysis.

5. Refusal to engage with the internal exclusion process may result in a suspension from school. The SLT member will record this as an incident on CPOMS for further analysis. The admin team in the school office also record any suspensions on Arbor.

Staff will ensure time has been invested in all of the sanctions with dignity steps before applying the time out approach. As a general principle it should not be possible to go 'straight to time out.' Time will be given between interventions for the child to adjust his/her behaviour. An exception to this may be for unsafe behaviour where movement to immediate time out is felt necessary.

At Charter Academy, we recognise the importance of stepping our consequences. Therefore, we follow the procedure set out below for multiple time outs:



<u>After 2 time outs in the course of 1 week, the child moves to the time in process. Each new week sees a fresh start to the process.</u>

- **First time in** – lose 15 minutes playtime or lunchtime. ~~Parents informed.~~
- Any further poor behavior leads to time ins.
- **Second time in** – lose a further 15 minutes playtime or lunchtime in the presence of a member of SLT.
- **Third time in** – behaviour management chart with SLT. Parents are informed by member of SLT.
- **Fourth time in** – Parents meet with headteacher.

<u>Fresh Starts:</u>
Warnings are reset each evening.
Time Outs and Time Ins are reset at the end of the week (Friday evening)

Each new session during the day presents an opportunity for children to have a 'fresh start'. If children are repeatedly reaching high level classroom sanctions, senior leaders will support class teachers to create a behaviour plan. Parents/guardians will be kept fully informed and will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of SLT.

However, in rare instances of extreme crisis, then staff at all levels can use their professional judgement to decide if it is reasonable, proportionate and in the child's best interest for an

immediate exit from the classroom or other space in school. In this instance a member of the SLT must be called for support.

The DfE have identified a number of behaviours that examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In addition, as a school community we have identified a group of serious behaviours that we believe have no place within our school or the society outside of school for which we are preparing our children. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in our school:

- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- throwing objects with the intention to harm or hurt someone
- persistent, disruptive behaviour
- Intentionally damaging school property

Internal Exclusions:

Any of the incidents above could, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

An internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be supervised by a member of the Senior Leadership Team.

Each internal exclusion will last for at least one hour. Where an internal exclusion has been deemed necessary towards the end of a school day, this will be carried over to the following morning.

Extreme cases (including those children with a social worker) will be dealt with on a case by case basis.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the learning mentor etc.)

Internal exclusions and details (including length of time) will be recorded on Arbor by the senior leader supervising and analysed by the senior leader responsible on a half termly basis. Parents will receive notification of the internal exclusion.

Racism and Bullying

Racism

The school staff actively promotes Race Equality as a school priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Racism can be defined as:

• Any behaviour, attitude or institutional structure which treats an individual or group of individuals differently because of their race.

Racist attitudes or behaviour towards any member of the school community will not be tolerated.

Bullying

Bullying can be defined as:

• Persistent, deliberate, unprovoked, physical or psychological harm by a more powerful individual or group, against a weaker individual or group

• An individual is being bullied when s/he is exposed, repeatedly and over time, to negative actions on the part of one or more other individuals

Racism and Bullying may include:

• Physical - hitting, kicking, beating up, etc.,
• Verbal - name - calling, threats, etc.,
• Non-verbal - threatening body language.

As a school we endeavour to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.

• Regularly raise awareness of issues of racism and bullying during PSHE lessons and assemblies

• Ensure that all pupils understand that racism and bullying are not accepted at Charter Academy and will be dealt with firmly

• Ensure appropriate staff training/briefings to support all staff in promoting positive behaviour

• Provide children with skills of conflict resolution during PSHE lessons and circle time
• Provide opportunities for cooperative play during break times
• Involve parents of both perpetrator and victim at all stages

School Council has been set up to involve children in the democratic running of the school.

Swearing

Any swearing is not acceptable and should be challenged.

• Explain that we do not use that language at Charter Academy

• Ask the child who is telling you about the swearing to tell the other child that they don't want to talk to them if they use words like that

• Persistent swearing will lead to the child being removed from the immediate environment.

Persistent Anti-social Behaviour

If a child exhibits persistent anti-social behaviour parents will be involved, and where appropriate, outside agencies.

Pupil Exclusions
The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil then the following procedures will be implemented:

Fixed term exclusion (suspension)
Head teachers have the legal right to exclude a pupil for up to 45 school days in a school year. Exclusion is a disciplinary sanction, which can only be exercised by the Head teacher or Deputy Head teacher when s/he is acting in the Head teacher's absence and only in response to serious breaches of the school's policy on behaviour or of the criminal law.
Where a pupil is excluded for a fixed period, the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term exclusion is exercised.

