



# Behaviour and Attendance Policy

## Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all in our community to flourish; where every member can fully explore who they are created to be, with the high expectation that we, individually and collectively, will bear fruit beyond our wildest dreams. A place where we are loving, learning and growing together.

## Members of staff responsible:

Headteacher  
Behaviour Team Leader  
Teachers  
LSAs

**Date of policy: Autumn 2019**

**Review Date: Autumn 2021**

## 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 which 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).

Appropriate behaviours, which are underpinned by social and emotional skills, need to be explicitly taught in the same way as other areas of the curriculum are taught. Social and emotional skills are apparent in every interaction between us permeating through all areas of the curriculum and in every moment of school life.

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.

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**

### **Lunchtimes:**

#### **Reward System**

At the beginning of each academic year the children agree a code of behaviour for lunchtime.

1. Behaviour at lunch time is managed by the Lunch Time Supervisors. Behaviour should be managed positively and when needed should be dealt with immediately by the Lunch Time Supervisors. Some examples of these are:
  - (i) if a child is interfering in a negative way with another child
  - (ii) if a child is behaving inappropriately with food or drink
  - (iii) if a child is becoming over excited and may hurt another childthen the child will be reminded of the relevant statement on the lunch time agreement
2. If a lunch time supervisors has to remove a child from a situation the child will be issued with a Yellow or Red Card. A Yellow card will be issued if a child continues to behave in a way that causes upset/distress to others. A Red card will be issued if the child's behaviour is physically, verbally or non-verbally hurting another person or continuing to disregard the instructions of a lunchtime supervisor.
3. Lunch time supervisors will write on the cards why they have been issued and pass them onto the class teacher at the end of playtime. A Red card means the child must be taken to the hut or a member of the Behaviour Team is sent for to deal with the incident.
4. Teachers will deal with incident detailed on yellow cards during the course of the afternoon.
5. The incidents will be discussed calmly with both parties encouraged to give their point of view.
6. The member of staff will discuss next steps with the child/children, and initial the card to show the incident has been dealt with. The Yellow card is then kept in the class information folder.
7. Red Cards will be dealt with by a member of the Behaviour Team. Notes are kept in the class information folder and in the Child's school record folder. All Red cards are sent home for parents to read/sign/return to school.
8. All Red Cards must be returned to a member of the Behaviour Team by break time the next day.

## **Playtimes**

At the beginning of each academic year the children agree a code of behaviour for 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 2 members of staff are on duty during all playtimes.

## **Wet Playtimes and Lunch times**

The School Council have agreed a Behaviour Plan for wet play times and shared this with all the children. The Plan is on display in each classroom.

## **Classroom level**

- Adults model controlled, respectful verbal and non verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and co-operation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- 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
- There is a classroom agreement, devised through discussion with children, which promotes social and learning behaviours
- 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

- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems understood by all, for dealing with inappropriate behaviour

### **Individual child level**

- All children's strengths are recognised and celebrated by staff (in class, in assemblies and around the school)
- There are systems which allow children to be 'special' at times
- 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

**Rewards systems** are well established and are used by all members of staff. These include:

- Comments, stickers, stamps and giving feedback on the children's work
- Dojo points
- House points – House Cup
- Class points
- Golden Time
- CtS Special Child
- Public praise in class
- Praise within key stage
- Praise in weekly celebration assembly
- Praise shared with parents by telephone/letter
- Head Teacher stickers awarded in the office
- Praise certificates awarded by teacher to be sent home – weekly Golden Book certificates

### **School Systems for minimising and responding to unacceptable behaviour and irregular attendance**

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

It is important to have agreed sanctions which are consistently applied by all staff (including supply teachers).

For individuals who often have difficulty in choosing the appropriate behaviour it may be appropriate to identify one behaviour at a time. This would be achieved through a

Provision Map or an Individual Behaviour Plan in consultation between the class teacher, parents, SENDco/Head/Deputy Head/Assistant Head teacher.

**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 vandalism 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 the SLT 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 as soon as possible and at least within the same day.

Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment or vandalism should offer opportunities to support and guide the wrongdoer to take a more positive role within the school.

### **Sanctions**

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

There may be times when a child's actions warrant immediate intervention by an adult outside the exact guidelines. On these very rare occasions the matter should be referred to a member of the SLT who will then investigate the matter further. These may involve incidents such as:

- Causing immediate danger, threat of injury to another child/adult
- Exceptional rudeness
- Language, verbal or non verbal that may be extremely offensive damaging to another child/adult
- Serious disruption to learning

On these occasions parents will be informed as soon as possible and the type of behaviour and the impact of the behaviour clearly explained.

### **Involving parents/Carers**

At CtS we will always do our best to keep parents fully informed of any behavioural issues concerning their child in line with our Behaviour Strategy Plan. We also welcome feedback from parents regarding behaviour. It is important that we all work together to model positive 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

### 1. Registration of pupils.

This takes place at 8.45am – 9.00am 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 1.15pm.

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 10.00am. each day to record absences.

### 2. 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

Parents/carers may request a holiday absence by completing a form which is signed by the Headteacher. An explanation about authorised and unauthorised absence is provided on this form, and by the confirmation letter sent out to parents.

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 will not be 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.

### 3. Dealing with consistent unauthorised absences.

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.

