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**Behaviour for Learning Policy**

**Policy is reviewed every two years.**

**Date next review due: March 2025**

The behaviour for learning policy supports the school’s vision of providing a quality education within a friendly, caring, safe and structured environment. This policy should be considered and is aligned with the schools Acceptable Touch, Physical Intervention, Anti bullying, Anti racism and all safeguarding policies.

This policy is written based on the contextual needs of the school and in conjunction with the guidance document **Behaviour in Schools September 2022**

The purpose of the policy is to provide a coherent framework of expectations to create a safe environment for all pupils and create an inclusive and safe community

Leadership and management of behaviour is the responsibility of the Principal and Deputy Principal, however all staff are expected to uphold the expectations. Behaviour issues are reported to the LGB as a fixed item in the Principals report to governors.

The induction of new staff includes the introduction of the behaviour policy and regular training is carried out regarding the expectations.

The school has a list of items which are banned by the school and for which a search can be made. Please see list at the end of this policy.

This policy will be communicated to parents once a year and published on the website. It will be shared with all new staff and children during the induction process

All reasonable adjustments will be made for children with SEND, vulnerable and disadvantaged children and children experiencing difficulties to uphold the expectations of the policy.

St Christophers Academy has clear expectations of behaviour which are made clear to the children and referred to as reminders when needed. These are supported by a balanced combination of rewards and reflection opportunities to promote a positive and safe environment for effective teaching and learning.

St Christophers Academy is a **Values** based school. We promote good behaviour through a school wide ethos that is underpinned by core values and expectations are made clear through our **Ten Trusts.** At our core we endeavour to promote respect for self and others as well as a responsibility for our own actions.

**Expectations**

At St Christophers we promote these values through a system which highlights success and potential rather than focus on failures and shortcomings. We believe that effective teaching and learning can only take place when children are fully engaged in the classroom. Expectations need to be clearly understood

by all members of the school community including parents and carers and the first step is making the expectations absolutely clear and sharing exactly what this looks like in the classroom and around the school by establishing clear norms and routines. We then **TRUST** that the children will abide

**Our Ten Trusts**

**At St Christophers Academy – we trust you in many ways…**

*1.****We trust that you will****listen to your teachers and each other respectfully.*

*2.  We trust that you will raise your hands and wait respectfully for your teacher to respond when you want to be heard.*

*3.****We trust that you will****allow others to learn by behaving respectfully in class and around the school.*

*4.****We trust that you will****follow instructions because there are good reasons they are given.*

*5.  We trust you to use kind language and speak to each other and your teachers with respect.*

*6.  We trust you to never hurt anyone with our words or our body.*

*7.  We trust you to move around the classroom and school safely.*

*8.  We trust you to accept responsibility for your behaviour.*

*9.  We trust you to follow our school Values.*

*The 10th Trust  You can trust your teachers and others to always treat you with equal respect.*

(teachers = all adults that work with our children)

**These Trusts should be shared with the class and agreed with them at the beginning of the year. They should be displayed and revisited often. Examples of each of the above need to be made explicit and discussed regularly.**

**Reward systems**

We believe in catching children being good which means highlighting their positive behaviour and praising their efforts in demonstrating the Values. Achievements in effort, work and behaviour are recognised and rewarded and take a number of different forms. We use stickers, verbal and written praise, house points, star of the week awards, post cards home and a variety of other systems that are all used at the teacher’s discretion.

**How we help pupils who have difficulty behaving in school**

We believe that all behaviour is communication. Concerning behaviours are recorded on the school management system which enables us to build a picture and make connections that will alert and enable us to provide early help and support. Discussions are held with parents and school and where appropriate, external professionals, to put in place a range of supportive strategies to attain sustainable solutions. This may take the form of a Personal Support Plan which will take into account the voice of the child, make the expectations clear and outline the support.

