

Positive Behaviour Policy

Ermine Street Church Academy

First approved by Governors	20th July 2016
Policy to be reviewed every 2 years	
Reviewed by Governors	16th January 2019
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Introduction

Ermine Street Church Academy constantly strives to be a safe environment where all can teach and learn in a calm and supportive atmosphere which is underpinned by our Christian ethos. All those involved with our school are expected to show respect and consideration for others and the school. Everyone at Ermine Street Church Academy must take responsibility for making our school a happy place in which to learn and work.

Principles of our Positive Behaviour Policy

Good behaviour is essential for effective teaching and learning to take place. At Ermine Street Church Academy, we believe that pupils and staff have the right to work in an environment that is safe, friendly, calm and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. Learning experiences should be planned with pupil engagement at the forefront of teachers' minds; engaging lessons promote good behaviour. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. However, a Positive Behaviour Policy cannot be solely based on praise and reward, consequences and sanctions are an important part of the policy and are used to help children understand the difference between right and wrong.

Our Positive Behaviour Policy is also embodied within the aims, values and vision of the school. 'Explore, Discover, Learn' applies as much to personal development, including self-control and reflection, as to development as a learner.

Aims

- To set high expectations of behaviour from all children;
- To ensure that everyone associated with the school understands our approach to behaviour management and development;
- To develop a moral framework based upon our Christian distinctiveness;
- To enable children to develop a sense of self-worth and a respect for others;

- To create an environment in which children feel safe, secure and respected;
- To encourage staff, children and parents to value good behaviour;
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability.
- To implement a consistent behaviour management framework that is clear and understood by all members of the ESCA community.

As adults we have a vital part to play as role models and recognise the importance of leading by example. This includes demonstrating positive behaviour towards each other as well as to the children. We feel it is important to teach children how to behave appropriately and give feedback to pupils when they are behaving well. The need to show respect for each child as an individual is wholly recognised. It is our role to tackle inappropriate behaviour with a calm, consistent and fair approach, focusing on the behaviour rather than the child.

Whole School Ethos

Pupils, parents, teachers and support staff all take collective responsibility for the promotion of the highest standards of behaviour at Ermine Street Church Academy.

All children, staff and visitors are encouraged to live by '**The Ermine Street Ethos**' whilst in school.



The Ermine Street Ethos

Thank you for **respecting everyone**.

Please **take responsibility** for your **choices**.

Thank you for **serving others**.

Please **care for yourself**.

Thank you for being a **tenacious learner**.

Please **smile at** your **successes** and your **mistakes**.

Thank you and recognition for positive behaviours are linked to The Ermine Street Ethos and are expressed visually through a recognition board in each classroom; the focus of this board reflects class needs and is changed regularly to support modelling and expectations of a range of positive behaviours. Behaviour which consistently exceeds The Ermine Street Ethos is rewarded; failure to meet our Ethos expectations results in personal conversations to help reinforce positive expectations – see rewards and sanctions below. In this way our approach involves a proactive 'teaching' of positive behaviours personalised to the class. To support this, circle time and PSHCE sessions focus on developing and understanding positive social and learning behaviours.

Classroom Expectations

Relationships between teacher and children, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be prepared in advanced

and ready to minimize need for excess movement around the class, minimizing disruption to learning. Displays should be purposeful and used to support the learning whilst minimizing cognitive load.

Equality and fairness

At Ermine Street Church Academy all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity for all of the protected characteristics, i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity (see Equality Policy and Objectives). Pupils and parents as well as staff are invited to take part in decision-making, and policy decisions. Views of stakeholders are regularly sought through discussion and questionnaires.

Pastoral care

We believe that our Christian identity and Aims & Values greatly support our positive behaviour approach.

Collective Worship takes place daily and is planned to incorporate Christian teachings in alignment with our vision and The Ermine Street Ethos to support and guide children in their pastoral development and reflection.

In addition to the pastoral care provided by all school staff, we have a member of staff who is our Pastoral Lead and another who is a Family Worker. These people provide additional 1:1 and small group support to children for a variety of reasons. They also support parents and families.

