

Archbishop Courtenay Primary School –
In collaboration with The Diocese of Canterbury Academies Trust

Behaviour Policy

Aim of a Behaviour Policy –

The vision of the Trust is:

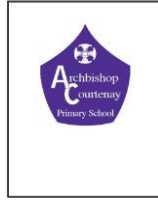
- To create an environment that encourages and reinforces good behaviour in line with Christian values, particularly an implicit message of love and forgiveness
- To define acceptable standards of behaviour.
- To encourage consistency of response for both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the School's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and School in this policy's implementation.

Approach –

- To involve all of the school community in shaping and celebrating a code of conduct
- To ensure that everyone knows and endeavours to practise the school's Gospel values
- To regularly use a variety of strategies to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

Rewards –

The Trust's expectation and emphasis is on rewards to reinforce good behaviour, rather than on sanctions.



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Sanctions –

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be clear what changes in behaviour are required to fulfil expectations of conduct.
- Avoid group discipline as this can breed resentment.
- There should be a clear distinction between minor and major offences.
- Sanctions should focus on the behaviour rather than the person.

The following sanctions are permitted for use in the Academy:

- Non-verbal warnings.
- Informal verbal warning that is not recorded
- Formal verbal warning which is recorded.
- Time-out in the classroom
- Time out outside the classroom environment supervised by another member of staff
- Letter home to parents
- Separate supervision during break or lunchtime

In extreme circumstances Internal, Fixed-term or Permanent exclusions will be considered in line with the Academy's Exclusions Policy

It is important to explore context and feelings with pupils rather than asking "Why did you do that?"

We encourage adults to work through the following questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- How can we repair this, what do you need now?