

**Caldmore Primary Academy Behaviour Procedure - Covid 19 Partial Opening
June 2020**

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Associated documents:	
<ul style="list-style-type: none"> • ATT behaviour Policy • Caldmore Primary Academy ethos and vision • Home school agreement • Privacy notices 	
Links to:	
<ul style="list-style-type: none"> • Assessment, Feedback and Marking Policy • Complaints Policy • Curriculum Policy • SEND Policy • Data Protection policy • Anti-bullying policy • Equality Policy 	

Our ATT Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Caldmore Primary Academy Behaviour Procedures for partial reopening during Covid 19

Good behaviour in our academy is essential in order to maintain a safe and happy environment. At Caldmore Primary Academy, it is expected that all members of the community; staff, children and parents work together to ensure that our academy is safe and harmonious.

Aims of the behaviour policy

The academy seeks:

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all and understand the importance of democracy; the rule of law; individual liberty; mutual respect and tolerance for those with different faiths and beliefs and for those without faith.
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour, consistently role modelling these expectations.
- To ensure physical, sensory, intellectual impairment and mental health are fully supported, with training reflecting the needs of the academy.
- To ensure all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To embed a belief that the education and success of all pupils is of equal value.
- A learning environment where respect for the dignity of ourselves and others are paramount to success.
- A respect for the community and stakeholders, acting as an advocate for the academy at all times.
- Recognition that all pupils may experience personal difficulties. The academy should provide support to ensure that behaviour issues do not impinge on the learning and progress of others.
- Specific support for SEN/disabled pupils, Pupil Premium pupils and EAL pupils should be regularly monitored and communicated across the academy.
- A commitment to developing individual potential both inside and outside the classroom recognising and celebrating personal milestones.
- The belief that pupils learn best in a safe and nurturing environment, which promotes a sense of belonging and ownership of learning.

Ethos

- The academy ethos is based upon the principle of respect for ALL members of the academy community and ourselves it is underpinned our ethos and vision: achieve, believe, learn and enjoy. We also work hard to support children in developing a 'can do' attitude, a love of learning and supporting the wider community.

- All children should feel safe and know to inform an adult if there are situations within the school where they do not feel safe.
- All children are given opportunities across the curriculum to explore and develop moral concepts and values including how to keep themselves safe in an ever-changing world.
- There is a culture of mutual respect; all staff speak to children in a respectful, appropriate tone modelling the expectations that they have of the children.

Behaviour System

Our behaviour system is based on positive reward and reinforcement. We follow the "Good to be Green" system. Children will be actively praised for good behaviour which demonstrates good choices with their actions, words and learning attitudes and includes behaviours which keep them safe and healthy.

Praise will be through verbal feedback.

Children will be rewarded for the following positive behaviours:

- Making safe decisions about their own behaviour and considering the safety of others by following social distancing and hygiene rules
- Showing a 'can do' attitude
- Showing their love of learning in all aspects of academy life
- Showing respect to the adults and peers they come into contact with

Sanctions

At times, children may need to be reminded about the behaviour choices they make especially if these behaviours result in an unsafe environment for the other children and adults.

Where adults identify poor choices being made, they will follow these steps:

1. A request to stop the behaviour and a reminder of what the behaviour should look like
2. A clear verbal warning
3. If the poor choice continues, a yellow card will be given. When these are given the child needs to understand that the behaviour needs to stop.
4. If the unsafe or poor behaviour continues they will be given a red card. The child will have to discuss their behaviour choices with the adult in their group and outline how this behaviour will change moving forward. Each day is a fresh start for the child to make positive choices.
5. A red card will result in parents being called to discuss the behaviour with an expectation that this must improve.
6. Any pupil who commits serious or persistent breach of the academy rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases, fixed term and permanent exclusion.

Yellow/red cards could be given for the following reasons:

- Not making safe decisions
- Verbal disrespect
- Physical violence
- Damage to property
- Ignoring social distancing rules
- Not following hygiene rules i.e. handwashing or disposing of tissues in the correct manner
- Entering areas of school which are not their designated areas

Implementing the system

It is imperative ALL children know and understand their class rules and the associated rewards and consequences. These will be shared with all stakeholders immediately upon return to the Academy. They will be readdressed on a regular basis to ensure a consistent approach across the Academy.