The Ermine Street Ethos sets an expectation of excellent behaviour which is rooted in Christian belief and aims to promote children's personal care and belief in themselves. Ermine Street Church Academy believes that developing behaviours for learning through the setting of clear rules and high expectations is fundamental to achieving high outcomes for all pupils.

Rewards

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. ESCA will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Providing positive feedback to individuals or groups
- Letters, message or phone calls home to parents
- Name will be placed upon wow board.
- Being sent to the subject lead to show their work
- Being sent to show their work to Headteacher
- Receive Headteacher Award certificate
- Receive Super Citizen certificate

Sanctions

Children at Ermine Street Church Academy know that if they choose not to follow The Ermine Street Ethos at any time of the school day (including lunchtimes, playtimes, on school visits and attendance at after-school activities) there will be a consequence.

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner

- Feedback should include WHY the behaviour was unacceptable, the Whole School Ethos that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the Reminder and warning (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit Disruptive or Difficult Behaviour, adults will respond calmly following the scripted intervention (Appendix A).

The consequences are:



The Ermine Street Ethos – Consequences

1. **Reminder** about The Ermine Street Ethos. Involves a non-verbal cue or a quick verbal response.
1.
2. **Caution** ‘...Think carefully about your next step.’ Involves an informal restorative chat with the class teacher or TA.
3. **Last Chance** a final opportunity to engage. ‘...We will talk again for two minutes at the end of the session.’
4. **Repair** Involves either an informal restorative chat or a more formal meeting; the class teacher will meet with the parent of a child who repeatedly reaches Step 3.

Swearing, physical violence and breaking our ICT Safety Policy will receive an immediate Time Out, with the Headteacher or Deputy Headteacher. Repair will then follow – the class teacher will be involved in at least part of this. The class teacher will inform the parent and the Head/Deputy will meet with the parent of a child who repeatedly reaches this step.

All incidents of level 3 - 6 behaviour are recorded centrally on the school's CPOMS system (see Appendix C). Instances at lunchtime are recorded by the Midday Supervisors and passed to a member of the Leadership Team. This person then goes to each child's classroom to share and instigate the appropriate consequence. This same process is used to praise and reward children for their behaviour at lunchtime.

Role of parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can depend on full support in dealing with their child's behaviour. We expect parents to keep the staff informed of behaviour difficulties they may be experiencing at home and any trauma, which may affect their child's performance or behaviour at school. We want to work in partnership with parents at all times, supporting each other to achieve the best possible outcomes.

To support this process Ermine Street Church Academy endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment within the school;
- Giving parents regular constructive and positive comments on their child's learning and behaviour;
- Communicating regular information about achievements and issues of concern as part of our open door policy;
- Involving parents at an early stage in any behaviour issues that their child is responsible for or that their child has been affected by.

Operating an 'open door' policy which means that parents are encouraged to speak with their child's class teacher if they have any questions or concerns. All staff will make themselves known to parents and will be visible at the beginning and end of the school day.

What will happen if in particular cases the procedures don't work?

If the procedures appear to be failing to help a child control his or her behaviour, a meeting will be arranged. This will initially involve the class teacher, child and parents. If necessary, a follow up meeting will involve the Headteacher (please refer to the consequences above). Subsequently, or at the same time depending on the particular circumstances, it may also be necessary to involve others such as the SEND Leader, School Attendance Officer or Specialist Teaching Team. The aim of such meetings will be to devise a plan of action to help the child improve and manage his/her behaviour. Behaviour targets will be set, support programmes designed and a review date agreed.

Please also refer to our Anti-Bullying Policy.

Exclusion

In rare cases it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. At all times, the Local Authority's procedures are followed. Cambridgeshire Exclusion Guidance (June 2023).

The school will refer in particular to sections 2.1 and 2.4 when considering if an exclusion is appropriate.

Monitoring and Evaluation

An evaluation of the level 3 behaviour incidents recorded on our CPOMS system will be carried out once per half-term. The aim of this evaluation will be to a) identify any patterns or issues that require further investigation, and b) summarise the outcomes for tracking, reporting, school improvement and target setting purposes. This data, targets and school improvement work will be reported to governors on a half-termly basis.

The impact of this policy will be monitored by the Leadership Team through learning walks, classroom observations and lunch and break time observations. This monitoring will feed into the school improvement work and target setting referred to above.