We do not believe that sanctions alone bring about a change in behaviour and use restorative methods as our first approach. However, at times and if appropriate children will be given some time out to reflect on their behaviour and the impact it has on others. If poor behaviour is persistent the time out may be accompanied by additional measures as outlined below. Our response to poor behaviour will, for the majority of the time be restorative in nature and be staged. However, there may be times when other sanctions will be applied without a staged response for gross misdemeanours involving verbal and physical violence and aggression, discriminatory abuse and or behaviours that pose a threat or serious disturbance to others. (See Fixed Term Exclusions – below)

**Staged response.**

Reminder of the **Ten Trusts** (above)

Restorative conversation (page 4) and reminder of the Trusts and Values that need to be demonstrated.

A verbal warning, spoken in a positive way, of any of the responses or combination of responses below – this is managed by the teacher/adult and is at their professional discretion. This will depend on the child and the context.

Conversation with parents if appropriate at this time

Reflection time that may be a:

Specified place to reflect in the classroom.

Time spent at playtime to reflect. At times a child may need to be removed from a playtime if he/she poses a persistent threat to others – however, before reaching this stage it would be assumed that all necessary interventions would have been attempted.

Time spent with another teacher to reflect

Time spent with member of SLT to reflect

Persistent and or particularly concerning behaviours will be dealt with as outlined above

At times it may be necessary to remove a child from the classroom either for a reflective moment or to continue their education in an alternative space to maintain the stability of the class. Removal from a classroom may also be as a response to serious misbehaviour and the staged response to such will be followed.

*A Circle Time or other whole class restorative approach may be needed at times. These are used at the discretion of the teacher and may be linked to our Values, Trusts and or other related PSHE issues.*

Any of these stages may be bypassed or repeated as appropriate

All incidences of poor, disruptive or concerning behaviour are recorded on our systems so that patterns can be spotted and early interventions applied

The behaviour policy should be adhered to when children are taking part in any school organised or school related activity including Before and After school provision.

When travelling to and from school

When wearing the school uniform

That could have repercussions for the orderly running of the school

That poses a threat to another child

**Suspensions**

Suspensions are measures that are taken as a last resort and usually occur as a result of violence or threatening behaviour. Every measure is taken to prevent children from receiving a fixed term exclusion in the first instance. The policy is written in alignment with guidance from the document referred to in paragraph 2 of this policy see **paragraph 89 and 90 Behaviour in Schools September 22**

The Principal, Deputy or Assistant Principal can authorise a fixed term exclusion. The parents will be informed by telephone and a letter will be sent home confirming the details of the exclusion and the action that should follow. The Governors are informed of all exclusions.

The following list is not exhaustive and the Principal will use their professional discretion when delivering a FTE. Fixed term exclusions *may* be used where there is:

* A serious and intentional violent act against a pupil or member of staff
* Frequent violent acts towards others that persist despite intervention
* Sustained bullying behaviour towards another pupil
* The use of bad or offensive language towards others in school
* Threatening behaviour towards a member of staff
* Persistent and serious non compliance.
* Serious theft or damage of school or personal property
* Being in possession of banned items

Back to school meetings will be arranged before a return to school to ensure that appropriate preventative and supportive measures are in place.

**Managed Move**

The school works within Central Bedfordshire’s system for managed moves. This maybe considered as an alternative to a permanent exclusion.

**Permanent Exclusion**

In severe cases of persistent or gross misbehaviour the Principal will recommend to the Governing Body that a pupil should be permanently excluded from school.

In addition, a pupil will become permanently excluded when a total of fixed term exclusions in any one academic year reaches 45.

**Restorative Language:**

When our pupils find themselves in conflict or upset we will direct their thinking by asking questions such as………….

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right? What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn’t happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone and that we build empathy in the perpetrator. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

**Appendix 1**

PROHIBITED ITEMS (DfE Screening Searching Confiscation Advice - Key points)

knives/blades or weapons

alcohol

illegal drugs

stolen items

tobacco and cigarette papers

fireworks

pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).