Arrangements for fixed term exclusion (suspensions)
1. Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
2. The Head teacher/Deputy Head teacher will make every effort to contact parents by telephone during the day informing of the exclusion and the reasons for it. The Head teacher/ Deputy Head teacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
3. Parents will be informed of their right to make representations to the Governing Body.
In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the governing body will follow appropriate LA procedures.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques (Team Teach), up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always a risk for children when adults restrain even when using the least intrusive techniques. Any incidents of physical intervention must be recorded in the Team Teach book as soon as possible after the technique has been used by the staff members involved, and on CPOMS with the page number/log from the Team Teach book referenced. The Team Teach book is kept in the school office, it must be completed in the office and returned to the shelf.

Teaching Behaviour, Respect and Dignity

- All will be taught to treat others well through: assemblies, Pupil Leadership, PSHE curriculum, oracy curriculum and within day to day role modelling.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with the children.
- Children will be taught to be polite, respectful, well-mannered and to have personal discipline through assemblies, circle times and directly through behaviour teaching.
- Positive reinforcers and sanctions will be used consistently, sensitively and fairly by staff to encourage and promote good behaviour.
- Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue, school leadership will provide support and agree a plan of action which will include restorative conversations.

- The class teacher will involve parents/guardians at an early stage where a child is experiencing problems with behaviour. The phase leader and headteacher will become involved if the problem persists.
- The SLT member responsible for behaviour will work with key staff to provide a planned support of behaviour across the school.
- When there is a serious problem with a learner's behaviour, the SENCO and headteacher will, where appropriate and with the agreement of parents, involve outside agencies.
- In extreme cases, a child's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance with the Local Authority Guidelines.

Playground issues

This Behaviour Policy applies to morning playtime as well as in the classrooms. All adults should apply the policies consistently and all children should respect all adults equally.

For lunchtime behaviour, please refer to the "Lunchtime Behaviour and Positive Relationships Policy."

Outcomes

This policy will promote the positive ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations at Charter Primary Academy. It will be used to promote community cohesion.

Appendices:

Standardised Daily Procedures

Morning Arrival (Arrive and Thrive):

- Class teacher and supporting adults greet each child by name in the classroom
- Children hang their coats and bags up in their designated cloakroom area
- Children can fill their water bottle if necessary
- Children sit in their designated seat (or area in EYFS) to complete their morning task

Assemblies:

- Children enter assembly using the hall door nearest to their classroom
- Children line up in an orderly manner and walk to and enter the hall in silence
- Children stand in their assembly sections, row by row until the full class is in place.
- They sit down as a class together.
- During assembly, children are expected to show behaviour that is respectful and responsible.
- At the end of assembly, when each class shows they "are ready" by sitting smartly and silently, they will be asked to stand up by the assembly lead.
- The class teacher leads their class out of the hall, line by line, and return silently to their classroom.

Water Bottles:

- Children may bring a water bottle to school daily
- Water bottles must only contain water
- Water bottles will stay in the classroom throughout the day
- Any lunchtime drinks must be saved for lunchtime

- Water bottles can be filled up using the school water coolers in each phase as children arrive at school; at either the start or end of break and lunchtime.
- Water bottles are not stored on children's tables – there should be a separate water bottle storage location in each classroom

Going out to morning playtime

- Children remain seated at their desks with tidy tables and floors.
- When each table shows they "are ready," they can be dismissed out to play.
- Playtime equipment may be used. Footballs must remain in the MUGA during playtime. Basketballs must remain in the designated basketball area.

End of playtime arrangements

- Duty member of staff will blow the whistle at end of play and all children must stop what they are doing.
- Staff will ensure that all children are standing still and safely. Any balls must be taken out of play and held by the ball monitors.
- When staff are satisfied that children are ready, a second whistle will be blown and children will return their equipment to the storage points before they will walk calmly to their classroom doors.
- Playground buddies will supervise the play equipment storage points and lock them.
- Children line up outside their classroom doors in a respectful and responsible manner until their teacher invites them in. Children should not enter an unsupervised classroom.
- Staff will open the classroom doors promptly at the end of playtime ready for children to enter and start their lesson calmly.

Home Time Dismissal:

- Children collect their belongings table by table.
- They remain seated at their tables.
- Once the teacher calls a child by name (when their parent has been seen waiting or because they go home alone), the child may get up from the table, push their chair under the table and leave the classroom to go home.