Appendix A – Restorative Conversations

Once a child has reached a stage 3 reflection or stage 4 reflection, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written Behaviour Reflection. Copies of Behaviour Reflection sheets should be kept by the teacher for reference.

Restorative feedback involves asking the following questions:

- What happened/which school ethos was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

Appendix B – Outline of expectations

Classroom Expectations

We aim to provide a broad and balanced knowledge-rich curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimise the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting their teacher politely at the classroom door (on entry to school each morning, after break and after lunch)
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Carefully hanging up their coats and bags in the cloakroom sensibly
- Completing the “Do now” activity each morning during registration
- Exhibiting good learning behaviours: STAR – Sit up, Track, Ask and Answer Questions, Respect others/ Carpet Rules for pupils in EYFS
- Raising hands before contributing to class discussions, unless instructed differently
- Speaking audibly in full sentences when making contributions to class discussion
- Relishing challenges and showing tenacity
- Looking after our equipment

Playground Expectations

At ESCA, we recognise the unique contribution playground activities makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. In particular we recognise that increased levels of physical activity not only improve children’s health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Having fun with one another and playing fairly
- Following instructions given by an adult – first time, every time
- Showing respect to others at all times
- Looking after equipment and playing sensibly with it
- Tidying up equipment at the end of breaktimes and lunchtimes
- Being kind and helpful
- Lining up quickly and quietly
- Walk sensibly, safely and quietly when entering/exiting the playground
- Golden rule: Treat others the way you want to be treated

Dining Hall Expectations

At ESCA, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes.

Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene – washing or sanitising hands before and after meals
- Lining up sensibly, talking at a moderate volume
- Following instructions – first time, every time
- Using good manners at all times, always saying please and thank you
- Talking politely and at a moderate volume with the other pupils on their tables
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being open-minded and giving new foods a try
- Making a conscious effort to eat their lunch within the time allocated
- Asking an adult before they begin eating their dessert
- Tidying up after themselves: scraping plates/taking all their rubbish home with them in their lunch box/informing an adult of any spillages
- Walk sensibly, safely and quietly between the playground and the dining hall/classroom

Corridor Expectations

Children are expected to move around the school calmly and quietly using Fantastic Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Fantastic Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands at your sides (or behind back)
- Walking with good posture - shoulders back and down
- Walking with your head held high
- Smiling as you pass people in the corridor

Assembly Expectations

Assemblies provide an opportunity to reinforce ESCA's Christian ethos, values and mission statement.

Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently, sensibly and safely

- Lining up in the allocated position for their class, leaving space between themselves and the person in front
- Waiting to be instructed to sit down by a member of teaching staff
- Showing good learning behaviour: STAR – Sit up, Track, Ask and Answer Questions, Respect
- Sitting still, keeping hands to themselves
- Showing reverence during worship and prayer
- Joining in with songs
- Celebrating the success of others through applause
- Standing up silently at the end of assembly when instructed to do so
- Walking sensibly, safely and silently back to class

School Trip/Local Community Expectations

Students are expected to act as ambassadors for the school when out in the local community or on a school trip.

Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public, teaching staff, parent volunteers and peers
- Listening carefully to adults and following instructions – first time, every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices to speak with their partner, particularly when walking through residential areas
- Staying safe and keeping close to the children in front when walking in a line
- Using seat belts when travelling in a car, on a bus or a coach
- Staying seated when travelling on a bus or coach
- Taking care of one another and sticking with their group/partner
- Following the Whole School Rules
- Telling an adult if they are feeling unwell

Appendix C – Tiered Sanction Feedback

Behaviour stage	Examples	Sanction	Action to be taken by school	Additional support
1	• Breaking school dress code including jewellery • In possession of mobile phone or device Low level disruption • Fiddling with hair/clothing etc. • Playing with equipment -rulers etc. • Shouting indoors • Misusing equipment • Not sitting properly on chair • Not sharing - snatching • Talking when others are talking • Invading personal space • Pushing (in line) • Running indoors • Throwing small items • Refusing to tidy • General swearing not directed	Reminder A non-verbal cue Example: eye contact, gesture, A verbal reminder of the rules Example: "_____, you are shouting out which is breaking our school ethos of respecting everyone. This is your REMINDER. Please raise your hand in future."	If necessary confiscation of items. Office to send email asking parents to collect items at end of day	
2	Repetition of above same day	Caution Verbal reminder + name on class log Explain that you have spoken to the child about breaking the ethos and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: "_____, you are shouting out which is breaking our school ethos of respecting everyone. This is your CAUTION. Next time I	Private individual correction	

		have to speak to you it will be reflection. Please raise your hand in future."		
3	Repetition of above same day	Last chance Verbal warning + CPOMS Explain that they have still chosen not to follow our school ethos and as a consequence they have to spend some time reflecting on their actions. This means they must speak to you for a few minutes at break-time/ lunch time. Example: "_____, you have chosen to continue to shout out which is breaking our school ethos of respecting everyone. You now have to spend some reflection time and will need to speak to me at breaktime/ lunch time and the behaviour will be recorded on our system which mean Mrs McDonnell will be informed."	Reset 10 minutes Next break time with class teacher 1st behaviour Letter emailed home logged on CPOMs	
4	If Stage 3 has been reached x 3 over half a term Immediate L4 • Refusal to complete tasks or work • Swearing directed at a person • No-compliance to requests or instructions • Disrespectful e.g., huffing, shrugging, rolling eyes, inappropriate voice • Lying	Parents informed/CPOMS Log Explain that they have still chosen not to follow our school ethos and as a consequence they have to spend lunch in detention. Example: "_____, you are continuing to break the school ethos of respecting everyone and have now received a second reflection and	Lunch detention After school meeting with parents & Class Teacher 2nd behaviour letter issued during meeting Logged on CPOMs	APDR Risk Calculator – Difficult or Dangerous Risk reduction plan Subconscious and Conscious

	• Offensive gestures • Answering back • Name calling or teasing • Encouraging misbehaviour in others • Hiding other people's possessions • Stealing • Rough, dangerous or inappropriate play.	you need to have time in detention at lunch. I will notify your parents and invite them to a meeting to discuss this behaviour."		Behaviour Analysis Anxiety Analysis Roots and Fruits
5	Persistent stage 4 behaviour Immediate L5 • Extreme or persistent anti-social behaviour • Damaging equipment by reckless behaviour • Deliberate humiliation • Defiance	If Stage 4 has been reached x 3 over a term Internal isolation ½ day and lose lunchtime & break time Explain that they have continued to choose not to follow the ethos and as a consequence they have received further consequences. This means that they will now need to spend in isolation. The deputy head/ headteacher will also discuss the behaviour with the child. Example: "_____, you are continuing to break the school ethos of respecting everyone and we now have to take further action. You will now spend ½ day in isolation thinking about the choices you have made with Miss Johnston/ Mrs McDonnell and your parents will be notified of this and invited to a meeting."	Taken to SLT Internal isolation ½ day with SLT and lose lunchtime & break time (with work/reflection task) Behaviour contract after school meeting with parents, Class Teacher & SLT. 3rd behaviour letter issued during meeting Logged on CPOMs EHA meeting with SENCo.	Risk Calculator – Difficult or Dangerous Implement protective consequences Risk Reduction Plan

6	<i>Attacking a pupil</i> <i>Attacking member of staff</i> <i>Persistent Stage 5 behaviour</i> <i>Behaviour which puts themselves or others in imminent danger</i> • Deliberately hurting another child e.g., Kicking, punching, • pinching, biting, squeezing, or grabbing • Vandalism with intent • Prejudice related comment or language (including Racial or homophobic language) • Inappropriate touching – others • Violent or Aggressive behaviour • Possessing a weapon in school (e.g., knife)	A fixed term suspension may apply at the discretion of the headteachers in response to extreme behaviours (e.g. violence towards others). This will be in accordance with the Cambridgeshire County Council exclusion policy.	Fixed Term Suspension Parents contacted immediately to remove child from school if appropriate & Safe. Parents to attend reintegration meeting with Head Suspension Letter issued during meeting – logged on CPOMs	Risk Calculator – Difficult or Dangerous Implement protective consequences Risk Reduction Plan
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